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ERPA

International Congresses on Education

4-7 June 2015

Athens/Greece

Book of Proceedings

www.erpacongress.com

ISBN: 978-605-83418-0-7

BİRİKİM KOLEJİ

ERPA

International Congresses on Education

Athens- Greece, 04-07 June, 2015

BOOK OF PROCEEDINGS

ERPA International Congresses on Education 2015

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ISBN: 978-605-83418-0-7

Kapak Tasarımı : Hasan Şeritoğlu
Web Tasarımı : Furkan Aydın
Online Yayın Tarihi : Nisan 2016

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Preface

Dear Colleagues,

ERPA International Congresses on Education 2015 was held in Athens. It has created the opportunity to bring scholars, the educational sciences, administers, councilors, educational experts, teachers, graduate students and civil society organizations and representatives together to share and discuss theoretical and practical knowledge in the scientific environment.

It is the great honor for us to edit this e-book of the selected proceedings presented in the ERPA International Congresses on Education 2015 which was held in Athens/Greece from 4 to 7 June 2015. The papers are related to the following themes:

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- ERPA International Language Education Congress

Nearly 450 scholars from 33 countries participated to the congress. A total of 506 papers have been submitted to the congress. Each paper has been peer reviewed by the reviewers and at the end of the review process, a total of 58 papers were accepted for this publication. The remaning papers were published by other publishers. We would like to express our sincere thanks to all who took part in the organization of this International event. Special thanks are to all the reviewers, the members of the editorial board, the publisher, and those involved in technical processes. We would like to thank all, who contributed to the organization and helped to realize the conference with their generous intellectual support.
We hope that you enjoy the reading of the papers.

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Research of occupational identification of special educator students at a Hungarian University

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Abstract

The Special Education Institute of University of Kaposvár has pursued a longitudinal research about occupational identification of special education teacher students since 2012. The methods consist of questionnaires (like Occupational Identity Scale; Melgosa, 1987; Self-efficacy Scale, Schwarzer & Jerusalem,1995) and self-narratives (like stories about career choices). The participants of the pilot study were 84 undergraduate students from the Special Education Department. The sample for the main study (n=135) was drawn from the first- and second-year students of our department. They will be examined repeatedly in the subsequent years based on our study protocol. The main goal of the study is to describe the special patterns of career identification in training and in the first years of career start and of course, to improve our training.

Keywords:
Career identification, longitudinal research, special education teacher training

1. Current issues in occupational identification

The theoretical base of our study in occupational identification is the scientific literature on development crises (Erikson, 1968; Marcia, 1993), in which crises are defined as key turning points between successive life stages that provide possibilities for the development of personality. Personal identity is a central tenet of Erikson's concept, which ensures the sameness and continuity through all the changes of an individual's life path by editing and re-editing personal experiences. Solving these crises always adds new elements to personal identity, as its unity, upset by the crisis, is re-organised on a higher level. The development of personality is a continuous process, as the individual has to respond to newer and newer challenges emerging from its social environment. Adolescence is widely known to be a particularly intensive part of this process, when separation from the parents, acquiring self-sufficiency and the forming of a personal identity all have to be addressed. A positive result of the crisis is the achievement of identity, which also enables the person to feel committed towards certain values, ideas or individuals, or a certain profession (Marcia, 1993). The opposite of this process is the diffusion of identity, a status without commitments or firm ideas about one's future. A moratorium is defined as a prolonged, unresolved crisis. The case when an adolescent accepts a life path offered by others, like his or her parents, without living through any kind of crisis, is defined as an early closure. According to Erikson, adolescence is followed by the intimacy-isolation crisis of young adulthood, when the person has to experience how to form a mature relationship based on mutual acceptance and love.

In the age of globalisation young people are facing more life path choices, which also means more decision situations. However, at the same time, the results of these decisions are now less predictable, which leads to a feeling of uncertainty and of being unable to plan ahead. According to Arnett (2000),

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these social conditions result in a delay in becoming independent, taking responsibility or attaining financial self-sufficiency over an individual's personal life path, and he defined this boundary between adolescence and young adulthood as 'emerging adulthood'. The term 'quarterlife crisis', as defined by Robbins and Wilner (2001), also attempts to describe the same phenomenon.

2. Research questions

Our study in the occupational identification of special educators is also made timely by the changes that impacted the whole profession in the past decades. The number of children with special educational needs have expanded, and with the spread of the concept of inclusion in education they also appeared in new types of institutions, which resulted in the need for special educators to also fulfil new roles, e.g. as an advisor, as a participant in team work or as a therapist. Institutions of higher education play an important role in preparing students for their professional careers and in helping them to successfully form an occupational identification.

The longitudinal study started in 2012 at the Department of Special Education at Kaposvár University attempts to assess the changes in students' occupational identification throughout the whole of their studies, and, as much as possible, to continue monitoring these changes over the first few years of their careers. The complex method of the study tries to outline the institutional conditions that have a positive correlation with the later success of the students, the forming of a solid occupational identification and a positive attitude towards their profession. In the study, we seek to monitor changes in identity statuses over the long term with repeated assessments.

3. Method

In the study special educator students at Kaposvár University are asked annually to participate in a questionnaire survey that comprises of the following surveys:

- Questions regarding social background
- Occupational Identity Scale - Melgosa, 1987
- Self-efficacy Scale - Schwarzer & Jerusalem, 1995 (instructions were presented with slight modifications, i.e. we ask participants to assess statements on self-efficacy "particularly from the aspect of their experiences gained during their studies or their experiences as special educators")
- Measurement of student satisfaction
- Vision for the profession of special education teacher (advantages and disadvantages)
- Self-narratives (e.g. stories about career choices)

Participation in the study is voluntary. A total of 84 students participated in the pilot study started in 2013, while a total of 161 students were involved in the main study that started with the classes of 2013/14 and 2014/15. For reasons of space this article is limited to a discussion of results of full-time students participating in the pilot study. The pilot study comprised of two rounds of assessments done with a difference of six months to monitor any potential changes. In these two rounds of assessments a total of 56 full-time students were involved, all of them women, which is typical of this course. The average age of participants was 21.5 years. According to earlier Hungarian studies (Kiss, 2011), only about 50% of all students in higher education are "conventional" students, as several others start their studies at a later age or after finishing their studies in other fields. This was also true in the case of our sample. Only 14 students participated in both assessments.

4. Results of the pilot study

4.1. Students' vision for the profession of special education teacher

Participants in both assessment rounds were asked to name three advantages and three disadvantages of being a special educator. The points of view and particulars listed by participants can be grouped around a few easily definable issues (Table 1) that can also be compared to each other.

Table 1.Perceived advantages and disadvantages of being a special educator based on student opinions expressed in the pilot study

Advantages	Disadvantages
Complexity of tasks (intellectual challenges and the resulting sense of achievement)	Difficulty of the tasks (intellectual challenges in meeting expectations, the possibility of failure)
Being able to help, social usefulness (promoting equal opportunities, being appreciated)	Social preconceptions, the undervalued status of special educators
The necessity of doing this work (job opportunities which also secure a good livelihood)	Deficiencies (few job opportunities, underpaid job)
Personality of the educator (potential for development)	Personality of the educator (stressful experiences, potential burning out)

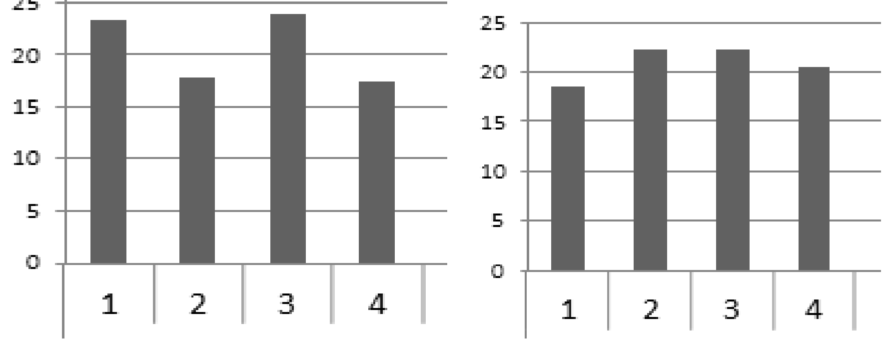
Students highlighted as an advantage the complexity and diversity of tasks and competences that special educators face up to, the intellectual and practical challenges of the profession and the sense of achievement as a result of solving these: e.g. "it is more complex than being a schoolteacher", "it gives more sense of achievement", "you respond better to unexpected situations". However, they also marked as disadvantages the possibility of failure and the drawbacks and difficulties posed by all these challenges: "have to deal with too many things", "it offers small room for visible professional development", "there are few successes". One of the most frequently named advantages of the profession is its social usefulness, the ability to help: "we can help people", "we make children's life easier", "equal opportunities". But this category also shows contrast: "it is looked down on by many", "it is undervalued". Participating students also had ambiguous views on working as a special educator for a living. Several respondents emphasised the need for this kind of work, the demand for it and the financial security that it offers as a result: "it can be hard to get employed", "it is not a secure job", "they are too few, it is a profession in demand". Others said the opposite: "low income, low demand".

Finally, we would like to highlight the somewhat diverse category of statements on the personalities of educators, which featured both positive and negative claims: being a special educator "helps in attaining an emphatic attitude", but on the other hand it is "emotionally more stressful", "it is easy to burn oneself out", "it demands immense perseverance and patience, which is hard to give every day".

The ambiguous perception of being a special educator presumably does not promote the stabilisation of occupational identification, especially as these ambiguities can sometimes be observed in the points of view expressed by the same student.

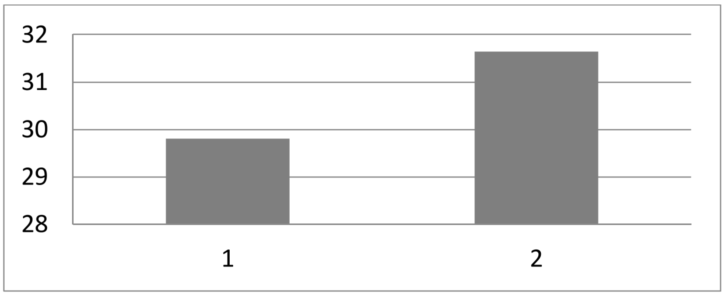
4.2. Characteristics of identity statuses

The pilot study have found no significant difference between classes of different years in measurements on the identity achievement subscale of the Occupational Identity Scale by Melgosa, which means that measurements on this scale did not increase towards more positive values in later years, and actually were seen to decrease, as seen in Graph 1. This non-significant decrease may also be attributed to the phenomenon of 'emerging adulthood', mentioned earlier. It will be worthwhile to see if the same kind of slide in occupational identity measurements can be observed again in the last year of studies of participants involved in the main study.



Graph 1: Results of measurements on the identity achievement subscale of Melgosa's Occupational Identity scale in the two assessments, shown per year

As six months passed between the two assessments conducted in the pilot study, we had the opportunity to observe the changes measured by the Self-efficacy Scale. Even though only 14 students had participated in both assessments, we found a significant ($p<0.05$) change towards more positive values (Graph 2).



Graph 2: Differences in the results of the Self-efficacy Scale between the first and second assessments

We can conclude that the beliefs and expectations of these students that they will be able to handle difficult situations arising throughout their lives and the challenges of being a special educator became more pronounced. Based on students' responses we can say, that professional exercises and opportunities for volunteer work in places such as the children's ward at the local hospital have all contributed to this positive change.

5. Conclusion

Rapid economic and social changes have made timely the study of the process of forming occupational identification. This paper outlines the first year of a study that is planned for the long term and which will be continued in later years of participants' studies, to ensure that we can gain an insight into changes in occupational identification.

To summarise our findings we would like to highlight the following methods that we found to be important in higher education to help students in choosing a career path that is based on realistic self-knowledge and to facilitate the forming of occupational identification.

- Students in our institute participate in two different personal development training courses: a training for first-year students to help develop self-reflective skills, aimed at realising the ideas of a helping profession, while students in the last year of their studies take part in a training course preparing them for the challenges of starting their careers.
- Professional exercises conducted in various institutions such as primary schools, special schools and kindergartens, penal institutions, children's wards and psychiatric wards and institutions for handicapped adults, are also highly important.
- We also support the voluntary work of our students from the moment they enter the course to gain first-hand experiences of their chosen professions.

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International Congresses on Education
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Effect of flexibar training on 7-meter throw performance in handball

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Abstract

This study was aimed to determine the effects of strength training on free-throw performance in handball players and to investigate the relationship between shot speed and shot accuracy. 16 male handball players (height: 183,63±5,78; body weight: 77,25±10,361) playing in handball major league were included in this research. Handball players participated in the study were divided into two groups, namely experimental and control groups. Handball players in the experimental group have engaged in 30 minutes' flexibar- and strength training a day, 3 days a week during 10 weeks. In the meantime, handball players in the control group have continued the existing handball training. As a result of this study, it was found that there is not a statistically significant difference in 7-meter throw performance and handgrip strength of experimental handball players ($p>0.05$). In a similar manner, it was observed that there is not a statistically significant difference in 7-meter throw performance and handgrip strength of control handball players ($p>0.05$). On the contrary, it was noticed that there is a statistically significant reduction in the shot speed of the players in both experiment and control groups ($p <0.05$).

Keywords:
Handball, flexibar, performance.

1. Introduction

Plyometric exercises need the use of neurological module of innate stretching character of skeletal muscles. Stretching and contraction involve a combination of eccentric, plyometrics and concentric muscle movements. Accumulated elastic energy produces a strong concentric movement along with a sum of myotatic reflex actions when muscle stretching occurs fastly (Baktaal, 2008). Methods, sometimes also known as vibration training, are used in plyometric trainings. It has often also been used in plyometric studies in recent years while vibration training are utilized for massage or therapeutic purpose in the beginning. Athlete steps onto a platform in model of vibration and plyometric training. Then, a certain amount of vibration is given to athlete's body at a level that will influence her or his own bone or skeletal muscles. A progression ensues at the level of muscular force as a result of applied vibration (Koç, Erman, 2012; Kin İşler, 2007). Muscular vibration training through electrical stimulations has become an increasingly wide spreading training model among athletes in recent years (Gürol, Yılmaz, 2013).

Improvement in the strength performance caused by vibration training suggests that use of vibration training not only increases throughout body but on regional muscle groups as well. Recent studies have indicated that vibration training causes some differences in the level of supporting the acute or chronic muscle development. It is stated that clear uncertain about the amount of load to be

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applied still in vibration training nowadays underlies these differences. Therefore, new researches are needed to evaluate acute or chronic metabolic changes that are caused by vibration training applied to both systemic- and local some muscle groups (Kin İşler, 2007).

It is well known that many factors affect the throw, regardless of type of sports, throwing technique and the object that is shot. It is known that the muscular features from these factors are also of capital importance. A muscular strength produces depending on the trajectory followed by the arm that performs throwing motion. Some differences in force transmission can be observed in body muscles based on type of orbit and orbital plane. Beside this, the use of concentric, eccentric and isometric force is monitored along arm's projectile motion. Thus, it is a prerequisite to be sufficiently muscular strength for an accurately and relevant shot. In addition, necessary training programs should be practiced for properly working the muscles also from technical aspect in parallel with force application (İnal, 2004).

There is scarce information on what level hit rate of shooting so quickly will be. Further studies warrant in this field. In fact, researches have generally been reported to improve athlete's shooting performance depending upon technical training programs and throwing practices (Uzun, Pulur, 2011; Kladopoulos and McComas, 2001).

Power necessary for a proper shot lies at the bottom of relationship between shot speed and handgrip strength. The success of the shot is also affected by the force produced by wrist and fingers. Because fingers also push the ball as wrist twists forward during the shooting. Therefore, it can be said that handgrip strength (wrist) has an important role in the shooting performance (Özbek, 2008).

So, this study was aimed to examine the effects of upper extremity plyometric training model applied to handball players on handgrip strength, shot speed and shot accuracy.

2. Method

2.1. Subjects

Population of the study consists of handball players interested in professional handball sport in the province Adapazarı. Sample group of research is composed of 16 male handball player (Age(year): 20,38±1,68; Height (cm): 183,63±5,78;Weight (kg): 77,25±10,36) playing in Adapazarı Municipality Handball Team in Handball Major League.

2.2. Data collection tools

Handgrip strength: Takei Brand Hand-Grip Dynamometer was employed to measure the right and left handgrip strength of handball players participated in the study. Five-minute warm-up exercises were applied to handball players before test. Measurements were performed with 45 degree angle, without bending handball players' arms and touching the device to their body. Measurement technique was applied to both the right and left hand. Right to two attempts at a time was given to both hands. The best score obtained was recorded as the test score (Saygın et al., 2005)

Shot Accuracy Test: Handball goalpost for handball players was drawn on the wall in conformity with proper dimensions. Measurements for shot accuracy test were taken using 75x50 targets on every corner. 5 balls were shot to every corner of the drawn proper handball goalpost with the number 3 ball from 7 meters.

Measurement of shot speed: A Power-Mad Radar Gun (0.1 Km / H) was used to measure the speed of the ball. All the shots were recorded by video camera. Shooting speed was measured by the radar gun and recorded in km.

2.3. Data collection

Experimental research model with pretest-posttest control group was used in this study. In this context, handball players participated in the research were halved into two groups, namely experiment (8 handball players) and control group (8 handball players). A different model of strength training (flexi-bar), as well as the existing training programs, was applied to handball players in the experimental group for 30 minutes a day, 3 days a week during 10 weeks. However, handball players in the control group were continued the existing handball training program.

2.4. Statistical analysis

SPSS 15.0 software for Windows was used for the obtained data. Wilcoxon test was used to compare pre- and post-test means within the group. Mann-Whitney U test was used for pre-test and post-test comparisons of groups with each other. P-value of <0.05 was considered statistically significant.

3. Results

Left and right handgrip strength test-retest values obtained from experimental and control group handball players are given in Table 1, along with the arithmetic mean and standard deviations.

Table 1.Test-retest hand grip strength mean and standard deviation and test values of experimental and control group

		Experimental Group							Control Group				
		n	X	s	z	p			n	X	s	z	p
Left Hand Grip Strength (kg)	Test	8	50,88	7,029	-0,169	0,866	Left Hand Grip Strength (kg)	Test	8	52,56	6,444	-0,07	0,944
	Re-test	8	49,94	8,571				Re-test	8	52,63	6,632		
Right Hand Grip Strength (kg)	Test	8	52,75	6,772	-0,491	0,623	Right Hand Grip Strength (kg)	Test	8	53,63	6,733	-0,701	0,483
	Re-test	8	50,81	7,066				Re-test	8	54,44	4,187		

According to the table, there were not found any statistical differences between left and right hand grip strength in experimental and control group.

The test-retest values obtained from experimental and control group handball players before and after flexibar workings upper and bottom corners of goalpost are given in Table 2, along with the arithmetic mean and standard deviations.

Experimental group who join flexi-bar exercises, in addition to usual handball trainings have not showed any statistical differences in terms of 7 m. shot accuracy. Control group who join usual handball trainings have not showed statistical differences between tests.

Before and after flexibar trainings test-retest values obtained from experimental and control group handball players upper and bottom corners of goalpost are given in Table 3, along with the arithmetic mean and standard deviations.

Table 2. Test-retest 7 m. shot accuracy mean, standart deviation and test values of experimental and control group

		Experimental Group					Control Group						
		n	X	S	z	p			n	X	S	z	p
Upper left corner	Test	8	2,88	0,991	-0,905	0,366	Upper left corner	Test	8	1,75	0,886	-1,19	0,234
	Re-Test	8	2,5	0,926				Re-Test	8	2,25	1,165		
Upper right corner	Test	8	2,38	1,506	-0,962	0,336	Upper right corner	Test	8	1,75	1,035	-0,954	0,34
	Re-Test	8	2,88	1,356				Re-Test	8	2,25	1,165		
Bottom left corner	Test	8	2,5	1,773	-0,531	0,595	Bottom left corner	Test	8	2,5	1,414	-0,604	0,546
	Re-Test	8	2,25	1,165				Re-Test	8	2,88	1,246		
Bottom right corner	Test	8	2,63	1,302	-0,431	0,666	Bottom right corner	Test	8	2,88	1,126	-0,541	0,589
	Re-Test	8	3	1,604				Re-Test	8	2,63	0,916		

Table 3. Test-retest 7 m. shot speed mean, standard deviation and test values of experimental and control group

		Experimental Group					Control Group						
		n	X	S	z	p			n	X	S	z	p
Upper left corner speed (km)	Test	8	56,85	5,849	-2,38	0,017	Upper left corner speed (km)	Test	8	59,97	8,344	-1,262	0,207
	Re-Test	8	49,6	5,638				Re-Test	8	55,22	5,438		
Upper right corner speed (km)	Test	8	65,55	5,679	-0,14	0,889	Upper right corner speed (km)	Test	8	70,3	6,764	-2,521	0,012
	Re-Test	8	64,9	7,499				Re-Test	8	61,08	5,392		
Bottom left corner speed (km)	Test	8	58,15	7,631	-2,1	0,036	Bottom left corner speed (km)	Test	8	62,83	7,637	-2,1	0,036
	Re-Test	8	50,8	4,687				Re-Test	8	52,95	6,904		
Bottom right corner speed (km)	Test	8	69,85	6,661	-1,96	0,05	Bottom right corner speed (km)	Test	8	72,38	5,999	-2,521	0,012
	Re-Test	8	63,03	9,586				Re-Test	8	63,27	4,787		

According to the shooting speed of the ball, statistical decreases have been seen in the left upper and bottom corners of goalpost in experimental group, but in the control group there have been statistical decrease in right upper and bottom corner and bottom left corner of the goalpost.

4. Discussion and Conclusions

At the end of the study, it has been established that a statistically significant difference does not exist in right and left handgrip strength of experimental and control handball players. In this regard, it can be expressed that usual handball training and strength training with flexi-bar do not improve significantly handgrip strength of handball players.

As a result of the study, it is been indicated that a statistically significant difference does not occur in 7-meter free throw performance of players in the experimental and control groups. In respect to this, it is stated that flexi-bar training in addition to the usual handball training did not make a positive contribution to players' 7-meter free throw performance. Bringing about this result can be considered that 7-meter shooting performance is closely associated with technical capacity of players. It can be alleged that no special effort made by both the control and experimental players within the training program to improve 7-meter throw performance and technique also influences to observe this result. Because, throwing technique for each player may also be different from each other, as well as the presence of many factors that affect the technical competence level in handball game (Ion, 2014).

When evaluated findings about shot speed of handball players in experimental and control groups, it is established that there occurs a significant reduction in speed of goals scored to only upper left corner of goalpost by experimental players in comparison to pre-test values. In contrast, it is found that there is a statistically insignificant difference in speed of goals scored to left-bottom and left-upper corners of goalpost by experimental players after their flexi-bar training. When compared pre-test results of control players, post-test is observed that there exists a significant reduction in speed of goals scored to upper-right, left-bottom and bottom-right corners of goalpost by control players. On the contrary, it is determined that there is a statistically insignificant difference in speed of goals scored to top-left corner of goalpost by control players. The results obtained have been concluded that usual handball trainings applied to control group and flexi-bar exercises, in addition to usual handball trainings, applied to experimental group did not affect positively shooting hit rate and even there are reductions in shooting speed. A similar study by Gençoğlu (2008) has been reached the conclusion that plyometric training applied to upper extremities of handball players did not significantly affect shooting speed. This result supports our present research findings.

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ERPA International Congresses on Education
4-7 June 2015 Athens/Greece

The barriers to total quality management in higher educational institutions

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Abstract

The role that quality plays in higher education (HE) is becoming more critical as the current trends leave no alternative for universities but to improve their quality while increasing efficiency. For years, many studies about improvement of quality have been conducted in institutions and the quest still continues. Many investigations have been performed initially at manufacturing sector and these can be found in academic literature related to the issue. Compared to production sector, the number of the studies concerning total quality management (TQM) implementations is less in service sector. Available literature has not been sufficient to direct managers and practitioners and to transfer TQM principles to educational field. To fulfill this aim, many advances have been integrated especially into the marketing and management field recently. This thesis basically focuses on TQM implementations which recently have attracted more attention. The implementation dimensions of TQM in HE and the factors affecting the problems faced during implementation constitute the main aims. Firstly, the implementation dimensions of TQM in HE were shown empirically. Later, some environmental and institutional parameters which might affect TQM implementation process in HE were elucidated. A few number of hypotheses explaining the relationship among these parameters and the implementation dimensions of TQM were formulated. A postal survey was selected as a data gathering method. A sample of ten universities in Turkey has been chosen – public or private which have experienced TQM to a certain extent. A total of 351 questionnaires have been sent to administrative staff and academicians of the sample universities. After one reminder and follow-up, a total of 181 questionnaires were returned with a response rate of 51.5 %. After analyzing the data, 6 factors of TQM implementation were established. These factors were labelled as leadership, improvement, being student-centered, implementation problems, education and management adaptation, modelling. The findings of the survey indicated that the three hypothesis supported strongly were the sufficiency of the lecturers, the amount of publications and the new universities being more familiar with the TQM implementations. The remaining three, which did not have so much support, were the ownership, geographical location and the duties of the staff – academicians or administrative.

Keywords:
quality; total; management; implementation; improvement

1. Introduction

Many research have long been applied in the field of higher education regarding to improvement and have been going on. While this paper was prepared, Japan started practicing a notable management system called "zero fault" leaving total quality management (TQM). This is because the human needs and environment are changing every day. TQM applications are recent although the field has many

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studies on this occasion. In particular, in the field of higher education, practitioners face many crucial problems.

1.1 Purpose

As it is known, by the help of TQM implementations in HE it would be possible to get better results in the field of education. The aim of this study is to put forward the barriers to TQM in HE institutions in Turkey. To overcome these problems, despite the ambiguous nature of TQM, it seems necessary to be able to understand the roots of these issues. In this study, some of these factors are dealt with. The implementation problems are studied in HE as much as production service. In this sense, under the management of Council of Higher Education (COHE) 24 foundation universities, 25 state universities and 28 Anatolian universities are prone to study. The initial and crucial aim is that the factors affecting TQM applications need putting forward. The other aim is to find out problems faced in practice.

1.2 Background literature

The application of TQM in universities is inevitable due to competition among foundation and public universities in Turkey. In this part, the definitions and history of quality, TQM and TQM in higher education will be yielded. Later, the reasons why to apply TQM in the field will be raised and then theoretical and practical applications of TQM will be analyzed.

1.3 Quality

Either quality or total quality has been an issue to reach better results or standards in the societies (Hergüner, 1998, s.13). Although quality has many definitions, two of them are remarkable. "Conformance to requirements or specifications" (Crosby,1996) According to the definition of ISO (International Standardization Organization,2000), quality is defined as "the total features of a product or service determined or possible needs based on meeting capability of those requirements.''

Goddard and Leask (as cited from Ensari, 1999, pp.23-24) state that quality can be defined by customers.

1.4 Total quality management

Perceiving these definitions, it would be convenient to define TQM. Peker (1993) defines TQM as "a contemporary management system based on improving all processes, products, and services by contribution, developing internal and external customer satisfaction, and sustainable development of all results in the companies for customer loyalty, giving importance to customer expectations above everything and establishing quality described by customer during production or service".

Having defined related terms, a definition of TQM could be concluded in higher education. TQM in higher education is "a sort of organization culture which is in the leadership of the board of trustees, the board of higher council of the university and rector ship, with all students, academic and administrative staff, centered on the share-holders and on their quality perception, as a team, altogether, with the contribution of the management, based on sustainable development seeking perfectionism."

The problems occurring while applying TQM in higher education are classified in to some certain groups. The factors which affect TQM applications in higher education are stated as leadership, improvement, being student-centered, academic and managerial unity, modelling.

2. Research Methods

We may encounter many factors which affect TQM application in the field; however, it would not be possible to examine all those ones. Some of them will be studied such as academic and administrative staff, the ownership of the university, geographical situation, foundation year, number of publication, the ratio of academic staff to student numbers. Although in Turkey we have 77 universities according to the report published by COHE (2000), 10 foundation and public universities have been opted as they have practiced TQM applications in their institutions, which are Bahçeşehir, Başkent, Beykent, Boğaziçi, Dokuz Eylül, Koç, Marmara, ODTÜ, Sabancı, Uludağ. Five of these universities are run in İstanbul, four of them are in Ankara and one of them is in Bursa. All the higher schools, faculties, research centers of the universities are included in the study. 351 questionnaire-based mail were sent to academic and administrative staff of the aforementioned universities. A five-point scales was used to get the responds as 5. Definitely agree 4. Agree 3. Indecisive 2. Not agree 1. Definitely not agree. After piloting, the last version of the questionnaire with the 45 questions were classified into 5 different groups as Private, Management, Student, Academic Staff and Processes.

The first and second data sources are used in this study. The first data sources are the classical questionnaire prepared based on the ones before. As nearly half of the universities were out of İstanbul, mailing was used to get the results. The second data source is the literature reviews in the field. Before applying the questionnaire in the sample respondents, a pilot implementation was applied in Beykent University in order to confirm that the items of the questionnaire were clear and not ambiguous. The questionnaire was separated into two parts. In the first part a cover page and later questions were established. The details of the sample are yielded in Table 1.

Table 1. Descriptive statistics

Universities	n	%
Bahçeşehir	5	2.8
Başkent	7	3.9
Beykent	4	2.2
Boğaziçi	14	7.7
Dokuz Eylül	83	45.9
Koç	0	0
Marmara	13	7.2
ODTÜ	9	5
Sabancı	1	0.6
Uludağ	45	24.9
Geographical Situation		
İstanbul	6	60
Out of İstanbul	4	40
Foundation Years		
Between 1-8 years	4	40
Between 9-20 years	3	30
21 years and more	3	30
Publication Years		
1-50	3	30
51-200	4	40
201-520	3	30
Nember of Academicians		
Between 1-70	3	30
Between 71-650	4	40
Between 651-900	3	30
Number of Students		
Between 1-1500	3	30
Between 1501-15000	4	40
Between 15001- 44000	3	30
Staff	n	%
Academics	159	87.8
Administrative	22	12.2
Gender		
Male	100	55.2
Female	81	44.8
Kind of		
Public	165	91.2
Foundation	16	8.8

Consequently, the survey questionnaire was mailed to a total of 381 academicians and administrative staff of the universities as potential respondents. A total of 181 questionnaires were returned and the data was put into SPSS (Statistical Package for Social Sciences) 9.0 and analyzed. The respondent ratio is 51 % and the details are submitted in Table 2. Principle components factor analysis is applied. After the Content analysis and scale purification, six TQM application dimensions which include 28 questions were identified. These are leadership, improvement, student-centered, application problems, educational and managerial unity and modeling. The relationship between these factors was examined with the help of parametric t-test and Anova.

Table 2. Descriptive results

Universities	Admin. & Academic Staff	The Number of the Questionnaire Sent	The Questionnaire Returned	The Responded Questionnaire Ratio %
Bahçeşehir	144	5	5	100
Başkent	601	20	7	35
Beykent	111	4	4	100
Boğaziçi	881	29	14	48
Dokuz Eylül	2552	83	83	100
Koç	128	4	0	0
Marmara	1984	65	13	20
ODTÜ	2433	79	9	11
Sabancı	116	4	1	25
Uludağ	1792	58	45	77
TOTAL	10742	351	181	51,5

2.1 Reliability and Validity

Table 3 indicates Reliability coefficients (Cronbach Alpha). The values for Cronbach alpha range between 0.42 and 0.86. For the validity of the questionnaire, many national and international research conducted in the field and a pilot trail were used. The reliability analysis results are yielded below in Table 3.

Table 3. The reliability analysis

Total Quality Factors in Education	Cronbach Alfa Values
Leadership	0.8636
Improvement	0.7583
Student Centered	0.7961
Implementation Problems	0.5814
Educational and Managerial Unity	0.5058
Modeling	0.4289

3. Results and Discussion

Although universities apply TQM in their institutions to some extent, it seems that they have problems as well. For example, the statement under Leadership, "Prizing, punishment systems on staff are applied in a standardized and objective way." just got only 19.3 % positive answer. However, this is a must for TQM practices. Likewise, the question "Many decisions are taken not only by the upper management but by the contribution of the staff depending on data." got only 24 % support from the respondents. Because in another study conducted in 1998, almost 64 % of the respondents stated that they wanted to work with a leader who embraces contribution of the others (Hergüner, 2000).

In terms of "improvement", only 18 % of the respondents said that "In-service-training programs for academicians and administrative staff are designed in line with students' needs." The statement "Rector and General Secretary meet with students and parents regularly for their problems." got the same result as the one before. The result indicates that one of the major items of TQM is not perceived well enough by the practitioners.

Under the title, "Academic and Managerial Unity", the statement "Total Quality Commission, Research & Development or Strategy Development Unit are working continuously." remained only at 23 %. It states that only one fourth of the universities has a constantly working unit.

Interestingly, despite the fact that academicians resist students' comments on their work, the respondents supported the idea that "Students are able to describe the quality of the work that the instructors do." with a high percentage of 50. In parallel to that idea, 37 % of the respondents supported the idea "Academicians and administrative staff are assessed by students regularly." Although there is a resistance among the academicians in general, they express themselves as if they verify the implementations in the field in the questionnaire.

Despite everything, the statement under the title "Modelling", 92 % of the respondents supported the idea that "I believe that quality issues are useful to apply in higher educational institutions." which is promising for the future of the practices in the field.

In conclusion, after all these results, the first hypothesis "Administrative staff contribute more comparing to academic staff to TQM applications." did not get strong support from the respondents. The second hypothesis "Foundation universities are more prone to TQM applications comparing to public universities." has been supported by the results to a small extent. The third hypothesis is "The universities in İstanbul are more prone to TQM applications." is not supported by the respondents. The other hypothesis "The universities which are not institutionalized enough contribute less to TQM applications." is supported by the respondents to a great extent. "The research-based universities contribute more to TQM applications is another hypothesis." is not supported by the respondents much. The last one "The universities which have more academic staff per students contribute more to TQM applications." is supported much by the responses.

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ERPA International Congresses on Education
4-7 June 2015 Athens/Greece

Turkish accounting standard (TAS) 23 borrowing costs

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Abstract

The purpose of this study is to explain Turkish Accounting Standard (TAS) 23 - Borrowing Costs Standard, which is valid in Turkey in total compliance with International Accounting Standard (IAS) 23, through examples related to practice. In today's fast developing and globalising business world, companies have to gain and maintain superiority in rivalry in order to sustain their existence and development. One of the basic conditions of creating superiority is to make profitable investments. In sustaining the profitability of the investments the importance of creating new financing opportunities cannot be ignored. One of the most common ways of creating new financing opportunities is appealing to liabilities. Therefore it bears utmost importance to recognise borrowing costs that arise.

Keywords:
Turkish Accounting Standard 23, TAS 23, International Accounting Standard 23, IAS 23, Borrowing Costs, Capitalisation, Case Study.

1. Introduction

Since the end of World War II the commerce between countries thrived and governments have regulated the foreign capital laws with legislations in order to meet their fund needs. This approach proved its effect, and after 1960s the number of countries that make investments abroad and international partnerships of companies from different countries have increased, and multinational companies have developed and expanded around the world (Türker, 2010). As a result of these developments, the need for financial information of companies has strengthened and the studies of standardization on creating a joint language in accounting practices have started.

Today, most countries consider the application of International Accounting Standards / International Financial Reporting Standards a necessity for rivalry in international global commerce and especially appealing directly to foreign capital (Türker, 2010). The concept of globalisation that takes place in the world has made the international compliance in accounting standards compulsory (Türker, 2011).

It is essential to present financial reports in an understandable, clear, consistent, objective, comparable way for people and companies that use these reports to make sound decisions. In order to realize this, the differences between national and international practices need to be eliminated in addition to high quality accounting and reporting standards (Karataş, 2010). In this context, standards in complete compliance with International Accounting Standards / International Financial Reporting

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Standards have been published in Turkey since 2005.

TAS 23 Borrowing Costs Standard, which is parallel to IAS 23, regulates the principles about the accounting of borrowing costs attributable to the acquisition of a qualifying asset. A qualifying asset is an asset that necessarily takes a substantial period of time to get ready for its intended use or sale (TAS 23, 5). TAS 23 Borrowing Costs Standard was published in Turkey in 2005, and updated once in 2007 and twice in 2008 for compliance to international changes.

Borrowing costs are interest and other costs that an entity incurs in connection with the borrowing of funds (TAS 23, 5). Borrowing costs emerge as the cost of a company's financing operations. Companies financing their operations and investments with their equities and liabilities (Sağlam et.al., 2008). The main reason for using liabilities is that the cost of using liabilities is lower than the cost of owner's equities (Toroslu, 2011). When they meet their cash need from liabilities, companies bear various costs such as interest, exchange rate difference, due date difference, file opening expense, and commission expenditure. The sum of all these costs are called borrowing costs (Deran & Savaş, 2014).

2. Conceptual Frameworks of TAS 23 Borrowing Costs Standard

According to the basic principles of TAS 23 Borrowing Costs; an entity shall capitalise borrowing costs that are directly attributable to the acquisition, construction or production of a qualifying asset as part of the cost of that asset. An entity shall recognise other borrowing costs as an expense in the period in which it incurs them; but, the term "substantial period of time" (as encountered in the definition of "qualifying asset"), which is not defined in TAS 23 (Enslin, 2008).

An entity shall apply this Standard in accounting for borrowing costs. The Standard does not deal with the actual or imputed cost of equity, including preferred capital not classified as a liability.

Borrowing costs may include; interest expense calculated using the effective interest method as described in TAS 39 Financial Instruments: Recognition and Measurement; finance charges in respect of finance leases recognised in accordance with TAS 17 Leases; and exchange differences arising from foreign currency borrowings to the extent that they are regarded as an adjustment to interest costs. The items of "Borrowing Expenses" and "Financial Expenses" are associated with "TAS 23 Borrowing Costs". Additionally "Borrowing Costs" are related to "TAS 2 Inventories" and "TAS 16 Property, Plant and Equipment" (Aslanertik & Gümüş, 2012).

Depending on the circumstances, any of the following may be qualifying assets; inventories, manufacturing plants, power generation facilities, intangible assets and investment properties. Financial assets, and inventories that are manufactured, or otherwise produced, over a short period of time, are not qualifying assets. Assets that are ready for their intended use or sale when acquired are not qualifying assets.

3. Recognition

Essentially, borrowing costs can be recognised as expenses regardless of the nature and manner of the borrowing (Türker, 2011). However; an entity shall capitalise borrowing costs that are directly attributable to the acquisition, construction or production of a qualifying asset as part of the cost of that asset. An entity shall recognise other borrowing costs as an expense in the period in which it incurs them.

Borrowing costs that are directly attributable to the acquisition, construction or production of a qualifying asset are included in the cost of that asset. Such borrowing costs are capitalised as part of the cost of the asset when it is probable that they will result in future economic benefits to the entity and the costs can be measured reliably. When an entity applies TAS 29 Financial Reporting in Hyperinflationary Economies, it recognises as an expense the part of borrowing costs that compensates for inflation during the same period in accordance with paragraph 21 of that Standard.

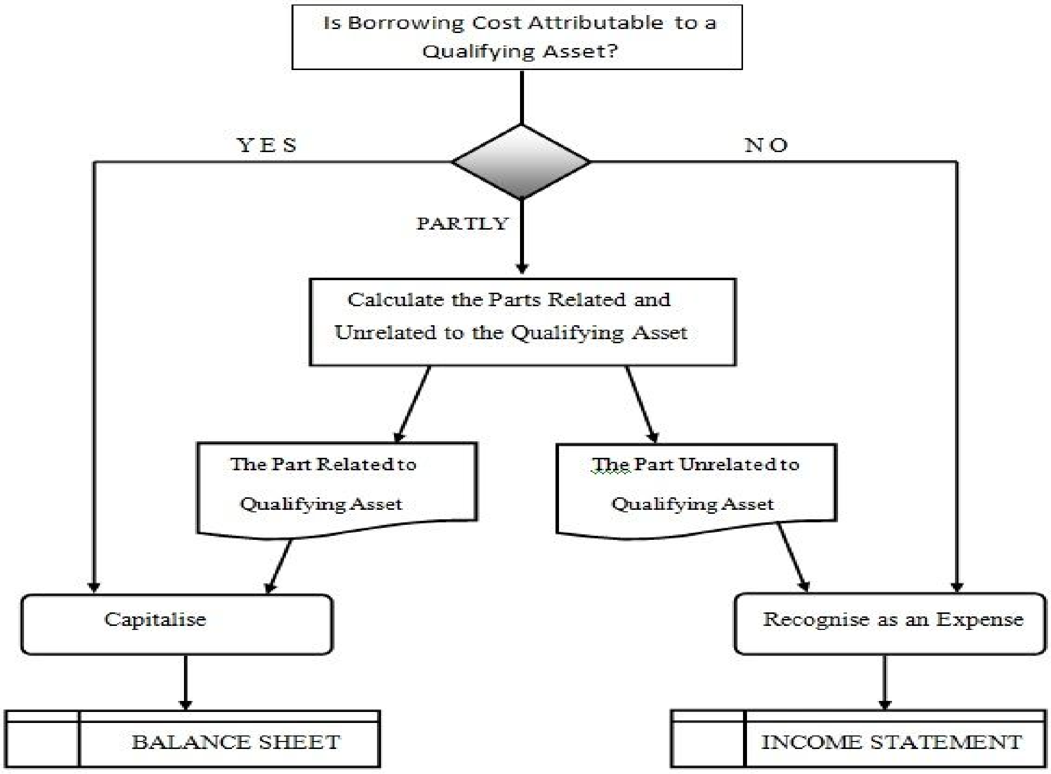

Fig 1. The recognition of borrowing costs

The recognition process of borrowing costs is shown in Figure 1. As seen in Figure 1, in the recognition of borrowing costs the first step is checking whether the cost is attributable to a qualifying asset. Borrowing costs capitalised and transferred to the balance sheet if it is attributable to a qualifying asset. If it is not attributable to a qualifying asset, it is recognised as an expense and transferred to income statement. If the borrowing cost is partly attributable to a qualifying asset, the part which is attributable to the qualifying asset is capitalised and transferred to the balance sheet and the part which is not attributable to a qualifying asset is recognised as an expense and transferred to income statement.

4. Borrowing costs eligible for capitalisation

The relationship between the borrowing cost and qualifying asset is examined while the borrowing cost that will be capitalised is (Deran & Savaş, 2014). It may be difficult to identify a direct relationship between particular borrowings and a qualifying asset and to determine the borrowings that could otherwise have been avoided. Such a difficulty occurs, for example, when the financing activity of an entity is coordinated centrally. Difficulties also arise when a group uses a range of debt instruments to borrow funds at varying rates of interest, and lends those funds on various bases to other entities in the group. Other complications arise through the use of loans denominated in or linked to foreign currencies, when the group operates in highly inflationary economies, and from fluctuations in exchange rates. As a result, the determination of the amount of borrowing costs that are directly attributable to the acquisition of a qualifying asset is difficult and the exercise of judgement is required.

To the extent that an entity borrows funds specifically for the purpose of obtaining a qualifying asset, the entity shall determine the amount of borrowing costs eligible for capitalisation as the actual borrowing costs incurred on that borrowing during the period less any investment income on the temporary investment of those borrowings. Therefore, the capitalised borrowing cost is calculated by extracting the acquired interest income from the total borrowing cost which is endured for the qualifying asset (Deran & Savaş, 2014).

To the extent that an entity borrows funds generally and uses them for the purpose of obtaining a qualifying asset, the entity shall determine the amount of borrowing costs eligible for capitalisation by applying a capitalisation rate to the expenditures on that asset. The capitalisation rate shall be the weighted average of the borrowing costs applicable to the borrowings of the entity that are outstanding during the period, other than borrowings made specifically for the purpose of obtaining a qualifying asset.

In some circumstances, it is appropriate to include all borrowings of the parent and its subsidiaries when computing a weighted average of the borrowing costs; in other circumstances, it is appropriate for each subsidiary to use a weighted average of the borrowing costs applicable to its own borrowings.

When the carrying amount or the expected ultimate cost of the qualifying asset exceeds its recoverable amount or net realisable value, the carrying amount is written down or written off in accordance with the requirements of other Standards. In certain circumstances, the amount of the write-down or write-off is written back in accordance with those other Standards.

5. Commencement of capitalisation

An entity shall begin capitalising borrowing costs as part of the cost of a qualifying asset on the commencement date. The commencement date for capitalisation is the date when the entity first meets all of the following conditions:

- It incurs expenditures for the asset;
- It incurs borrowing costs; and
- It undertakes activities that are necessary to prepare the asset for its intended use or sale.

Expenditures on a qualifying asset include only those expenditures that have resulted in payments of cash, transfers of other assets or the assumption of interest-bearing liabilities. Expenditures are reduced by any progress payments received and grants received in connection with the asset (see TAS 20 Accounting for Government Grants and Disclosure of Government Assistance). The average carrying amount of the asset during a period, including borrowing costs previously capitalised, is normally a reasonable approximation of the expenditures to which the capitalisation rate is applied in that period.

The activities necessary to prepare the asset for its intended use or sale encompass more than the physical construction of the asset. They include technical and administrative work prior to the commencement of physical construction, such as the activities associated with obtaining permits prior to the commencement of the physical construction. However, such activities exclude the holding of an asset when no production or development that changes the asset's condition is taking place. For example, borrowing costs incurred while land is under development are capitalised during the period in which activities related to the development are being undertaken. However, borrowing costs incurred while land acquired for building purposes is held without any associated development activity do not qualify for capitalisation.

6. Suspension of capitalisation

Capitalisation of borrowing cost must be discounted during an extended period which an entity suspends development activity to prepare a qualifying asset for its intended use or sale (Burton & Jermakovicz, 2015). An entity shall suspend capitalisation of borrowing costs during extended periods in which it suspends active development of a qualifying asset.

An entity may incur borrowing costs during an extended period in which it suspends the activities necessary to prepare an asset for its intended use or sale. Such costs are costs of holding partially completed assets and do not qualify for capitalisation. However, an entity does not normally suspend capitalising borrowing costs during a period when it carries out substantial technical and administrative work. An entity also does not suspend capitalising borrowing costs when a temporary delay is a necessary part of the process of getting an asset ready for its intended use or sale.

7. Cessation of capitalisation

An entity shall cease capitalising borrowing costs when substantially all the activities necessary to prepare the qualifying asset for its intended use or sale are complete. When substantially all the activities necessary to prepare the qualifying asset for its intended use or sale are complete then capitalisation should cease (Elliot & Elliot, 2013).

An asset is normally ready for its intended use or sale when the physical construction of the asset is complete even though routine administrative work might still continue. If minor modifications, such as the decoration of a property to the purchaser's or user's specification, are all that are outstanding, this indicates that substantially all the activities are complete.

When an entity completes the construction of a qualifying asset in parts and each part is capable of being used while construction continues on other parts, the entity shall cease capitalising borrowing costs when it completes substantially all the activities necessary to prepare that part for its intended use or sale.

A business park comprising several buildings, each of which can be used individually, is an example of a qualifying asset for which each part is capable of being usable while construction continues on other parts.

8. Disclosure

Financial statements should be sufficient, clear and understandable enough to help the persons and organizations that will use these statements make correct decisions. In financial statements, in addition to exact explanation of financial data, the events which will probably happen but not covered within the financial statement although they may affect the decisions that will be taken should also be included (Çanakçıoğlu et.al., 2014).

An entity shall disclose; the amount of borrowing costs capitalised during the period; and the capitalisation rate used to determine the amount of borrowing costs eligible for capitalisation.

9. Case studies

9.1. Example 1.

MASIF Company is a firm which provides services in entertainment sector and is planning to establish an entertainment park in Kemerburgaz area on 1 January 2014 parallel to their own operation segments. In order to start the entertainment park construction and installation of necessary machines in the previously mentioned area, the infrastructure and ground works and construction, the installation of game and entertainment machines are needed. The company is planning to finish these preparation works on 1 January 2016.

The cost of the project is predicted to 15 million TL. The company is using 3 bank loans and a bonds issued in order to create funds for the investments and operations in this period. One of the bank loans is 13 million TL and it will only be used for this project. The remaining 2 million TL which is needed to complete the project will be obtained from other sources.

The amounts of bank loans that the company used on 1 January 2014 by the end of the year and the bonds issued that it issued on 1 January 2014 and their interest rates are shown below.

Table 1. The amounts of bank loans

The source of borrowing	Amount	Interest
The loan used only for the entertainment park, from Bank A	13.000.000	%8
The loan from Bank B	6.000.000	%10
The loan from Bank C	9.000.000	%12
The bonds issued on 1 January 2014	5.000.000	%9

Calculate the journal entries that the company is expected to do at the beginning of the project and at the end of the year.

Solution 1:

The interest load stemming from the bonds issued and the bank loans used by the company is 3.170.000TL:

(13.000.000*0,08) + (6.000.000*0,10) + (9.000.000*0,12) + (5.000.000*0,09) = 3.170.000TL

Only 1.040.000TL of the total interest load calculated is related to the project:

13.000.000*0,08 = **1.040.000TL**

Therefore, all of this amount should be capitalised.

Apart from that, the part of the remaining bank loans and bonds issued which amount to 2.000.000 must be capitalised as it will be used for the project. In order to calculate this sum the capitalisation ratio is multiplied with 2.000.000 which is the amount that will be used to complete the project. This ratio is calculated by taking the weighted average of borrowing costs except for the bank loans used only to complete the project.

$$\text{Capitalisation ratio} = \frac{(6.000.000*0,10) + (9.000.000*0,12) + (5.000.000*0,09)}{20.000.000}$$

Capitalisation ratio = %10,65

The part of other borrowing cost sources that will be capitalised:

2.000.000*0,1065 = **213.000 TL.**

In this case, the total sum that will be capitalised in the mentioned period is calculated to be **1.253.000 TL**.

The sum that will be capitalised = 1.040.000TL + 213.000TL = 1.253.000 TL

The part of borrowing costs except this sum is transferred to the income statement as period expense.

The part that will be recognised as an expense = Total Financial – The Sum That is Capitalised

The part that will be recognised as an expense = 3.170.000 TL - 1.253.000 TL = 1.917.000 TL

Hence, the journal entries of the company between 01.01.2014 and 31.12.2014 are as follows:

<u>Journal Entries:</u>

Banks			28.000.000	
	01.01.2014	Bank loans		28.000.000
Banks			5.000.000	
	31.12.2014	Bonds issued		5.000.000
Financial expenses			3.170.000	
	31.12.2014	Bonds issued interest that will be paid		450.000
		bank loans that will be paid		2.720.000
Construction in progress			1.253.000	
		Financial expenses		1.253.000

In the first and second journal entries, the records are shown for the bank loan used by the company in order to financing the project and other investments and for the bonds issued by the company to financing the investments at the beginning of this period. In the third journal entries, the records are shown for the interests that accrue from the bonds issued and the bank loan at the end of the year. The whole of the yearly interest amount which was primarily calculated has been sent to Financial Expenses Account. In the fourth journal entries, the interest is extracted from financial expenses and transferred to the Construction in Progress Account. This interest amounts to the sum of bank loans used for the project which has the feature of qualifying asset. Therefore, the financing cost that is born for the qualifying asset is not reported as period cost, but capitalised as stated in Borrowing Costs Standard 23.

9.2. Example 2

In the previous example, the date of use for all bank loans and bonds issued are assumed the same (01.01.2014). In this example, it is assumed that the financial sources used with the same data are used or issued in different dates.

Table 2. The interest ratios and sums of the loans used and the bonds issued by the company are as follows:

Borrowing source	Sum	Interest
The loan used only for the entertainment park, from Bank A (01.01.2014)	13.000.000	%8
The loan from Bank B (01.03.2014)	6.000.000	%10
The loan from Bank C (01.06.2014)	9.000.000	%12
The bonds issued on 1 January 2014 (01.09.2014)	5.000.000	%9

Furthermore, the project was suspended for a year at the beginning of the second year because of the earthquake happened in the region. Make the journal entries at the beginning of the project and at the end of the year.

Solution 2:

The interest load stemming from the bonds issued and the bank loans used by the company is 2.320.000TL:

(13.000.000*0,08*1)+(6.000.000*0,10*10/12)+(9.000.000*0,12*7/12)+(5.000.000*0,09*4/12)= 2.320.000TL

Only 1.040.000TL of the interest load calculated is related to the project:

13.000.000*0,08*1 = **1.040.000TL**

Therefore all of this sum should be capitalised.

Apart from that, the part of the remaining bank loans and bonds issued which amount to 2.000.000 must be capitalised as it will be used for the project. In order to calculate this sum the capitalisation ratio is multiplied with 2.000.000 which is the amount that will be used to complete the project. This ratio is calculated by taking the weighted average of borrowing costs except for the bank loans used only to complete the project.

$$\text{Capitalisation ratio} = \frac{(6.000.000*0,10*10/12) + (9.000.000*0,12*7/12) + (5.000.000*0,09*4/12)}{20.000.000}$$

Capitalisation ratio = % 6,40

The part of other borrowing cost sources that will be capitalised:

2.000.000*0,064 = **128.000TL**

In this case, the total sum that will be capitalised in the mentioned period is calculated to be **1.168.000 TL**.

The amount that will be capitalised = 1.040.000TL + 128.000TL = 1.168.000 TL

The part of borrowing costs except this amount is transferred to the income statement as expenses.

The part that will be recognised as an expense = Total Financial Expenses – The Amount That is Capitalised

The part that will be recognised as an expense = 2.320.000 TL - 1.168.000 TL = 1.152.000 TL

Journal Entries:

Banks			28.000.000	
	01.01.2014	Bank loans		28.000.000
Banks			5.000.000	
	31.12.2014	Loans issued		5.000.000
Financial expenses			2.320.000	
		Bonds issued interest that will be paid		150.000
	31.12.2014	bank loans that will be paid		2.170.000
Construction in progress			1.168.000	
		Financial expenses		1.168.000

By the second year, the spending for the project was suspended because of the earthquake, only the expenses to protect the previous work were continued. These expenses should not capitalised. In reference to Borrowing Costs Standard 23, they should be reported as expenses by suspending capitalisation. When the project construction resumed, borrowing costs that will be capitalised is reported in the balance sheet.

10. Conclusion

In this study, TAS 23 Borrowing Costs Standard which is valid in Turkey in total compliance with IAS 23 and its conceptual framework were explained through, recognition and borrowing costs capitalisation dimensions. Case studies were given in the study.

In reference to TAS 23 Borrowing Cost Standard, the first thing to determine is whether the borrowing cost is attributable to the acquisition of a qualifying asset. If the borrowing cost is directly attributable to a qualifying asset's acquisition, construction or production, it is capitalised and reported in the balance sheet. Otherwise, the borrowing costs are recognised as expenses and reported in the income statement.

An entity shall begin capitalising borrowing costs as part of the cost of a qualifying asset on the commencement date. The commencement date for capitalisation is the date when the entity incurs expenditures for the asset; incurs borrowing costs; and undertakes activities that are necessary to prepare the asset for its intended use or sale. An entity shall suspend capitalisation of borrowing costs during extended periods in which it suspends active development of a qualifying asset. An entity shall cease capitalising borrowing costs when substantially all the activities necessary to prepare the qualifying asset for its intended use or sale are complete.

Borrowing Costs Standard 23 which is valid in Turkey in total compliance with IAS 23 is important because it clarifies the topics of classification and recognition of borrowing costs.

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Turkish Accounting Standard No: 23.

ERPA
International Congresses on Education
4-7 June 2015
Athens/Greece

A study on the level of physical activity habits of teachers

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Abstract

The aim of this study was to investigate teachers' level of physical activity habits from different branches. For this purpose, a total of 158, including 67 female (%42,4) (Xage:34,98±6,86) (Xcareerage:11,27±7,09) (Xheight:164,24±0,005) (Xbody weight:61,34±9,37) (XBMI:22,44±3,95) and 91 male (%57,6) (Xage:37,53±6,86) (Xcareer age:13,64±7,11) (Xheight:174,47±0,06) (Xbody weight:80,12±13,49) (XBMI:25,67±3,30), branch teachers working in high school in Sakarya province, participated in the study. Baecke Questionnaire of Habitual Physical Activity developed by Baecke et al (1982) was used to collect data. Significance level is taken as 0.05 to analyze the data by applying frequency and percentage of operations, t-tests, One Way ANOVA and pearson correlation tests. It has been found that the physical activity habits of the teachers that they got from the survey is on the average level of ability, but a special ability teachers compared to other subject teachers have higher physical activity habits. This difference between the sectors were found to be caused by the work and sports index. When the results are analyzed by gender, men's sports index score was higher in the women's sports index scores ($p<0.05$) There were no statistical differences in the other variables ($p>0.05$). Accordingly it has seen that the level of physical activity habits of male teachers are more than female teachers and in the physical activity habits of teachers of special ability branches have higher physical activity habits.

Keywords:
teacher; physical activity; habit; special ability

1. Introduction

Physical is an activity of energy expenditure resulting the movement of the body through the skeletal muscles (Akandere et al. 2008). Positive effects are available in almost all organisms beyond the exercise of cardiovascular disease and cancer protection. Today, society's lack of knowledge about physical activity, the adoption of the importance of adequately understood and increasingly sedentary lifestyle for health physical activity are some important factors in increasing the incidence of chronic disease in the community (Zorba et al. 2006). Improvement of living standards, intense competition in professional life, the problems arising from the environment and stress increased physical and social needs of the people. But individuals are often unable to resolve these needs, their problems arising from the professional life have gained much importance in their life (Arslan et al. 2003). However, regular physical activity, heart attack, obesity, high blood pressure and such diseases is an important factor that significantly reduces as well as stress of everyday life (Shephard, 1997). When considering the benefits of physical activity for healthy individuals and healthy communities, it is believed that individuals should be encouraged in the most appropriate level of physical activity (Yüksel, 2001). The people have the habit of physical activity and the benefits it will bring to the tenth contribution both to be more positive and healthy environment is an unavoidable fact of life. Shaping the future of teachers in such

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a way that indicates an important habit is important on behalf of the heirs of the future. From this point of physical activity habits in mind that teachers will provide support to the business life and the lives of teachers with different branches aimed to investigate the level of physical activity habits.

2. Research questions

A total of 158 teachers including 91 male teachers and 67 female working on different branches working in connected schools in Sakarya, participated in the study. Branches determined under six groups as social sciences, mathematics, foreign language, science, literature and geography and special abilities. Special abilities branches includes branches of visual arts, music and physical education. For the collection of data developed by Baecke et al (1982) Baecke Questionnaire of Habitual Physical Activity was used. The survey consists of three sections as work, sports and non-sports leisure indexes and including 16 questions in total. Work index consists of 8 questions (α:0,88) and non-sports leisure index consists of 4 questions (α:0,74) and sports (exercise) index including which type of activity is done, how many hours in a week consists of 4 questions (α:0,81). Most of the questions are scored according to a 5-point Likert scale. Each section consists of maximum 5 points and the total activity index consists of maximum of 15 points (Arat et al. 2006). Higher scores mean more physical activity level (Pitta et al. 2006). After implementing the obtained data to the frequency and percentage operations, in order to analysis of the difference between the two means test, to determine the differences between the variables (t-test), to determine differences between groups One Way ANOVA, to examine the relationship between variables the Pearson correlation test were applied on the SPSS 15.0 program and significance level was taken as 0.05.

3. Findings

A total of 158 teachers including 91 male teachers (%57,6) (Xage:37,53±6,86) (Xcareer age:13,64±7,11) (Xheight:174,47±0,06) (Xbody weight:80,12±13,49) (XBMI:25,67±3,30) and 67 female teachers (%42,4) (Xage:34,98±6,86) (Xcareerage:11,27±7,09) (Xheight:164,24±0,005) (Xbody weight:61,34±9,37) (XBMI:22,44±3,95) working on different branches working in connected schools in Sakarya, participated in the study.

Table 1. Distributions relating to activities that participants did

First Physical Activity			Second Physical Activity		
	n	%		n	%
Low Level Activities	21	13,3	Low Level Activities	14	8,9
Middle Level Activities	31	19,6	Middle Level Activities	8	5,1
High Level Activities	26	16,5	High Level Activities	11	7,0
Total of participants do physical activity	78	49,4	Participants deal with second physical activity	33	20,9
Participants don’t do physical activity	80	50,6	Participants don’t deal with second physical activity	125	79,1
Total	158	100,0	Total	158	100,0

According to Table 1, it is seen that 49.4% of participants do physical activity, 50.6% of them don’t do physical activity also the 20.9% of respondents deal with second physical activity, while 79.1% of them don’t deal with second physical activity.

Table 2. Rate Distributions of participants received from survey

Indexes	n	Min	Max	X	SS
Work	158	2,00	3,62	2,83	,33
Sports	158	1,00	4,75	2,36	,69
Non-sports leisure	158	1,25	4,50	2,78	,62
Total	158	4,750	12,250	7,98	1,27

The average work index of the participants in Table 2, is 2,83±,33; sports average index is 2,36±,69; non-sports leisure index is 2,78±,62 and average index of total average from the survey is 7,98±1,27.

Table 3. ANOVA results of physical activity habits index by branches

		n	X	SS	F	p	Significant Differences
Work index	Social Science	27	2,81	,318444	3,423	,006*	Special Abilities - Social Science Special Abilities - Sciences Special Abilities - Literature-Geograpy
	Mathematics	21	2,85	,320203			
	Foreign Language	26	2,84	,328933			
	Sciences	28	2,82	,325141			
	Literature-Geograpy	40	2,74	,312596			
	Special Abilities	16	3,13	,336863			
	Total	158	2,83	,334189			
Sports index	Social Science	27	2,40	,77257	7,027	,000*	Special Abilities – All Branches
	Mathematics	21	2,21	,49552			
	Foreign Language	26	2,22	,54464			
	Sciences	28	2,12	,49301			
	Literature-Geograpy	40	2,31	,66503			
	Special Abilities	16	3,21	,84595			
	Total	158	2,36	,69946			
Non-sports leisure index	Social Science	27	2,78	,51283	2,452	,036*	Special Abilities - Mathematics Special Abilities - Sciences
	Mathematics	21	2,55	,43949			
	Foreign Language	26	2,90	,76183			
	Sciences	28	2,61	,58326			
	Literature-Geograpy	40	2,78	,70299			
	Special Abilities	16	3,17	,49765			
	Total	158	2,78	,62848			
Total index	Social Science	27	8,00	1,306181	6,684	,000*	Special Abilities – All Branches
	Mathematics	21	7,62	,812019			
	Foreign Language	26	7,96	1,182454			
	Sciences	28	7,56	1,076088			
	Literature-Geograpy	40	7,84	1,185094			
	Special Abilities	16	9,52	1,461462			
	Total	158	7,98	1,279128			

*p<0,05

In Table 3 among work index, sports index, non-sports leisure index and total index were statistically significant differences (p<0.05). When compared branches regarding the index; it was found that in work index, teachers of special abilities (3,13±,336) have higher average than social science teachers (2,81±,318), science (2,82±,325) and literature and geography teachers (2,74±,312); in the index of non-sports leisure, teachers of special abilities (3,17±,497) have higher average than mathematics teachers (2,55±,439), science teachers (2,61±,583). Special abilities teachers in sports index (3,21±,845) and the total index (9,52±1,461) was found statistically significant difference between all branches (p<0.05).

Table 4 shows that teachers in correlation analysis to examine the relationship between the results they receive according to the survey index, all indexes were positively identified a strong correlation between.

When Table 5 in the examination results by gender, men's sports indexes (x:2.45±0.72) in women's sports indexes (x:2.23±0.64) more, while among women's sports index with men has been observed that there is a significant difference (p<0.05).

Table 4. Relations between Indexes participants receive by survey

Indexes		Work Index	Sports Index	Non-sports leisure	Total
	r	1			
Work Index	p				
	n	158			
	r	,234**	1		
Sports Index	p	,003			
	n	158	158		
	r	,188*	,514**	1	
Non-sports leisure	p	,018	,000		
	n	158	158	158	
	r	,481**	,861**	,821**	1
Total	p	,000	,000	,000	
	n	158	158	158	158

Table 5. Physical activity habits differences by gender

Indexes	Gender	n	X	SS	t	p
Work Index	Male	67	2,85634	,368153	,531	,596
	Female	91	2,82692	,308316		
Sports Index	Male	67	2,2351	,64238	-1,993	0,48*
	Female	91	2,4533	,72831		
Non-sports leisure	Male	67	2,7836	,65119	,006	,995
	Female	91	2,7830	,61487		
Total	Male	67	7,87500	1,250947	-,919	,360
	Female	91	8,06319	1,300557		

*p<0.05

4. Results and discussion

Teachers in the study in order to examine the level of physical activity habits of teachers with different specialties according to the index received from the survey it was found that the average level of physical activity habits. Şanlı (2008) worked in his work with 286 teachers and reached the conclusion that a low physical activity level. In a study done by physical education teachers it was found to be insufficient levels of physical activity (Arabacı & Çankaya, 2007). In another study of faculty members is insufficient physical activity habits, faced with more health problems of physical activity to the faculty, due to lack of physical activity, professional and concluded that much of the risk of developing many diseases (Arslan et al. 2003). If you quit on these results, the teaching profession requiring dedication of reasons arising from the stressful and time-consuming in a profession outside of working people cannot take the time to physical activity and thus lacks adequate physical activity. In this study, they have higher fitness index men than women results when examined by sex, were found to have more physical activity habits of women than men. Other studies and may be parallels in this study, compared to men that they are less interested in the sport of women (Kara, 2006), men have higher sports index than women (Fogelman et al, 2004), men that individual physical activity levels were adequate than the female subjects (Vural et al. 2010) and made with tennis umpire. A study of male referees in total have been reached severe, moderate physical activity levels and the result is higher than that of female referees walking activity (Mutlu et al. 2012). But Korkmaz & Deniz (2013) adults reveal the relationship between physical activity levels and socio-economic situation of people in the study with 501 women compared to men have expressed that higher levels of physical activity. The awareness of women in the cause of the emergence of such a result, the increase in participation in the social life and work, and may have been due to the nature of the sample group have been suggested. When compared branches regarding the index; it was found that in work index, teachers of specific abilities have higher average than social science teachers, science and literature and geography teachers in the index of non-sports leisure, special skills teachers have higher average than mathematics teachers, science teachers ($p<0.05$). Special abilities teachers in sports index and the total index was found statistically significant difference between all branches. The index has appeared in all the indices in positive relationships positive relationship with each other. The index has been found to be affected in a positive direction from each other. As a result, teachers have special abilities industry in general seems to be higher than other subject teachers of physical activity habits. Branch of business, sports, and leisure activities outside of sport said that this difference stems from the business and sports over the indices and index compared to total index. Physically in a study conducted by classroom teachers active teachers, they have committed physical education courses in a different way than those without active, they offer more opportunities to students for physical activity, they promote physical activity students and better quality physical education classes are as committed to (McKenzie et al. 1999). Therefore, the ability of private industry, especially with the contribution of teachers and sports together in business and private life index is considered to provide a positive contribution to both their professional lives. The teacher's activity in professional and private life is affected from each other and said that ultimately led to the high physical habits.

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ERPA
International Congresses on Education
4-7 June 2015
Athens/Greece

A survey on concept of academic achievement in the context of Turkey

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Abstract

The purpose of this research is to present a general view on factors contributing to academic achievement in PhD theses written between 1984 and 2014 and to examine how theses vary according to certain criteria. Document analysis method is used in the research and the data collected is organized through an examination of the literature. As a result, it is concluded that the factors affecting fidelity in the literature and these factors is classified as teaching-learning approaches, teacher characteristics, student characteristics, learning environment-materials. Also, it is pointed out that in these PhD theses experimental patterns were heavily used and between 2007 to 2014 number of studies made on concept of academic achievement started to grow rapidly.

Keywords:
Career identification, longitudinal research, special education teacher training

1. Introduction

Achievement is described as doing something properly, having good outcomes (Hançerlioğlu, 1996) and reaching determined standards (Cüceloğlu, 1999). When considering success in education the most repeated concept is academic achievement. Academic achievement is an indicator of how much an individual benefits from a certain subject or an academic program in a school environment (Carter & Good, 1973). Like many educational systems Turkish education system is focused on academic achievement (Yıldırım, 2006). The success rates of the educational systems are compared by using total scores students achieved in international exams while students' individual achievements are compared by in school exams and national exams. Because of its measurable nature, academic achievement is focused in education, embraced by many educators and related to many variables.

Academic achievement is tried to be explained by reading-writing-arithmetic as well as a wide range of environmental factors (Özer & Sarı, 2009). Various factors are claimed to contribute students' academic achievements. Some of these are: students' intellectual capacity (Laidra, Pullmann, & Allik, 2007), quality of educational services (Bertucci, Johnson, Johnson, & Conte, 2011), attendance to school (Altınkurt, 2008), attitude towards the subject (Bölükbaş, 2010), achievement motivation (Ellez, 2004), perceived family and friend support (Yıldırım, 2006), problem solving ability (Derin, 2006), time allocated to relaxation and entertainment (Özer & Sarı, 2009) and classroom and school conditions (Altun & Çakan, 2008).

As we thoroughly examine the literature it is seen that both in the world and in Turkey, there are many studies suggesting that academic achievement, which affects students future opportunities by

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playing a key role either increasing or decreasing their learning opportunities (Laidra et al., 2007) and it is also one of the key figures that determine approval or disapproval of a reform in the field of education (Stevahn, Johnson, Johnson, & Schultz, 2002) is connected to many variables. In this context, it is important to explain what academic achievement is and identify the factors affecting it. Analyzing doctoral theses' results is especially thought to benefit to the field of educational research. The purpose of this research is to present a general view on factors affecting academic achievement in PhD theses written between 1984 and 2014 and to examine how PhD theses vary according to certain criteria in Turkish context. In accordance with this purpose, the question of "What are the factors affecting academic achievement in PhD theses and how these theses vary according to certain criteria?" is tried to be answered.

2. Method

The study is designed in accordance with qualitative research method and document analysis method is used for data collection. At the first stage of this research ,which is carried out by following the stages of document analysis method , full text or summary theses published at the YÖK National Thesis Center are searched by using the keywords 'academic achievement', 'achievement', 'success', student achievement', 'school achievement' and 'subject achievement' and 545 PhD theses are found to consist these keywords. However 20 of these 545 theses are excluded from the research as they are either closed to access or summaries don't have the qualities to answer research questions. 525 theses that are included in the research are examined according to independent variables whose effects are being researched, research method being used, employee group/sample group, program types and dates. The data collected at the research are analyzed by using descriptive analysis method. Literature is primarily reviewed to make descriptive analysis and a frame is formed for the data collected. Under which themes this data would be organized and presented is specified according to this frame.

3. Results

The data collected from theses related to the factors affecting achievement in the context of Turkey are organized according to themes specified through reading the literature. In accordance with the specified themes, the factors effecting academic achievement are handled under four categories which are learning-teaching approaches, teacher characteristics, student characteristics (demographical and affective characteristics) and learning environment-materials.

Among PhD theses that view academic achievement as a variable, an important majority that is %72 of them issue learning-teaching approaches, two parts each are %13 issue student characteristics and learning environment-materials, finally % 2 of them issue teacher characteristics. The approaches and methods that come to the forefront under the theme learning-teaching approaches are presented in the Table 1.

When we examine the Table 1, among the learning approaches and methods affecting academic achievement related to learning-teaching approaches, computer/WEB based learning (f=95), cooperative learning (f=38), inquiry based learning (f=26), metacognitive strategies (f=19), multiple intelligence theory (f=16), problem based learning (f=15) and constructivist learning theory (f=15) are the prioritized topics. The effects of these learning-teaching methods on academic achievement are observed by using experimental methods and it is found out that they have positive influences. Findings related to student characteristics are given in Table 2.

Table 1. The Distribution of learning-teaching approaches factor affecting academic achievement

Learning-Teaching Approaches	frequency (*f*)
Computer/WEB based learning	95
Cooperative learning	38
Inquiry based learning	26
Metacognitive strategies	19
Multiple intelligence theory	16
Problem based learning	15
Constructivist learning theory	15
Other	164

Table 2. The distribution of student characteristics factor affecting academic achievement

Student Characteristics	frequency (f)
Cognitive characteristics	30
Affective characteristics	22
Demographical characteristics	18

In the Table 2, the theme student characteristics is addressed under categories of cognitive characteristics (f=30), affective characteristics (f=22) and demographical characteristics (f=18). Cognitive characteristics include variables which are learning styles, metacognition awareness, reading comprehension, problem solving ability; affective characteristics include attitude, belief, anxiety, motivation, shyness, perception of self-efficacy, perception of academic self-concept, student expectations; demographical characteristics include gender, socio-economic status, and residence. Findings on the third theme of the research 'learning environment-materials' is presented in Table 3.

Table 3. The distribution of learning environment-materials factor affecting academic achievement

Learning Environment-Materials	frequency (f)
Classroom materials	31
In and out of class activities	16
Different learning environments	15
Classroom atmosphere	3

Theme learning environment-materials, variables such as classroom materials (f=31), in and out of class activities (f=16), different learning environments (f=15), classroom atmosphere (f=3) are seen to be prioritized. The theme teacher characteristics is assigned as the last theme. Findings related to this theme are shown in Table 4.

Table 4. The distribution of teacher characteristics factor affecting academic achievement

Teacher Characteristics	frequency (f)
Professional knowledge and skills	7
Communication skills	3

When we examine Table 4, it is seen that variables which are professional knowledge and skills (f=7), and communication skills (f=3) are addressed under the theme teacher characteristics. Research designs and yearly distribution of the PhD theses that issue academic achievement as a dependent variable in the context of Turkey are analyzed at the last chapter of the research findings and findings related to each criteria are respectively presented in Table 5 and Table 6.

Table 5. Research design used in PhD theses

Research Design	frequency (f)
Experimental design	363
Mixed design	86
Descriptive design	67
Other	16
Total	525

When we examine distribution of PhD theses about academic achievement according to their research methods, it is pointed out that these studies are mostly designed in compliance with experimental design (f=363). It is possible to say that mixed (f=86) and descriptive (f=67) are less preferred than experimental design.

Table 6. The distribution of PhD theses according to release dates

Dates	frequency (f)
1984-2001	62
2002-2006	115
2007-2014	348
Total	525

When we examine PhD theses about academic achievement according to their release dates, we can say that there aren't many studies made between 1984 and 2001 (f=62). It is seen that between years 2002 and 2006 (f=115), the concept of academic achievement started to take place more frequently in PhD theses as a dependent variable. The number of studies made about concept of academic achievement is observed to grow rapidly between years 2007 and 2014 (f=348).

4. Discussion

The results of national and international researches evaluating academic achievement, teacher characteristics and classroom structures are an indicator of achievement status of educational systems or a basis for educational reforms (Çelik, 2012). Until 2000s, information related to educational systems was limited to schooling rates and resources allocated to education in Turkey. After these years, it is possible to make deeper analysis by using international exams like TIMMS and PISA (Yücel, Karadağ, & Turan, 2013). It is possible to say that these analysis are mostly carried out on academic achievement and variables affecting academic achievement.

After examining the literature concerning academic achievement, it is seen that there are various factors that have an effect on achievement in education. It is possible to say that there are many classifications related to these factors (Thomson Lokan, Lamb &Ainley, 2003). Similarly, in this study, it is concluded that the factors affecting fidelity in the literature and these factors is classified as teaching-learning approaches, teacher characteristics, student characteristics, learning environment-materials.

Learning-teaching approaches is the most prioritized factor in PhD theses. This factor include that computer/WEB based learning, cooperative learning, inquiry based learning, metacognitive strategies, multiple intelligence theory, problem based learning and constructivist learning approaches. When we examine the literature, we can see that educators are mostly concentrated on learning-teaching processes aiming to increase quality and achievement though there are many factors contributing achievement (Schroeder, Scott, Tolson, Huang, & Lee, 2007).

Parallel to the findings of this study, pedagogues intensively compare contemporary approaches with traditional approaches and they mostly report that contemporary approaches increase student's achievement more than traditional approaches. Looking at the historical process in Turkey, this study and similar studies on the topic affect development of curriculum and after the year 2005, these contemporary approaches has been given a major role in curriculum. However, it is thought that these efforts haven't resulted in neither expected structural reforms in educational system nor the developments in the quality of education (Çelik, 2102). Implementation processes of these student centered approaches should be discussed more in consideration of results taken from national and international exams.

Student characteristics is also another factor that is frequently studied in PhD theses. This factor is dealt under three groups which are demographical, cognitive and affective characteristics. Demographical characteristics include gender, socio-economic status and place of living variables; cognitive characteristics include learning styles, metacognition awareness, reading comprehension and problem solving ability variables; affective characteristics include attitude, belief, anxiety, motivation, shyness, perception of self-efficacy, student expectations variables. When we examining the literature, it is seen that student's cognitive capacity, affective characteristics and socio-economic status have a major impact on academic achievement (Jersild, 1983).

International studies show that a clear majority of students in Turkey graduate education system without having basic knowledge and skills (Çelik, 2012). According to TIMMS 2011 data, the most important determiner of academic achievement is socio-economic status. Unlike other countries, there is a massive difference in achievement levels between low and high financial status schools. This situation may undermine students' feelings of social justice and equality (Yücel et al., 2013). It is considered to be an important necessity for educational policy makers with educational scientists to cooperate on preventing socio-economic status differences have such an important effect on academic achievement which is a determiner of students' future expectations.

Another factor affecting academic achievement is learning environment and materials. Classroom atmosphere, in and out of classroom activities, teaching materials and different learning settings are the major variables under this category. Examining the literature, it is possible to say that factors such as learning environment (Ereş, 2007), school based factors (Şerefli, 2003) and school's physical condition (Altun & Çakan, 2008) have important effects on academic achievement. Additionally, physical condition of school and classroom, functionality and currency of materials and organizational climate are among the factors affecting academic achievement (Memduhoğlu &Tanhan, 2013). Among school environments, regional differences factor has a negative effect on students' academic achievement. For example, according to TIMMS 2011 data, schools at rural areas have a low success rate (Yücel et al., 2013). Schools' supplying high quality learning environment and functional teaching materials may be a way to reduce the big difference between academic achievement levels.

The last factor affecting academic achievement is teacher characteristics. Teacher's communication skills, professional knowledge and skills are prominent factors in teacher characteristics factor. Examining the literature, it is possible to say that teacher characteristics are more effective than most of the other factors in student's achievement (Altun & Çakan, 2008). Another teacher characteristic that affects student's academic achievement is professional competencies and skills (Memduhoğlu & Tanhan, 2013). Also, teacher's communication skills have an important effect (Ereş, 2007). Teachers are the most important implementers of all reforms in the field of education. Implementation of educational programs towards their goals and students' achievement seems to be closely related to teachers' knowledge, skills and attitudes. However, it is identified that teachers take up reference their own instructional practices and carry out reforms eclectically and selectively (Çelik, 2012). It seems unavoidable to tackle this obstacle to students' achievement in a cooperative and solution oriented manner both in education faculties and in government's workshops and other scientific study environments.

When we examine the PhD theses about academic achievement, it is understood that they are mostly designed in experimental patterns. In these studies, it is seen that researchers mainly compare contemporary student centered approaches with traditional teacher centered approaches and they agree on contemporary methods having a better effect on students' achievement. Progress made in teaching methods and techniques over the last three decades have increased motivation of the researchers working in the field of education to say something new and it is understood that presenting this achievement quantitatively with experimental studies is a much more generally accepted method.

Within this context, the concept of academic achievement has been discussed in many studies and the number has grown rapidly every year between the years 2007 and 2014. It is obvious that doctoral studies and all other scientific studies made about the concept of academic achievement, which is accepted as one of the main indicators of the accountability of the educational systems, is a guiding spirit in the making of program development studies. This impact is clearly seen especially in studies in 2005 and ensuing years. However, it is identified that the increase of scores in years 1999, 2007 and 2011 in courses like mathematics and science are below the international average. This situation brings to mind that the new program in Turkey doesn't contribute to academic achievement in these lessons (Yücel et al., 2013). To sum up, it is vital to keep in mind that consideration of academic achievement and other cognitive and affective outputs of curriculum in terms of accountability is going to direct the future of educational system.

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ERPA
International Congresses on Education
4-7 June 2015
Athens/Greece

A preliminary psychometric investigation on students´ evaluation of education quality scale (SEEQS)

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Abstract

The aim of this research is to examine the validity and reliability of the Turkish Version of the Students´ Evaluation of Education Quality Scale (SEEQS;Corbalan et al.,2013). Participants were 371 university students. The results of confirmatory factor analysis demonstrated that the 21 items loaded on six factors and the six-dimensional model was well fit (x2= 508.4185, sd= 174, RMSEA= .0072, NFI= .97, CFI= .98, IFI= .98, RFI= .96, SRMR=.0048). The internal consistency coefficients were .93 for the overall scale. The corrected item-total correlations of SEEQS ranged from .51 to .67. Overall findings demonstrated that Overall findings demonstrated that this scale had high levels of validity and reliability.

Keywords:
education quality; validity; reliability; confirmatory factor analysis

1. Introduction

According to Turkish Standards Institute (TSE), quality is defined as the ability to resolve all of the requirements based on the nature of a product or service (TS EN ISO 9000 2001). However, quality is considered as something expensive, rare, and luxurious by many people, but it is to respond adequately to the needs in fact (Çimen; 2012). Quality is the need for the products or services demonstrating their ability to meet all of their characteristics (American Society for Quality Control, ASQC). While considering quality of education, there are various and comprehensive definitions in the literature. Çelik (1996) defınes quality in education as educatıonal services to meet the needs and expectations of the society (Çelik, 1996). There are multiple and diverse definitions of quality in education. Education quality is a relative phenomenon, which may vary according to the value and productivity of people. Based on Watty's opinion, the most general meaning of education quality is defined as the goal suitablility. The concept of quality can vary according to the students' expectations too. There is no obligation to have high financial equivalent for quality (Necati Cernaloğlu, Don Adams, 1998). Today, quality is used as a synonym for efficiency and functionality as well. The basic philosophy of quality according to Kalder is respect, minimum level of error, evidence-based management, student-centeredness, communication and continuity in development (Kalder, 1994). According to Alkan, the importance of quality in education is increased by the causes like, science and technology improvement, increase of international interaction, ability to obtain knowledge and skills through education, and being conscious consumers (Alkan, 1994). The results of researches show that classification of quality in education, input, process, output, outcome, added value and value quality has provided a better

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understanding of the quality of education (Adams, 1993; Bergman, 1996; Harvey and Green, 1993). Presenting this context means to provide high quality education in higher education system, to have qualified students, to innovate the education by produced information and technology, and to increase international student mobility (Çimen; 2012). Providing teaching, research and service in a good way, insures the existence and continuity of quality in higher education (Göksu; 2014). In addition, the process of quality in higher education is assessed by research and educational activities, attention to important items for students acceptance in higher education, number of students, the functionality of the curriculum, up to date and generality of the course content, exam type-number, quantity of theoretical and practical courses, qualification of teaching staff-number-course responsibilities, the physical structure of the faculty, consulting services, and quality and quantity of students' participation in social activities. The quality of higher education is also evaluated according to graduates' qualifications, their job placement rates, and their income rate and satisfaction condition (Türker, 2003). This also has a positive impact on universities and the human resources that results to country development (Çimen; 2012). To have quality in higher education, it is necessary to use techniques and methods auditing the input and output that evaluate education processes (Aktan; 2007). The presence of quality in higher education is connected to items like, adequacy of arrangements allowing the participation of all academic and administrative members, clear indication of job description, clear communication and clear goal-task definition (Türker, 2003). The aim of this research is to adapt the T Students´ Evaluation of Education Quality Scale (SEEQS) to Turkish and to examine its psychometric properties.

2. Method

2.1. Participants

The sample of this study consisted of 371 university students from Sakarya University, Turkey. Their ages ranged between 18-34.

2.2. *Procedure and data collection method*

The establisher of the questionnaire, Corbalan and others, were contacted via e-mail and the required permission was obtained for practicing the questionnaire. Students' Educational Quality Assessment (SEEQ) developed by Corbalan and others (2013), is composed of six subsclales – learning, enthusiasm, organization, group interaction, individual rapport,breadth, and 21 items. Learning incluedes three items (1, 2 and 3), Enthusiasm includes four items (4, 5, 6 and 7), Organization includes three items (8, 9 and 10), Group Interaction includes four items (11, 12, 13 and 14), Individual Rapport includes three items (15, 16 and 17) and Breadth includes four items (18, 19, 20 and 21). The questionnaire is prepared in 5 Likert type rating with "Strongly disagree", "Disagree", "Neutral ", " Agree" and "Strongly agree". Confirmatory Factor Analysis (CFA) has been performed for the structure validity. The reliability, internal consistency and item analysis of SEEQS were examined with the corrected total item correlations. SPSS 21.0 and LISREL 8.54 programs (Jöreskog and Sorbom, 1996) were used for the validity and reliability analysis.

3. **Findings**

3.1. *Item analysis and reliability*

The result shows that the coefficient of internal consistency reliability of SEEQ for the whole questionnaire was found (.93). Item analysis has been done to determine the discriminative power of SEEQ items. The result of the analyisi shows that the coefficient scale of the corrected total item correlation ranged from (.51) to (.67). The findings are shown in Table 1.

Table 1. Item total correlation of scale

	Items	Item total correlation (r_{jx})
1.	Dersi düşünmeye zorlayıcı ve merak uyandırıcı buldum.	.65
2.	Değerli bulduğum bir şeyler öğrendim.	.48
3.	Konuya olan ilgim, bu dersin bir sonucu olarak artmıştır.	.45
4.	Öğretmen dersin öğretiminde isteklidir.	.65
5.	Öğretmen dersin yürütülmesinde dinamik ve enerjiktir.	.68
6.	Öğretmen mizah kullanımı ile sunumları geliştiriyor.	.64
7.	Öğretmenin sunum tarzı ders boyunca ilginizi canlı tutuyor.	.71
8.	Öğretmenin açıklamaları gayet nettir.	.70
9.	Ders materyalleri iyi hazırlanmış ve özenle açıklanmıştır.	.64
10.	Öğretmen dersi not almayı mümkün kılacak şekilde işliyor.	.54
11.	Öğrenciler sınıf tartışmalarına katılmaya teşvik edilir.	.54
12.	Öğrenciler kendi fikir ve bilgilerini paylaşmaya davet edilir.	.59
13.	Öğrenciler soru sormaya teşvik edilir ve kendilerine anlamlı cevaplar verilir.	.66
14.	Öğrenciler kendi yorumlarını söylemeye ve/ya da öğretmene soru sormaya teşvik edilir.	.65
15.	Öğretmen, öğrencilere dostça yaklaşıyor.	.65
16.	Öğrenciler öğretmenden, sınıf içinde ya da dışında, rahatça yardım ve tavsiye isteyebilirler.	.69
17.	Öğretmen her bir öğrenci ile bireysel olarak ilgileniyor.	.59
18.	Öğretmen çeşitli teorilerin etkilerini karşılaştırır.	.62
19.	Öğretmen, sınıf içerisinde gelişen kavramların/fikirlerin kökenini, geçmişini sunar.	.57
20.	Öğretmen uygun zamanda kendi görüş noktalarının yanında başka görüş noktalarını da sunar.	.60
21.	Öğretmen alanla ilgili güncel gelişmeler üzerinde yeterince tartışır.	.67

3.2. *Structure validity*

The stractural valididy of SEEQS was examined by CFA. The result of CFA shows the quesntionnaire in six dimensions as the original form. The harmonous indix values of the applied Confirmatory Factor Analysis for the six-dimensional model have been found as the follwing: x2= 508.4185, sd= 174, RMSEA= .0072, NFI= .97, CFI= .98, IFI= .98, RFI= .96, SRMR=.0048. Factor values belonging to Confirmatory Factor Analysis are shown in figure 1.

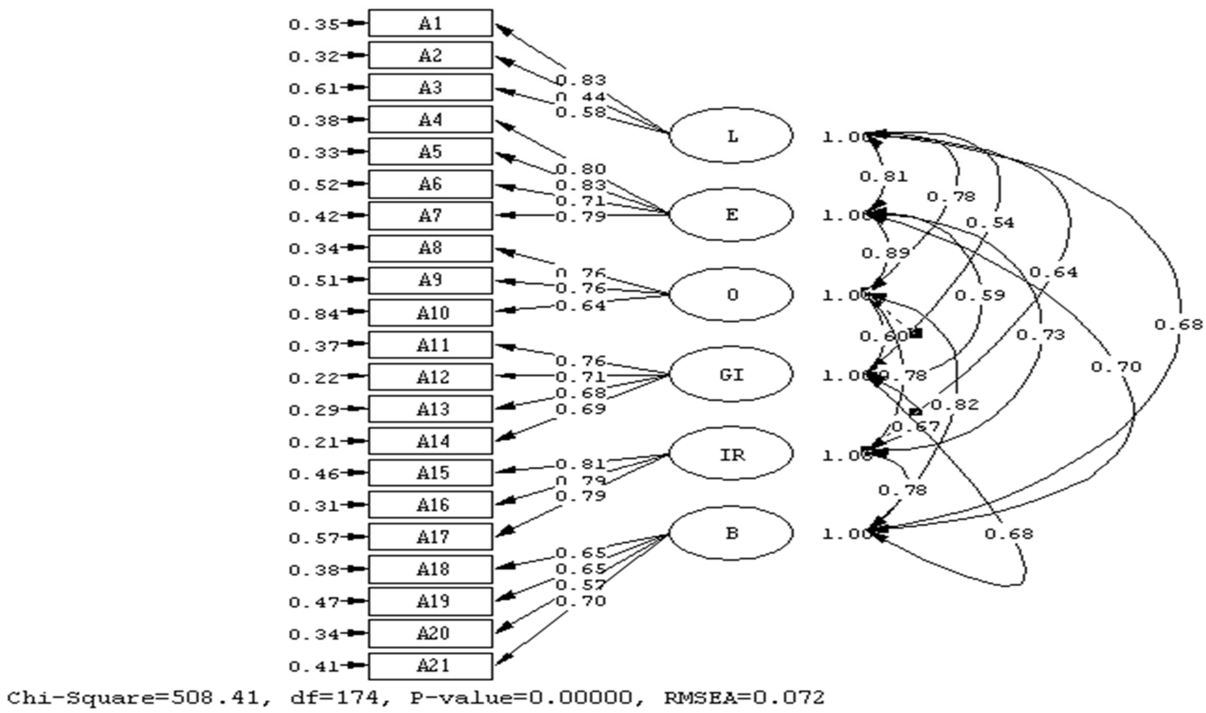

Fig 1. Structure validity of the scale

4. **Results and discussion**

This study has focused on quality of education based on opinions and assessments of undergraduate students studying in Turkish higher education. The validity and reliability of the Turkish version of the questionnaire developed by Corbalan and others, SEEQ (2013), have been experimented. Confirmatory factor analysis was used for detection of the structure validity of SEEQ and it was found to be six dimensional. The factor structure of Turkish version was shown parallel to the original factor structure of the form. The results of the analysis show standardized level of the validity and reliability. Due to disability to create sub-dimensions and measuring only one item properties, the 22nd item of the questionnaire was not selected in the questionnaire. The harmonous indix values in this study have been found as: x2, sd, RMSEA, NFI, CFI, IFI, RFI and SRMR. These values were found as: x2= 508.4185, sd= 174, RMSEA= .0072, NFI= .97, CFI= .98, IFI= .98, RFI= .96, SRMR=.0048. The values of NFI, GFI, CFI equal or above (.95) mean very good harmony. The figures suggest that the Turkish version of the form is suitable and ready to use. This form was completed in Sakarya University, Hendek Education Faculty with partcipation of 371 undergraduate students. To evaluate the reliability of the test, the correlation can be viewed by applying retesting technique. Also criterion validity can be performed on this form. The form can be used in other university faculties, as well as second stage primary and secondary education researches. This form is also expected to have positive impacts on validity and reliability of factor analysis adaptation, results obtained from adapted studies with expanded group samples in different faculties and educational stages.

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ERPA
International Congresses on Education
4-7 June 2015
Athens/Greece

Analysis of technological pedagogical and content knowledge (TPACK) competencies of history and geography teachers: A sample of Amasya province

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Abstract

The purpose of this project is to determine and analysis the competencies of high school history and geography teachers regarding their using of suitable technology and teaching methods in relation to the pedagogical features of students. For the purpose, the Technological Pedagogical and Content Knowledge (TPACK) model and components will be used. Survey method was used in this study. The participants of this study, in which the survey model was used, are high school history and geography teachers working in Amasya city center and in nearby towns. The TPACK instrument developed by the researcher was used to obtain the data. The quantitative analysis of the study will be done using the PASW Statistics 18 program. In the analysis, t-test and ANOVA were used besides frequency, percentage and mean. It was concluded that the history and geography teachers regard themselves qualified enough for using technology information and skills, they spend at most ten hours with computers for a week, according to their genders; there are significant differences in favour of female in regard to content knowledge (CK), technological pedagogical knowledge (TPK), technological content knowledge (TCK) and technological pedagogical and content knowledge (TPACK), according to their branches, there are significant differences in favour of history teachers in regard to pedagogical knowledge (PK) and pedagogical content knowledge (PCK), technological knowledge (TK) is the lowest level and content knowledge (CK) is the highest level in the sub-factors of the TPACK of the history and geography teacher
Keywords:
technological literacy; technological pedagogical and content knowledge (tpack); high school history and geography teachers

1. Introduction

Main theme of this study is the technological pedagogical and content knowledge. The well-known terms such as pedagogical technology information (Guerrero, 2005), pedagogical content information of technology (Margerum-Leys & Marx, 2002), techno-pedagogic skills (Beaudin & Hadden, 2004), pedagogical content information (Angeli & Valanides, 2005) and technological pedagogical content knowledge (Niess, 2005) which are related to information and communication technology refers to the same meaning with the term TPACK (Mishra & Koehler, 2006).

Technology has affected the education field together with many other fields inevitably in 21th century. Technology has provided great benefit for teaching, management, and guidance. The use of technology in the field of education is to be sustainable and is to be extended. Teachers are expected to be qualified enough for technology, pedagogy, and content knowledge and it is inevitable for them to use these qualifications efficiently in their academic life because of the necessities mentioned above.

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History and Geography teachers' success to train their students is directly proportionate to their using technology during their lectures. At the same time, efficient use of technology in academic life increases as long as the schools provide many more technological tools for teachers and students. Qualified teaching of history and geography is just possible with successful teachers. In this case, teachers are to integrate technology in their courses to make students gain experience aside using it individually. Technology is indispensable in modern times. Geography and history teacher should have both the technological competence and also have the competences such as managing a course by using technology actively during lecture, evaluating with technology, using student centered strategies while using technology in class and uniting technology with curriculum.

It is remarkable that there are many studies about the technological pedagogical content knowledge of physic, chemistry, biology, foreign language, and preschool education teachers together with math and science teachers. It is also remarkable that education literature has focused on this lately.

It is observed that national researches are mostly about teachers. Very few researches are held about in-service teachers especially with the ones working at secondary schools. Researching the history and geography teachers' competence for technological pedagogical content knowledge will be beneficial for national and international literature. It can also benefit to the history and geography teacher training methods as well as benefiting to define which techniques are best for vocational secondary school.

The purpose of this study is to define and analyze the secondary school geography and history graduates' competences for technology and teaching methods. With this research, it was founded that teachers' qualifications for technological knowledge (TK), pedagogical knowledge (PK), content knowledge (CK), technological pedagogical knowledge (TPK), technological content knowledge (TCK), pedagogical content knowledge (PCK), and technological pedagogical content knowledge (TPACK) shows differences and also these skills show differences according to branches and genders.

2. Method

A survey method was used in this study. Research studies are held to define present situation. The purpose is mostly to analyze the present situation of event researched and find some answers for the process. Questionnaires are used in these researches and mostly quantitative data is gained in result (Schutt & Check, 2012).

The participants of this study, in which the survey model was used, are high school history and geography teachers working in Amasya city center and in nearby towns. Sampling wasn't performed as all the teachers were communicated. 130 teachers attended to the research in total.

The TPACK instrument developed by Pamuk, Ergun, Çakır, Yılmaz & Ayas (2012) was used to obtain the data. The developed instrument consists of 37 items related to the TPACK's sub-factors. All items in sub-factors are in high reliability (α is between 0.77 and 0.92 values). The whole reliability α coefficiency of the instrument is 0.95 (Pamuk et al., 2012). The permission was taken from the researchers (Pamuk et al., 2012) who developed the instrument. At the end of the analysis done by the researcher, the whole α reliability of the instrument found as 0.89.

The quantitative analysis of the study will be done using the PASW Statistics 18 program. In the analysis, t-test and ANOVA were used besides frequency, percentage and mean.

3. Findings

The history and geography teachers' experiences participated in the study is given in table 1.

Table 1. Experience status of history and geography teachers.

		Frequency	Percent
Valid	0 - 5 year	9	6.9
	6 - 10 year	7	5.4
	11 - 15 year	15	11.5
	16 - 20 year	43	33.1
	21 - 25 year	34	26.2
	26 year above	22	16.9
	Total	130	100.0

Related to the Table 1, the number of the teachers with 0-5 years experience is 9 (%6.9), the teachers with 6-10 years experience is 7 (%5.4), the teachers with 11-15 years experience is 15 (%11.5), the teachers with 16-20 years experience is 43 (%33.1), the teachers with 21-25 years experience is 34 (%26.2), the teachers with 26 years and above experience is 22 (%16.9).

The history and geography teachers' the level of using technology information and skill participated in the study is given in table 2.

Table 2. The level of using technology information and skill of history and geography teachers.

		Frequency	Percent
Valid	Not bad	43	33.1
	Enough	69	53.1
	Very good	18	13.8
	Total	130	100.0

Related to the Table 2, the number of teachers whose level of using technology information and skill of history and geography teachers at "not bad" level is 43 (%33.1), at "enough" level is 69 (%53.1), at "very good" level is 18 (%13.8). The history and geography teachers' weekly computer usage duration participated in the study is given in table 3.

Table 3. Weekly computer usage duration of history and geography teachers.

		Frequency	Percent
Valid	0 - 5	42	32.3
	6 - 10	68	52.3
	11 - 20	16	12.3
	21 above	4	3.1
	Total	130	100.0

Related to the Table 3, the number of the teachers spent 0-5 hours with computer is 42 (%32.3), the teachers spent 6-10 hours with computer is 68 (%52.3), the teachers spent 11-20 hours with computer is 16 (%12.3), the teachers spent 21 and above hours with computer is 4 (%3.1).

The history and geography teachers' genders participated in the study is given in table 4.

Table 4. Genders of history and geography teachers.

		Frequency	Percent
Valid	Male	81	62.3
	Female	49	37.7
	Total	130	100.0

Related to the table 4, the number of the male teachers is 81 (%62.3), the number of the female teachers is 49 (%37.7), the number of the total teachers is 130 (%100). The history and geography teachers' TPACK competencies participated in the study in context of their genders is given in table 5.

Table 5. Competencies of Technological Pedagogical and Content Knowledge of history and geography teachers related to the genders.

		N	Mean	Std. Deviation
TK	Male	81	3.188	.57161
	Female	49	3.347	.49164
CK	Male	81	4.281	.40001
	Female	49	**4.472***	.48363*
PK	Male	81	3.891	.55382
	Female	49	3.990	.37832
PCK	Male	81	4.085	.47065
	Female	49	4.146	.36106
TPK	Male	81	3.588	.57657
	Female	49	**3.872***	.54036*
TCK	Male	81	3.828	.47832
	Female	49	**4.301***	.68841*
TPACK	Male	81	3.909	.43737
	Female	49	**4.181***	.49123*
Overall	Male	81	3.824	.33323
	Female	49	**4.044***	.31852*

Shown in table 5, it is seen that there is a significant difference in favor of female history and geography teachers related to their CK, TPK, TCK, and TPACK.

The history and geography teachers' branches participated in the study is given in table 6.

Table 6. Branches of teachers.

		Frequency	Percent
Valid	History	61	46.9
	Geography	69	53.1
	Total	130	100.0

Related to the table 6, the number of the history teachers is 61 (%46.9), the number of the geography teachers is 69 (%53.1), the number of the total teachers is 130 (%100).

The history and geography teachers' TPACK competencies participated in the study in context of their branches is given in table 7.

Table 7. Competencies of Technological Pedagogical and Content Knowledge of history and geography teachers related to the branches.

	Branches	N	Mean	Std. Deviation
TK	History	61	3.230	.50269
	Geography	69	3.261	.58227
CK	History	61	4.408	.42075
	Geography	69	4.301	.45542
PK	History	61	**4.115***	.39679*
	Geography	69	3.765	.51429
PCK	History	61	**4.210***	.45532*
	Geography	69	4.017	.38787
TPK	History	61	3.717	.65108
	Geography	69	3.656	.53224
TCK	History	61	3.918	.56407
	Geography	69	4.087	.63713
TPACK	History	61	4.047	.50083
	Geography	69	3.981	.44970
Overall	History	61	3.949	.28358
	Geography	69	3.867	.38648

The table 7 demonstrates that teachers' competence for TPACK is quite different than PK and PCK factors in favor of history teachers.

The history and geography teachers' TPACK means participated in the study in context of sub-factors of TPACK is given in table 8.

Table 8. Means related to the sub-factors of TPACK.

	Mean	Std. Deviation
TK	3.246	.54452
CK	4.351	.44108
PK	3.929	.49340
PCK	4.108	.43026
TPK	3.685	.58944
TCK	4.008	.60756
TPACK	4.012	.47365
Overall	**3.905**	**.34329**

It is seen that in table 8 the teachers' TK mean is 3.246, CK mean is 4.351, PK mean is 3.929, PCK mean is 4.108, TPK mean is 3.685, TCK mean is 4.008, and TPACK mean is 4.012.

4. Results and conclusion

It was concluded that the history and geography teachers regard themselves qualified enough for using technology information and skills, they spend at most ten hours with computers for a week, related to their genders; there are significant differences in favor of female teachers in regard to CK, TPK, TCK and TPACK, related to their branches, there are significant differences in favor of history teachers in regard to PK and PCK, TK is the lowest level ($\bar{X}$= 3.246) and CK is the highest level ($\bar{X}$= 4.351) in the sub-factors of the TPACK of the history and geography teacher.

The lowest level of TPACK sub-factors is TK. This result shows parallelism with the studies held by Landry (2010), Kaya et al. (2011), Bal & Karademir (2013), Aksin (2014) reveals that history and geography teachers' TK levels are very low. Since TK level of history and geography teachers is average ($\bar{X}$= 3.246), it was seen that the level of sub-factors of TPACK related to the technology (TPK, TCK, and TPACK) is average and some above average.

Despite both female and male history and geography teachers regard themselves qualified enough for their branches, that the TPK, TCK and TPACK sub-factors are in favor of female teachers is the demonstration of the concern of females to technology. This result shows parallelism with the studies held by Çakır & Oktay (2013), Erdemir, Bakırcı, Eyduran (2009), Yaman (2007), Kutluca & Ekici (2010). There are significant differences in PK and PCK factors in favor of history teachers and this is the demonstration of geography and history teachers' are similar in regard to technology. History teachers involved in the research regard themselves much more qualified for PK than the geography teachers. Additionally, history teachers have PK which is suitable for CK. According to Pierson, the experienced teachers, whose PK levels are high, work just with the connection of pedagogy-technology despite their technology possibilities make them relaxed. The history teachers included to the research have higher PK rates than geography teachers but they are similar for TK and this result make these two branches similar for TPACK.

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ERPA International Congresses on Education
4-7 June 2015 Athens/Greece

Attitudes to teaching profession and field knowledge levels of the geography teacher candidates taking pedagogical formation education

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Abstract

In order to be an adequate and qualified teacher, firstly high level of field knowledge should be gained. To fulfil the teaching profession, a positive attitude towards the teaching profession is needed. Because it is a fact that low attitude towards the teaching profession makes it difficult to fulfil the profession properly. In this research, the attitudes of the teacher candidates graduated from the geography department taking pedagogical formation education and what are their field knowledge levels are tried to be determined. This study is a descriptive research quality: is conducted at screening model. Working group of the research is composed of the teacher candidates graduated from geography department taking pedagogical formation education in Ahi Evran, Karabük and Uşak universities. In order to determine the teacher candidates' attitudes towards Teaching Profession, Attitudes Scale towards Teaching Profession is used, to determine academic success towards to the geography; Geography Field Knowledge Test is used. In this frame, teacher candidates' attitudes towards teaching profession and field knowledge levels, frequency, percentage, mean, standard deviation, t-test and ANOVA analyses are performed through the data gathered in this environment. According to the results of the study, it is determined that teacher candidates' attitudes towards teaching profession are low. Also, field knowledge levels are insufficient.

Keywords:
Attitudes to teaching profession; geography; geography education; teacher candidates; level of field knowledge

1. Introduction

Teachers are acknowledged to be the most effective factor in making educational system, educational policies and curriculum programs functional and creating the desired student model since teachers are the closest agents assisting the students. The way for any teacher to attain the aspired success is closely linked to his/her field knowledge level and the quality of his/her teaching gained through field education in college years.

In order for any teacher to fulfil the duties of teaching profession s/he is required to possess adequate amount of field knowledge. Without professional field knowledge it simply is not feasible to claim that teacher, as the educators and instructors, can fully comply with the requirements of teaching profession. Teaching profession is comprised of three key dimensions namely field knowledge, pedagogic knowledge and pedagogic field knowledge (Shulman, 1987). Field knowledge is the primary factor in

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any teacher's competency. That is due to the fact that regardless of instilling extensive amount of pedagogic knowledge, a teacher without adequate level of field knowledge cannot teach the topics since s/he has no prior acquaintance with the subject to teach under which circumstances to which group and in what level. Hence the teacher who also plays the role of an instructor cannot feasibly exhibit pedagogic knowledge either if there is no sufficient level of field knowledge.

The quintessential requirement in being a competent and adequate teacher is to possess sufficient amount of field knowledge. As obvious from this general statement it is a pre-requirement to have a good level of field knowledge so as to be a good geography teacher. Field knowledge is comprised of sub-competencies such as teaching methods in geography, program knowledge, organizational knowledge in geography and information on specific age groups' attitudes towards geography. Prospective geography teachers acquire the substructures of such knowledge during their undergraduate education (Karabağ, 2007).

Until year 2013, general culture-general skills and educational sciences were the only criteria in teacher placement central exam conducted all through Turkey. Nonetheless field knowledge level of prospective teachers was not questioned in this general exam. In effect prospective teachers started to view their undergraduate courses as merely a required step to pass their classes and be eligible to take Public Personnel Selection Examination (KPSS) thus they simply did not attach much importance to their field knowledge level. Based on the assumption that general culture-general skills and educational sciences should not be used as the only criteria in teacher placement central exam via KPSS, it was resolved to conduct Teaching Field Knowledge Level Exam (ÖABS) in 15 field different fields in 2013 and the number was increased to 16 (ÖSYM,2014) in 2014.

As relevant literature is reviewed it can be identified that a majority of prospective teachers enjoyed positive attitudes towards teaching profession (Çetinkaya, 2009; Güneyli and Aslan, 2009; Bulut, 2009; Özder et al., 2010; Korkmaz and Usta, 2010; Kartal and Afacan, 2012; Karademir, 2013). There are however quite a few studies that point to a weak attitude towards the profession (Özben, 2009). It is noteworthy that a weak attitude towards teaching profession will inevitably affect field knowledge level adversely because if a teacher fails to demonstrate a positive attitude towards his/her profession or possesses negative feelings towards his/her job it is unrealistic to expect that person to fulfil the requirements of that profession or enjoy the required level of assets in the particular job.

The objective of present research is to demonstrate with respect to several variables the attitudes of geography department graduate prospective teachers taking pedagogic formation training towards teaching profession and the level of their field knowledge. Within this framework below-listed questions have been sought for answers.

Of the pedagogic formation taking prospective teachers having graduated from geography department;

What is the score level of their attitude towards teaching profession?

What is the level of their field knowledge?

Do their attitudes towards teaching profession and level of their geography knowledge vary with respect to the universities they attend to?

What is the form of relationship between their attitudes towards teaching profession and level of their field knowledge?

2. Method

2.1. Research model

This is a descriptive study which aims to determine the attitudes of geography department graduate prospective teachers taking pedagogic formation training towards teaching profession and the level of their field knowledge.

2.2. Sample

Sample of this research is comprised of a total of 159 prospective teachers having graduated from geography departments and currently taking pedagogic formation training in Ahi Evran University (38,3%), Karabük University (41,5%) and Uşak University (20,2%).

2.3. Data collection tool

Within the scope of research Attitude Scale towards Teaching Profession was harnessed in order to identify the attitudes of geography department graduate prospective teachers taking pedagogic formation training towards teaching profession and in order to designate participant prospective teachers' field knowledge levels Field Knowledge Level Test was employed.

2.3.1. Attitude scale towards teaching profession

In order to identify the attitudes of geography department graduate prospective teachers taking pedagogic formation training in education faculties towards teaching profession, a 3-dimensional Attitude Scale towards Teaching Profession developed by Çetin (2006) has been utilized.

2.3.2. Geography field knowledge test

In order to designate field knowledge levels of geography prospective teachers taking pedagogic formation training the researchers have prepared a five-choice test. During the test preparation stage the contents of the courses in geography department curriculum were analysed. Additionally Ministry of National Education Curriculum in Geography Course was analysed and a table of specifications was formed according to course acquisitions and learning domains. Next, in line with this table, an item pool consisting of 50 multiple-choice (5 choices in each) questions were established. As regards test items the views of two field experts, one expert in measurement and evaluation and one expert in Turkish were collected and required alterations were made. Subsequently the trial form of the test was prepared within the framework of this item pool and conducted on a study group of 457 students constituting the scope of present research. At the end of item analysis, 10 items of which distinctiveness power was below 0,3 were excluded from the test. Of the remaining 40 items in the test, distinctiveness coefficients vary between 0,32 and 0,44, and power coefficient is 0,46. Internal consistency coefficient of the test is (Kr-20) 0,702. Within this framework it is feasible to argue that this test form is a valid and reliable test that can be employed in measuring geography field knowledge levels of prospective teachers.

2.4. Data analysis

The mean and standard deviation were calculated to investigate scores of attitude scale which identifies attitude towards teaching profession. Also, independent samples t test and ANOVA tests were used to explore whether there was significant difference in teachers' attitude and field knowledge test scores.

3. Findings

3.1. Attitudes of prospective teachers towards teaching profession

In Table 1, total attitude scores of prospective teachers towards teaching profession and their love, value and adaptation sub-factor scores have been summarized.

Table 1. Attitudes of prospective teachers towards teaching profession

	Variable	N	X	SD	Min	Max	Levels (f/%)					
							Low		Middle		High	
Attitude	Love	159	41,7	13,2	20,0	81	125	78,6	28	17,6	6	3,8
	Value		28,3	8,8	20,0	50	159	100	0	0	0	0
	Adaptation		40,6	16,1	20,0	88	119	74,8	30	18,9	10	6,3
	Total		38,4	10,6	20,0	67	136	85,5	23	14,5	0	0

As summarized in Table 1 as regards love dimension, attitude scores of prospective teachers towards teaching profession vary between 20 and 81 and the mean score is 41,7. Accordingly it is feasible to argue that as regards love dimension, attitude scores of prospective teachers towards teaching profession is in quite a low level.

As regards value dimension, attitude scores of prospective teachers towards teaching profession vary between 20 and 50 and the mean score is 28,3. It can thus be claimed that as regards value dimension, attitude scores of prospective teachers towards teaching profession is in quite a low level.

As regards adaptation dimension, attitude scores of prospective teachers towards teaching profession vary between 20 and 88 and the mean score is 40,6. It can thus be claimed that as regards adaptation dimension, attitude scores of prospective teachers towards teaching profession is in quite a low level.

Total attitude scores of prospective teachers towards teaching profession go between 20 and 67 and the mean score is 38,4. It can thus reasonably be argued that attitude levels of prospective teachers towards teaching profession are in quite a low level.

3.2. Geography field knowledge levels of prospective teachers

In Table 2, findings on geography field knowledge levels of prospective teachers are illustrated.

Table 2. Field knowledge levels of prospective teachers

Content Knowledge	N	Min	Max	X	SD
Natural Systems	159	0	100	57,6	20,4
Human Systems		0	100	67,6	17,3
A Spatial Synthesis: Turkey		0	100	42,3	18,3
Global Setting: Regions and Countries		0	100	54,9	24,9
Environment and Society		0	100	58,1	19,4
Total		0	100	56,7	12,9

Table 2 demonstrates that prospective teachers' total score mean in field knowledge level is 56,7. When examined from learning domains perspective in natural systems it is 57,6, in Human Systems learning domain it is 67,6, in A Spatial Synthesis: Turkey learning domain it is 42,3, in Global Setting: Regions and Countries learning domain it is 54,9 and in Environment and Society learning domain it is 58,1. These scores indicate that prospective teachers' field knowledge levels are rather low. Another noteworthy finding is that among all these learning domains, Spatial Synthesis: Turkey learning domain is the domain in which prospective teachers' field knowledge levels are the lowest.

3.3. With respect to universities, attitudes of prospective teachers towards teaching profession and field knowledge levels

In Table 3, the findings obtained from the analysis conducted to designate if attitudes of prospective teachers towards teaching profession and their field knowledge levels differed with respect to universities.

Table 3. With respect to universities, attitude scores of prospective teachers towards teaching profession and field knowledge level scores

Attitude Level/University		N	X	SD
Love	1.Ahi Evran	61	40,5	11,9
	2.Karabük	66	44,1	14,4
	3.Uşak	32	38,8	12,1
Value	1.Ahi Evran	61	26,4	7,01
	2.Karabük	66	30,5	9,8
	3.Uşak	32	27,2	9,1
Adaptation	1.Ahi Evran	61	42,2	16,2
	2.Karabük	66	40,3	16,6
	3.Uşak	32	38,1	14,7
Total	1.Ahi Evran	61	37,5	9,04
	2.Karabük	66	40,4	11,8
	3.Uşak	32	36,0	10,2
Field Knowledge Level	1.Ahi Evran	61	58,1	10,6
	2.Karabük	66	55,9	16,3
	3.Uşak	32	55,5	8,5

In Table 3, as prospective teachers' attitude scores towards teaching profession are analysed with respect to their universities it surfaces that the highest mean score in love factor belongs to students in Karabük University (X=44,1), whereas the lowest attitude score belongs to Uşak University students (X=38,8).

As prospective teachers' attitude scores towards teaching profession are analysed with respect to their universities it surfaces that the highest mean score in value factor belongs to students in Karabük University (X=30,5), whereas the lowest attitude score belongs to Ahi Evran University students (X=26,4).

As prospective teachers' attitude scores towards teaching profession are analysed with respect to their universities it surfaces that the highest mean score in adaptation factor belongs to students in Ahi Evran University (X=42,2), whereas the lowest attitude score belongs to Uşak University students (X=38,1).

As prospective teachers' total attitude scores towards teaching profession are analysed with respect to their universities it surfaces that the highest mean score belongs to Karabük University students (X=40,4), whereas the lowest attitude score belongs to Uşak University students (X=36,0).

As prospective teachers' field knowledge level total scores are analysed with respect to their universities it surfaces that the highest mean score belongs to Ahi Evran University students (X=58,1), whereas the lowest field knowledge level score belongs to Uşak University students (X=55,5).

In order to monitor whether observed differences are significant to a certain extent, one-way variance analysis has been conducted and obtained findings are as shown in Table 5.

Table 4. The effect of attended universities on the attitudes of prospective teachers towards teaching profession and field knowledge levels

	Attitude	Totals of Sum	df	Means of Sum	F	p	Difference
Love	Between groups	732,179	2	366,090	2,144	,121	
	Within groups	26632,462	156	170,721			No
	Total	27364,642	158				
Value	Between groups	562,104	2	281,052	3,742	,026	
	Within groups	11716,588	156	75,106			1-2
	Total	12278,692	158				
Adaptation	Between groups	350,967	2	175,484	,676	,510	No
	Within groups	40475,800	156	259,460			
	Total	40826,767	158				
Total	Between groups	489,496	2	244,748	2,229	,111	No
	Within groups	17132,743	156	109,825			
	Total	17622,239	158				
Field Knowledge Level	Between groups	210,571	2	105,286	,625	,536	No
	Within groups						
	Total						

Table 4 reveals that according to one-way variance analysis scores there is significant differentiation among mean scores in value factor [F(2-158)=3,742, p<0.05] with respect to attended universities whereas no significant differentiation could be identified between other factors and mean scores in field knowledge level.

According to the results obtained from LSD test that was conducted to spot the source of differentiation the significant differentiation in value factor between Karabük University and Ahi Evran University is in favor of Karabük University. It can thus be concluded that except value factor, there exists no significant differentiation between remaining factors and field knowledge levels.

3.4. The relationship between attitudes of prospective teachers towards teaching profession and field knowledge level

In Table 5 it is possible to analyze the findings related to the relationship between the attitudes of prospective teachers towards teaching profession and field knowledge level.

Table 5. The relationship between attitude towards teaching profession and interaction and anxiety of being monitored

	Anxiety	Love	Value	Conformity	Total
Field Knowledge Level	Pearson Correlation	0,031	0,83	-0,100	0,019
	Sig. (2-tailed)	,701	,297	,210	,812
	N	159	159	159	159

Table 5 demonstrates that there exists no significant relationship between Field Knowledge Level and love (r=-0,031, p>0,05), value (r=-0,83, p>0,05), adaptation (r=-0,100, p>0,05) and total attitude (r=-0,019, p>0,05) level towards teaching profession.

4. Conclusion and suggestions

Within the framework of present research conducted to determine the attitudes of geography department graduate prospective teachers taking pedagogic formation training towards teaching profession and the level of their field knowledge, participant students were analysed with respect to two variables such as attended universities and learning domains.

Research findings put forth that prospective teachers' attitudes towards teaching profession are in low level. It was also explored that prospective teachers' attitudes in sub-dimensions such as love, value and adaptation are also in low level. This findings bears witness to the fact that among prospective teachers there is rather limited amount of positive attitude towards teaching profession. In Özben's (2005) study it was detected that among prospective teachers attitude towards teaching profession is below average. This finding backs up the results in present research. This common finding can be accounted with the financial worries of prospective teachers due to low contingency of being appointed as public teachers after graduation or their unwilling choice of teaching profession in the very beginning.

It is identified that prospective teachers' mean score of total field knowledge level is 56,7. When field knowledge level scores are examined from learning domains perspective, in natural systems it is 57,6, in Human Systems learning domain it is 67,6, in A Spatial Synthesis: Turkey learning domain it is 42,3, in Global Setting: Regions and Countries learning domain it is 54,9 and in Environment and Society learning domain it is 58,1. These scores indicate that prospective teachers' field knowledge levels are rather low in both total score and learning domains. Another noteworthy finding is that among all these learning domains, Spatial Synthesis: Turkey learning domain is the one in which prospective teachers' field knowledge levels are the lowest. This finding may be construed as an indication that in Turkey, this learning domain which prospective teachers mistakenly believe to have the top knowledge is in reality the one they have the lowest level of knowledge. As also verified by year-2014 KPSS ÖABT scores (ÖSYM, 2014) geography prospective teachers' field knowledge level is low 41,6% (X=20,8). In a variety of studies it was also claimed that geography literacy level of prospective teachers is poor (Oigara, 2006; Gençtürk, 2009). These findings also echo the results of present research.

As prospective teachers' field knowledge level total scores are examined with respect to the university they attended it can be seen that the highest score belongs to Ahi Evran University prospective teachers (X=58,1), while the lowest field knowledge level score belongs to Uşak University prospective teachers (X=55,5). Irrespective of the minor differentiations in field knowledge level scores with respect to universities the general conclusion is that in all three universities field knowledge level is inadequate and there exists no significant differentiation among them. Findings of the research lead us to argue that prospective geography teachers' field knowledge level 56,7% (X=18,6) is low or inadequate.

Among the participants from Ahi Evran University, Karabük University and Uşak University, with respect to university variable there was minor but not significant differentiation as regards both total score and love and adaptation sub-factors in prospective teachers' attitudes towards teaching profession. Nevertheless as regards prospective teachers' attitude scores in value dimension there was a significant differentiation in favour of Karabük University compared to Ahi Evran University. The reason explaining the absence of any differentiation among prospective teachers' attitudes towards teaching profession with respect to university variable may be bound to the identical socio-economic features of students and high level of future related anxiety.

As demonstrated, under no circumstances is there a significant relationship between attitudes towards teaching profession and field knowledge level. This finding may be explained with the data that most of the research participants stated to have chosen this profession due to their financial worries, that they were not motivated to choose the profession or attitudes and knowledge level of academic personnel in their faculty bear no professional competency to foster and boost prospective teachers' attitudes towards teaching profession.

It is of vital priority to restructure Teacher Training Faculties and warrant the permanent continuity of the practice. The student should be aware that once s/he starts the faculty, s/he will graduate as a prospective teacher.

Provided that teacher appointments will be allotted to Faculties of Science and Letters prospective teachers' level of field knowledge should be measured initially and only after that should pedagogic formation training be started. Hence it should be identified in the very beginning that students with higher field knowledge level are better matches for being prospective teachers and field knowledge should be promoted.

In Teacher Training Faculties academic staff vacancies must be filled and academic personnel in the faculties must be reminded the fact that they are teaching the educators of the future.

To boost prospective teachers' positive attitude towards teaching profession and their field knowledge level teaching profession must be endowed with attractive assets. Additionally academically bright students should be motivated to put teaching faculties into their first options.

A further selective approach should be held in the placement of students to Teacher Training Institutions and a base point system should be followed in choosing students for educational faculties. In addition the course numbers and hours of practical lessons should be enhanced to rise the positive attitude towards teaching profession.

Teaching profession, aided by new legal regulations, should at last gain the high social status it deserves already. Teacher training faculties should select students proportional to the teacher demands in the future. Thus, students attending these faculties would then hold a minimized level of anxiety for the future once they graduate.

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ERPA
International Congresses on Education
4-7 June 2015
Athens/Greece

Direction of accounting education in Turkey

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Abstract

Like in other countries of the world, accounting education in Turkey has evolved in parallel to the economic development. In our country, accounting education is being provided within a formal structure at secondary school (high school) and tertiary education (undergraduate, graduate, post-graduate and doctorate) level for a long time. In addition, besides formal education and training, various vocational institutions, public bodies and private organizations deliver educational services that may be classified as continuous education. Furthermore, the Ninth Development Plan (2007-2013) envisages to address the educational system across a lifelong education approach and further to flourish non-formal education facilities, including learning. And along this plan, the concept of continuous education evolved, and accounting professionals were legally required to attend this training. This process shows that accounting education is provided by both educational institutions and vocational organizations. Hence, while growing the accounting staff demanded by the business market in the country, efforts are launched in an attempt to keep the practitioners updated about legal and organizational changes.

Keywords:
Accounting; education; development; process; direction

1. Introduction

Like in other countries of the world, accounting education in Turkey has evolved in parallel to the economic development. In our country, accounting education is being provided within a formal structure at secondary school (high school) and tertiary education (undergraduate, graduate, post-graduate and doctorate) level for a long time.

Today, businesses and interested parties growingly need clear, objective, meaningful and reliable financial data. In order to satisfy these requirements, professional organizations set standards for accounting practices, accounting profession and accounting education at both international and national level. However, such rules and standards defined should be integrated into the accounting education. Moreover, legal structure needs some amendments for these rules and standards to be implemented in businesses, and this is what the new Turkish Commercial Code aims.

Having said that, accounting practices do not interact merely with the theoretical structure. There are many factors decisive in accounting practices, such as the governmental structure, organization of state institutions, globalization, technological innovations, education level and philosophy, cultural factors, social and economic structure of society, and international and national standards. Such interaction also guides the direction of accounting education. Particularly in undergraduate, graduate and doctorate programs growing prospective practitioners.

Further, when we reviewed the accounting education in our country, we have observed that, this education is provided at various levels of education as follows: Trade High Schools at secondary

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education; departments of accounting and tax practices at associate level; Faculties of Economics and Administrative Sciences, Faculties of Business Administration, and Schools of Applied Sciences at undergraduate level; departments of accounting at post-graduate level; remote education programs; courses and seminars delivered by professional societies to professionals; and courses offered by the private sector. A review of organizations and institutions offering accounting education clearly reveals that, education is not limited to a single institution, but a diversity of educational entities are in the play, distinctly guiding the educational process.

In this study, we will explore the accounting trends in Turkey (Republican Period) and also the direction of these trends.

2. Evolution of accounting education in Turkey

It is possible to chronologically illustrate the evolution of accounting in Turkey and the factors underlying this evolution (Benligiray, Kepekçi, 1985,3). We can study the evolution of accounting education in Turkey under three major periods. These are:

- The pre-1926 period,
- The 1926-1960 period, and
- The post-1960 period (Bayazıtlı, 2000,40).

In Turkey, accounting practices and education started in the pre-1926 period dominated by the French influence (Aysan, 1995,111). During this period, we see accounting education offered at tertiary level as well as the secondary level (Güvemli, 2001, 246).

The 1926-1960 period is characterized by the set-up of universities in Turkey as a part of the modernization process. And accounting education is under the influence of the German style. In this period, various academic professorships offering accounting education were formed in an attempt to expand the scope of accounting education (Bayazıtlı, 2000, 40). This period sees the involvement of accounting education in colleges and universities.

Yet, the post-1960 period is dominated by the American and British style. The characteristic feature of this period is the involvement of account charts within the context of efforts to formalize accounting. During this period, the State Economic Enterprises Uniform Accounting System was adopted. This system was put into force in 1971.

Moreover, this was followed by the enforcement of the Standard General Chart of Accounts in 1983 for partnerships under the Capital Market, the Uniform Chart of Accounts in 1986 for the banking sector, and the Uniform Chart of Accounts for all enterprises (Bayazıtlı, 2000,41).

In addition, discussions on accounting ethics in the accounting education process started in 80s. The Profession Law no 3568 enacted in 1989 constitutes the legal sphere of the accounting profession. Redefined after the Law no 3568, the profession went into an institutionalization process, introducing implications in the accounting education.

In general terms, accounting standards represent the norms which guide accounting practices and regulate the creation of financial statements (Akgül and Akay, 2006:4). In order to ensure that financial statements are comparable and real, specific accounting standards were formulated (Tetik and Demirel, 2002:186), and these standards were put into effect after 2005.

And with the Turkish Commercial Code no 6102 enacted in 2013, enforcement of accounting standards became mandatory, and this was similarly reflected into the accounting education.

2.1. Accounting education at secondary level

With the introduction of the Republican system, vocational and technical education were reconstructed in a new school-based formation. In 1926, National Ministry of Education undertook official regulatory roles for these schools. Starting with 1935, the schools were fully financed by state funds after the enactment of the Law no 2765, followed by a rapid development and propagation of vocational and technical education in 40s and 50s.

As critical components of the vocational education, Vocational and Technical High Schools represent major educational organizations both growing staff for business and professional fields, and also preparing students for the tertiary education. Of these schools, Trade High Schools are typical organizations growing accounting professionals (S.Yörük-A.Dikici-A.Uysal;2002). Graduates of these schools were being licensed as independent accountants.

However; the Profession Law no 3568 was published in the Official Gazette on June 13, 1989 as entitled "Independent Accountants, Certified Public Accountants and Chartered Accountants Law", and then amended in 2008. In parallel to the UMES no 1 (International Standard for the Education of Accountants) specifying requirements for admittance to the Vocational Education Program, the Profession Law no 3568 was revised on 26.07.2008 to introduce the requirement of being a faculty graduate for initial qualification, and further to annul the Turkish-specific title "Public Accountant" in an aim to resolve the Public Accountant vs Certified Public Accountant dilemma.

2.2. Accounting education at tertiary level

Accounting education offered at tertiary level may be classified as follows (yok.gov.tr):
Accounting education covered by associate programs is offered in;

- a specific curriculum at the departments of accounting and tax practices, and
- a general curriculum at the departments of Marketing, Foreign Trade and Banking.

Accounting education covered by undergraduate programs is offered in;

- a specific curriculum within the
- Business administration programs, and
- in a general curriculum within the Economics, Marketing, Finance, Labor Economics and Management Organization programs of the Faculties of Economics and Administrative Sciences; and
- in a specific curriculum within the Faculties of Business Administration, and
- in a general curriculum within the Faculties of Economics.

Accounting education covered by post-graduate programs is offered in;

- post-graduate programs for Accounting, and
- doctorate programs for Accounting.

Moreover, some remote education programs and Open Education Programs also offer accounting education.

Law no 3568 on "Independent Accountants, Certified Public Accountant and Chartered Accountant Law" was revised on 26.07.2008 to introduce the requirement of being a faculty graduate for initial qualification. With this legal regulation, the intern program mandatory for pre-service PAs and CPAs pursuant to Article 10 of the Regulation for Pre-Service Certified Public Accountants and Public Accountants was launched by TURMOB (Basic Education and Internship Center) in January 2005 (TURMOB Study Report, 2006-2007). In addition, the law further introduced the requirement of completing minimum half-year internship for graduates for eligibility to take the exam.

2.3. Accounting education for professionals

Vocational training is of paramount importance for the development of a country. Therefore, a country running a well-structured professional education can grow professionals demanded by the business life, and strengthen its product & service production. For the accounting profession gaining a constantly increasing importance across high-quality knowledge and proper business decisions, the quality of accounting education is a decisive factor.

Accounting education in Turkey is offered by appropriate faculties of universities and vocational colleges as well as vocational schools, private training centers, and "Basic Education and Training Centers" governed by TURMOB. For individuals qualified to serve as an accountant, the specific educational process completed and the professional improvements gained is of essence for the conduct of this profession. Effectiveness and efficiency of the accounting system is defined by how competent and well-educated the practitioners are. One of the key projects run by TESMER within the scope of continuing educational activities is the mandatory training of interns.

The intern program mandatory for pre-service PAs and CPAs pursuant to Article 10 of the Regulation for Pre-Service Certified Public Accountants and Public Accountants was launched by TURMOB (Basic Education and Internship Center) in January 2005 (TURMOB Study Report, 2006-2007). Furthermore, a minimum 10-year experience as a certified public account, and achievement in chartered accountant's exam are necessary to be a chartered accountant.

Moreover, for qualification as an audit specialist, the candidate should attend the audit seminars and courses cooperatively held by the public oversight institutions and universities, and achieve in the exam applied. The law and current practices show that prospective accountants and current professionals should constantly undergo an accounting education and regularly attend trainings on recent trends in the profession.

3. Influence of the Turkish commercial code and audit standards on the accounting education

Adopted in 2011 and put into effect in 2013, the Turkish Commercial Code No 6762 has introduced new rules in accounting. With this law, the procedure regarding incorporation, management and audit data for businesses involved in accounting education, and amendments to the implementation process were also introduced.

In our country, the "Conceptual Framework for Principles on the Issuance and Submission of Financial Reporting" was published in the Official Gazette no 25702 of 18/05/2005 for further application to fiscal periods beginning after 31/12/2005. For consistency with the procedure developed by the International Accounting Standards Board, terminology revision published in the Official Gazette no 26966 of 13/08/2008 was excluded by from the Conceptual Framework TMS 1. Such Conceptual Framework was then updated by the Communiqué no 103 published in the Official Gazette No 27018 of 08/10/2008. It may be suggested that, while aiming to ensure accounting uniformity in the international field, undergraduate, post-graduate and doctorate programs on accounting together with seminars and courses to professionals launched after the introduction of these standards covered specific classes for teaching and developing and understanding of these standards, and further that practical teaching has expanded.

Under the mandate of publishing Turkish Audit Standards as delegated by the Decree no 660, the Public Oversight, Accounting and Auditing Standards Agency (KGK) has adopted as reference the international standards published by the International Federation of Accountants (IFAC). This option is also a requirement of our country's EU accession process, and was exactly adopted in the Turkish Commercial Code no 6102. In addition, in the Independent Audit Regulation of 26/12/2012, Turkish Audit Standards were defined as training, ethical, quality control and audit standards harmonized to international standards in the field of independent audit, and as other appropriate regulations, including the audit of information systems, put into effect by virtue of the decree no 660. Without accounting profession, no audit can be conducted. And to conduct an audit, records kept and financial statements issued by the accounting should be true, reliable, and conform to ethical rules. And for this purpose, it is critical to properly teach all aspects of the accounting education.

4. Conclusion

Since education covers all basic information for the business life, it should be adaptable to real life, practicable and up-to-date. In particular, accounting education should be aligned to actual dynamic business conditions, and yield the features demanded by market conditions. Success of graduates in the business life reflects the quality of the academic education. Having said that, accounting education bears a major responsibility of aligning its programs and systems to the market for every business as it is the typical source of educated accountants.

Today, businesses demand professionals capable of quickly getting concentrated on the task and generating the accounting data required. Therefore, the professionals should be grown through the due consideration of not only professional knowledge but also other personal attributes. In addition, involving recent trends and changes in the field of accounting, and delivering them to currently educated members and professionals in an aim to develop mobility in the international arena is crucial.

Starting with the Republican period, accounting education in the country flourished, specific accounting and audit standards were formulated for compliance with international accounting norms, and further amendments were introduced to the Commercial Code to ensure enforcement. Such amendments had reflections in the accounting education, and paved the way for integrating international norms into the accounting education.

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ERPA
International Congresses on Education
4-7 June 2015
Athens/Greece

The effect of scratch game based learning students' activities on students computer programming academic achievement and attitude

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Abstract

The objective of the research is to find out about the effects of scratch based game activities on the academic achievement and attitudes of students' learning of computer programming through a platform called Scratch, which enables algorithmic constituents and its results to be observed visually. This research is semi experimental with a pre-test - post-test control group. The working group of the research consists of 49 engineering students. The data were collected using the scale of attitude towards learning programming and the test of academic achievement. As a result: The Scratch based game activities compared to the traditional method does not have an effect on the attitudes of the students towards the method in which programming is taught. On the other hand, the Scratch based game activities compared to the traditional method lead to a significant difference in the academic achievements of the students in C++ programming language.

Keywords:
Algoritm; programming; attitude; academic achievement

1. Introduction

It is often stated that one needs to acquire such advanced skills of thinking as problem solving, logical and mathematical thinking, critical thinking and creative thinking in order to do well in computer programming (Korkmaz, Altun, 2014; Fang, 2012; Korkmaz, 2012; Lau &Yuen, 2009; Wang, Geng, Jiang & Liu, 2012). On the other hand, one way of developing these skills is offering individuals courses in computer programming. In this regard, it is possible to say that a course in computer programming is not a professional training, but an alternative way of helping individuals to develop these skills of thinking during their academic education as in a course in mathematics. Therefore, the fact that it could be a skills developing training for individuals at all stages of the training brings the subject up to a more significant point.

Research shows that there are a lot of difficulties in learning and teaching computer programming (Korkmaz, Altun, 2014; ; Gomes & Mendes 2007; Tan,Ting & Ling, 2009; Jenkins, 2002; Katai, Juhasz & Adorjani, 2008; Korkmaz, 2012; Korkmaz, 2013; Milne & Rowe 2002). These difficulties may arise from a variety of reasons. Lack of advanced skills of thinking, use of wrong and insufficient methods of teaching, not giving importance to the teaching of computer programming are just a few to name (Korkmaz, 2013; Korkmaz, 2012; Landry, Pardue, Doran & Daigle, 2002; Lau & Yuen, 2011).

The fact that programming constructs in particular have abstract statements and it is difficult to grasp the relationships between these statements and the behavior it may lead to can result in programming process being regarded as abstract from start to end and as an unreal phenomenon. In order to make it easier for individuals, it may be useful to use more concrete tools in teaching programming. The

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objective of the research is to find out about the effects of scratch based game activities on the academic achievement and attitudes of students' learning of computer programming through a platform called Scratch, which enables algorithmic constituents and its results to be observed visually.

1.1. Sub-problems

a. Are the groups equal in terms of academic achievements and attitudes prior to the practice?

b. Is the Scratch based learning practice significantly different in terms of students' academic achievements from the traditional method?

c. Is the Scratch based learning practice significantly different in terms of students' attitudes towards learning programming from the traditional method?

2. Method

This research is of qualitative nature and semi experimental with a pre-test - post-test control group. There is an experimental group and a control group randomly chosen in the testing model of the research. The same pre-and post-tests were used for both groups. In the experimental group, Scratch based game activities were used. The students were given an insight into the Scratch platform for a period of two weeks and all the programming elements on this platform were exemplified. For the next five weeks, the variables on the C++, the basic structure, the program controls, the cycles, the conditions, the functions and the basic ready-to-use functions of the C++ were covered. They were also exemplified on the editors of both Scratch and C++. During the last two weeks of the practice, the students were asked to design a game running smoothly and consisting of at least two characters, two interactions and two scenes by using Scratch. In the end, there was a little game competition.

In the controlled group, the students were taught the same subjects with examples using the C++ editor only for nine weeks. They were given little homework for the next session.

The working group of the research consists of 49 students at the department of Electric and Electronic Engineering ata Amasya University, 28 of whom were in the controlled group and 21 in the experimental group. There were 11 female and 38 male students.

The data were collected using the scale of attitude towards learning programming and the test of academic achievement. The scale of attitude towards learning programming was developed by Korkmaz and Altun (2014). The scale is made up of 20 items and 3 factors. The 'willingness' factor has 9 items and the internal consistency is 0,82. The 'negative attitude' factor has 6 items and the internal consistency is 0,77. The 'necessity' factor has 5 items and the internal consistency is 0,75. The internal consistency of the whole scale is 0,87.

The test of academic achievement was developed in this research. There are 30 5-item multiple-choice statements covering the variables on the C++, the basic structure, the program controls, the cycles, the conditions, the functions and the basic ready-to-use functions of the C++. A pilot study was conducted on the 148 students who had previously done C++. 5 statements were taken out as the level of significance was under 0,3 and didn't matter in terms of the scope. Consequently, the 25-statement scale had a significance of 0,296 -0,740 and the index of difficulty was 0,51. The Kr-20 internal consistency was 0,71. The data were analyzed on the SPSS using the arithmetic mean, the standard deviation and the t-test. The results were converted in a measure based on 100.

3. Findings

If the groups are equal in terms of both the academic achievements and the attitudes towards learning programming prior to the practice is shown in Table 1.

When looked at Table 1, both the academic achievements on C++ programming and the attitudes (willingness, negative attitude, necessity) towards learning programming of the experimental and the controlling groups indicate that they are not significantly different. Therefore, it can be said that they are equal in terms of the academic achievements and the attitudes. The differences of the pre-and post-tests were used in the analysis below in order to keep the effects of the little differences under control even if they are not significant.

Table 1. Findings about the equality of the groups

	Variable		N	X̄	Sd	t	df	p
Attitude	F1 (alacrity)	Experiment	28	69,7	13,9	0,833		0,41
		Control	21	73,1	13,7			
	F2(negative attitude)	Experiment	28	71,6	15,1	0,140	47	0,89
		Control	21	72,2	15,9			
	F3(necessity)	Experiment	28	30,8	13,2	-0,531		0,60
		Control	21	28,8	12,8			
C++ academic achievement		Experiment	28	27,4	12,4	0,714	47	0,48
		Control	21	29,9	11,3			

The findings about whether there is significant difference between the experimental method and the traditional method in terms of the academic achievements and the attitudes is summarized in Table 2.

Table 2. The effectiveness of the experimental practice

	Variable		N	X̄	Sd	t	df	p
Attitude	F1 (alacrity)	Experiment	28	-,57	25,68	-0,122		0,90
		Control	21	-1,39	21,27			
	F2(negative attitude)	Experiment	28	3,86	13,98	0,763	47	0,45
		Control	21	7,36	17,17			
	F3(necessity)	Experiment	28	,762	13,06	0,695		0,49
		Control	21	3,86	16,95			
C++ academic achievement		Experiment	28	27,43	16,31	-2,636	47	0,01
		Control	21	15,00	16,35			

When looked at Table 2, the Scratch based game activities compared to the traditional method were observed not to have led to a significant difference on the attitudes of the students towards learning programming in terms of willingness (t(2-47)=--0,122; p>0,05), negative attitude (t(2-47)=-0,763; p>0,05) or necessity (t(2-47)=--2,636; p>0,05). The means of the post-test attitudes of the students show that the means of the willingness factor is 72,6, the means of the negative attitude is 0,77, and the means of the necessity factor is 32,2. No matter how high the willingness level is, the students regard learning programming as unnecessary to a great extent. Their negative attitudes can be said to be rather high. The fact that the attitudes of the students in both the experimental group and the control group are rather high could have resulted in the significant difference.

When looked at Table 2, the Scratch based game activities compared to the traditional method were observed that they led to a significant difference in the academic achievements of the students in C++ (t(2-47)=--2,636; p<0,05). The means indicate that the means of the academic achievement of the experimental group is 27,43 while the that of the control group is 15,00. The Scratch based game activities compared to the traditional method can be said to have made a significant contribution to academic achievement in C++ programming language.

4. Conclusion and Discussion

The Scratch based game activities compared to the traditional method does not have an effect on the attitudes of the students towards the method in which programming is taught. No matter how high the willingness level is, the students regard learning programming as unnecessary to a great extent and their negative attitudes can be said to be rather high. The fact that the attitudes of the students in both the experimental group and the control group are rather high could have resulted in the significant difference. Literature shows that one of the most important problems in teaching programming is negative perception, motivation and attitude and these factors matter more than the others (Anastasiadou, & Karakos, 2011; Erdogan, Aydin & Kabaca, 2008; Sacks, Bellisimo & Mergendoller, 1993). Literature also indicates that students have difficulty in cognitive field in addition to their low level motivation in learning computer programming (Hawi, 2010; Hernane, Gilney & Marcelo, 2010; Robins Rountree, & Rountree, 2003).

On the other hand, the Scratch based game activities compared to the traditional method lead to a significant difference in the academic achievements of the students in C++ programming language. The fact that the programming structures in the Scratch environment are more concrete (visual) and that the results can be observed more concretely in the thematic environment may have resulted in a positive contribution to the algorithmic thinking skills of the students, which appears to be consistent with literature. In literature, there are also research findings that Scratch helps students in many different respects. For instance, Genç and Karakuş (2011) stressed out that the students thought positively of Scratch, learning through designs enabled permanent learning, and they embraced the blog-assisted teaching method. In a study conducted by Kobsiripat (2015) to determine the effect of programming through Scratch on the level of creativity, it is emphasized that this environment can be used in learning activities and it helps students improve their skills of creativity. In addition to these, there is similar research in Kordaki (2012), Ferrer-Mico, Prats-Fernàndez, Redo-Sanchezb (2012) and Garcia Quan (2015). In light of these findings, Scratch-based learning activities can be used in programming courses to improve the algorithmic thinking and programming skills of students who have started a course in programming recently.

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International Congresses on Education
4-7 June 2015
Athens/Greece

Classroom teachers' opinions toward classroom management orientations in terms of some demographic variables

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Abstract

The purpose of this study is to explore classroom teachers' opinions toward classroom management orientations in terms of gender, educational status, and teaching experience. The data in the study was collected through 340 classroom teachers employed in İzmir primary schools in 2014-2015 academic years. Data in this study were collected using the attitudes and beliefs on classroom control ideology developed by Martin et al. (1998). Mean, standard deviation, t test, and One Way ANOVA tests were used in analysis of the data. It has been determined that there was a difference among opinions of classroom teachers in terms of teaching experience, whereas there was no a differences among opinions of classroom teachers in terms of their gender and their educational status.

Keywords:
Classroom management; classroom management orientation; teacher; teaching experience; gender.

1. Introduction

Performing the education in the class is a really complicated issue (Laut, 1999). Many factors play a great role performing the education effectively. The classroom management among these factors is one of the most emphasized ones (Laut, 1999). The teachers declared that the problems about classroom management are one of the most frequent difficulties (Goyette, Dore and Dion, 2000). The Classroom management is the teachers' actions to create an atmosphere supporting and simplifying both academic and social/sensitive learning (Everstone and Weinstein, 2006). Tal (2010) defined the classroom management as commodity abilities combination of teachers's perception, self-regulation and the relationship between pupils and teachers. Başar (2004) stated that the classroom management is comprised of organizing the class atmosphere physically, planning the training techics and identying how to carry them out, regulating the training hours, organizing the relationship between the teachers and the pupil's int the class, regulating the behaviours and preventing the uncalled behaviours of the pupils. The classroom management is decribed as the teachers' efforts to carry out the social interaction and the pupils' behaviour appropriately (Burden, 2000).

As it is understood by the definitions of class management, it is requried for the teachers to have sufficient outfit for carrying out the educational activities in a well-qualified manner. In fact, to create a good learning circumstances is seen one of the class teachers' responsibilities (Martin and Shoho, 2000).

The teachers' approach towards classroom management varies according to their belief in the nature of proper and improper behaviour and how they control the pupils (Martin and Baldwin, 1993). So the teachers maintained classroom management approaches can be a significant factor forming the strategies used for creating an appropriate learning circumstances by the teachers, identifying the followed methods while teaching, the solutions to uncalled pupils' behaviour and what the teachers'

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expectations from pupils are. Therefore to identify the classroom management approaches maintained by the teachers is important.

On the field search, various classroom management approaches are made in the studies related to subjects. In this study, the classification made for the class management approaches done by Glikman and Tamanhiro (1980) is surveyed (Chambers, 2003; Martin and Baldwin, 1993). These authours classified the beliefs in the dicipline on a control continuum reflecting the level of the teachers' desire to control the pupils. The classroom management approaches are classified as authoritative, monitored and interactive.

The teachers adopted authoritative approach, consider that the pupils can learn the appropriate behaviour with the given punishments by the teachers and when these behaviour are affirmed with awards. The teachers using this approach believe in that they have to control classroom activities on a highest-level (Martin v.d., 1998). Over-controlled approach is based on an idea that these are the outcomes of pupils' growing and development. The pupils' emotions and preferences are rarely respected. Cause adults are more experienced in training topics and they have the responsibility of choosing the best for behaviour control and pupils progress. Therefore, the teachers have to control pupils' behaviour. As the pupils are not be able to control their own behaviour by arranging them effectively (Gürşimşek and Göregenli, 2004).The teachers choosing the monitored teaching method, tthey have their inner motivation for defining pupils' needs. Monitoring teachers let the pupils to put themselves out to have a great effect in classroom and the teachers claim that it is less required for them to engage in improving the pupils' behaviour (Martin v.d., 1998). Rather than monitored teaching method, anticipating the low-controlled approaches depend on the philosophical idea that the prior responsibilities must be given to the pupils to control and organize their own behaviour and they have the capacity to take these decisions (Gürşimşek and Göregenli, 2004).

The teachers, maintained interactive classroom management approach, believe in that the pupils can learn the proper behaviour as a consequence of human beings encountering the outer world. The interactive method users say that the pupils and the teachers must share the responsibility of classroom management (Martin v.d., 1998).

One of the key factors that effect the quality of class educational activities is class management (laut,1999). In this significance creating a good learning environment is the focal point of the responsibilities of class teachers (Martin and Soho, 2000). Class teacher's use of educational activities and regulation methods will be shaped by their approach of class management. Due to this if the teachers approach to class management is to be taken into consideration, studying of the approach towards class management of the teachers may be seen important.

As Chamber states it is crucial to define different approaches of classroom management. Because this will enable those teachers that use strict approaches such as intrusiveness to change their approaches thus enable the students to change their individual attitudes and will also help teachers to be more effective in developing a positive educational environment (Chamber, 2003). In this respect it is crucial to study the underlying facts that affect teachers' classroom management approaches. There are many personal variables underlying the factors which affect teachers' approach of classroom management. For this reason this study is called upon to examine the class teachers according to the varieties of their gender, summary of education and their professional seniorities.

2. Method

2.1. Participants

The study was carried out in primary schools in İzmir. The participants for this study consisted of 340 classroom teachers. Classroom teachers were 73.8 % female, and 26.2 % male. Classroom teachers had from 4 to 25 years teaching experiences. 19.7 % of classroom teachers had completed a 2-year program with higher schools of education, 77.4 % of teachers had completed a 4-year program with college degree, and 2.9 % of teachers had a master's degree.

2.2. Instrument

To measure teachers' interventionist, non-interventionist, ans interactionalist orientations, Martin et.al. (1998) developed the Attitudes and Beliefs on Classroom Control (ABCC) Inventory. This instrument measures teachers' beliefs and attitudes toward classroom management in three broad dimensions-instructional management (14 items), people management (8 items), and behavior management (4 items). Instructional management includes activities such as establishing daily procedures, allocating materials, and monitoring students' independent work. People management factor pertains to what teachers believe about students as persons and what teachers do to enable them to develop. Behavior management is any pre-planned intervention aimed at preventing misbehavior. Each subscale was derived to assess to continuum of control ranging from interventonist to interactionalist ton on-interventionist that reflects the degree of teacher power over students (Martin et.al., 1998). ABCC is four-point Likert scale, scoring 4 to "describes me very well", 3 to describes me usually", 2 to "describes me somewhat", and 1 to "describes me not at all".

Confirmatory factor analysis (CFA) using AMOS performed on data for the sample of this study in order to determine the consistency of 26 items and the three factor sutructure of the scale. To determine the models fit, it was used that multiple fit statistics including Chi-square, root mean square error of approximation (RMSEA), googness of fit index (GFI), adjusted goodness of fit index (AGFI) and the comparative fit index (CFI). The results of CFA indicated that fit index of the 26 items and the three factor structure of the ABCC scale showed a acceptable fit to the data (X2= 348.040, df=102, X2/df= 3.41, RMSEA=.06, AGFI= .92 CFI=.91, GFI=.93).

In order to assess the internal consistency of the ABCC inventory. Cronbach's coefficient was computed. Reliability coefficients for the three scales were found to be .79, .63, and .68 for instructional management subscale, people management subscale, and behavior management subscale, respectively.

2.3. Data Analysis

The respondents' scores on the ABCC scale were analyzed by utilizing mean and standard deviation. T- test was conducted to determine differences between male and female teachers' classroom management orientations. Differences in classroom management orientations in terms of teaching experiences and educational level were analysed by using One Way Anova.

3. Results

The results of t- test which was carried out to determine whether classroom teachers' views any differences in terms of gender were presented in Table 1. Results of t test revealed no statistically significant differences between female and male classroom teachers oriented classroom management approach on instructional management, people management, and behavior management. According to this result, it is said that female and male classroom teachers favored interventionist classroom management orientation on the instructional management, people management, and behaviour management.

Table 1. t-tests results for gender.

		Mean	sd	t	p
Instructional Management	Female	42.85	4.91	.640	.522
	Male	42.47	4.74		
People Management	Female	24.98	2.99	1.425	.981
	Male	24.22	2.72		
Behavior Management	Female	11.67	1.82	1.327	.185
	Male	11.38	1.64		

In terms of educational level and seniority of classroom teachers, the results of one-way variance analysis which was conducted to determine whether there are any differences among the views of classroom teachers about classroom management orientations were showed in Table 2. In terms of classroom teachers' educational level, it is founded that there are no differences their preferences regarding classroom management approach on instructional management, people management, and behaviour management. According to this result, it is said that teachers' educational level had no effect on classroom management orientations, and teachers favoured interventionist classroom management orientation on the instructional management, people management, and behaviour management.

Table 2. One-Way Anova results for educational level.

		Mean	sd	F	p*
Instructional Management	Bachelor's degree	43.13	4.23	.280	.756
	College degree	42.67	5.06		
	Master's degree	42.30	3.56		
People Management	Bachelor's degree	24.62	2.81	.690	.503
	College degree	24.78	3.00		
	Master's degree	25.80	2.14		
Behavior Management	Bachelor's degree	11.62	1.51	.619	.539
	College degree	11.56	1.85		
	Master's degree	12.20	1.32		

* p<.01

The results of one-way variance analysis revealed that there are significant differences that teachers favored classroom management orientation on the instructional management, people management, and behavior management in terms of seniority of classroom teachers. According to the results of Tukey HSD test to determine the groups having difference, there are differences among the views of classroom teachers who have a teaching experience of one-five years,six-ten years, and eleven-fifteen years with sixteen-twenty years and twenty-one years on instructional management. There are differences among the views of classroom teachers who have a seniority of one-five years with six-ten years, eleven-fifteen years, sixteen-twenty years and twenty-one years, and six-ten years with eleven-fifteen years, sixteen-twenty years and twenty-one years on people management. There are differences among the views of classroom teachers who have a seniority of one-five years with eleven-fifteen years, sixteen-twenty years and twenty-one years, and six-ten years with eleven-fifteen years, sixteen-twenty years and twenty-one years on behavior management. Accordingly, it may said that the more educational level of teachers' seniority increases, the more they favored interventionist classroom management orientations.

Table 3. One-Way Anova results for seniority.

		Mean	ss	F	p*
Instructional Management	1-5 years	36.16	1.64	25.657	.000
	6-10 years	37.86	3.50		
	11-15 years	39.04	3.04		
	16-20 years	42.29	5.36		
	21 years +	43.32	4.13		
People Management	1-5 years	17.91	1.16	26.863	.000
	6-10 years l	21.21	3.10		
	11-15 years	24.83	2.89		
	16-20 years	24.64	3.15		
	21 years +	25.00	2.78		
Behavior Management	1-5 years	8.75	.45	15.946	.000
	6-10 years	9.89	1.60		
	11-15 years	11.45	2.02		
	16-20 years	11.65	1.77		
	21 years +	11.78	1.59		

* p<.01

4. Discussions

In this study, it is founded that class teachers' classroom management orientations doesn't show any differences in terms of their gender. In the literature, there is a discrepancy among the findings of previous research about this issue. Whereas some studies revealed that teachers' classroom management orientations changes in terms of gender (Martin & Yin, 1997; Martin et all., 1998), supporting these results, others have found no change in classroom management orientations according to gender (Martin, Yin & Baldwin, 1997). In literature, it has emphasized that female teachers tend to employ a more non-interventionist orientation than male teachers (Martin et al., 1997). However, both female and male teachers in this study favored interventionist orientation. According to this result, it is said that female and male teachers have a tendency to act by themselves to determine behaviors toward performing teaching, to shape teacher-student relationships, and to prevent students' undesirable behaviors.

The results of this study indicated that teachers' classroom management orientations do not change in terms of educational level. The finding is consistent with the results of previous studies indicating that teachers' classroom management orientations on instructional management, people management, and behavior management significantly are not differ in terms of their courses Martin, Yin and Baldwin, 1998a). In the study conducted by Martin and Shoho (1999), it is founded that there is no difference teachers participating in the traditional and alternative teacher certification program classroom management orientations on people and behavior management. The teacher's education program in Turkey has classroom management course. Teachers may not have the advantage of acquiring knowledge and skills about classroom management outside of their personal efforts.Thus different levels of education may have a positive effect on teachers' classroom management skills. Therefore, teachers' classroom management approaches may not be vary according to level of education.

The results of this study showed that teachers' classroom management orientations change in terms of seniority. It is revealed that if teachers' seniority increase, they preference to employ interventionist classroom management orientations. These results corroborate the results of the some previous studies indicating teachers who have high seniority tend to more favored interventionist classroom orientation than teachers who have low seniority (Martin and Shoho, 2000; Martin & Yin, 1997; Martin, Yin and Mayall, 2006; Ünal & Ünal, 2012). Teacher with high seniority have a tendency to determine by themselves monitoring students' independent work behaviors, establishing daily procedures, shaping teacher-student relationships, and interpreting students' behavior and instructions (Rahimi and Asadollah, 2012). Teachers tend to continuously use acquiring skills about behaviors toward perfoming teaching, teacher-student relationships, and in response to students' undesirable behaviors during teaching experiences. Thus, teacher with high seniority may preference more interventionist classroom management orientation than teachers with low seniority.

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ERPA
International Congresses on Education
4-7 June 2015
Athens/Greece

Comparing life satisfaction levels of Turkish curling premier league players and sedentary persons (Erzurum case)

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Abstract

Life satisfaction connotes a sense of well-being due to happiness or a boosted morale and the domination of positive feelings over negative feelings as regards daily relationships. In this research, the effect of curling on life satisfaction was examined. The "Satisfaction with Life Scale" was administered to 40 curling players (experimental group) and 40 sedentary persons (control group) participated in the research to measure their life satisfaction levels. SPSS17 was used for statistical analysis. Frequency and percentage distribution were used to determine demographic characteristics; and t-test was used to compare questionnaire scores of experimental and control groups. The margin of error was set 0.05 and 0.01 in analyses. A statistically significant difference was found between life satisfaction levels of curling players and sedentary persons in terms of educational level ($p<0.05$). On the other hand, no statistically significant difference was determined between them in terms of gender ($p>0.05$). And a statistically significant difference was also found between them in terms of income level ($p<0.05$). It was also determined that there was a statistically significant difference between general life satisfaction levels of curling players and sedentary persons ($p<0.05$).

Keywords:
Life satisfaction; curling.

1. Introduction

Happiness has been seen as the greatest source of motivation of the human actions by philosophers throughout history. Yet, psychologists have been dealing with the unhappiness and ignored the happiness until recently. In recent years, behavioral scientists have made theorotical studies about the happiness (Özgen, 2012).

In 1973, international psychology dissertation abstracts have begun to devote an entire chapter to the happiness and then in 1974, the journal named "Social Indicators Research" with the majority of the articles devoted to the subjective well-being, has been published. In this research, the subjective well-being is used synonymously with the life satisfaction.

The subjective well-being literature studies why and how people see their lives as positive. These studies include separate concepts such as happiness, satisfaction, morale and positive emotion (Yetim, 1992).

The concept of "life satisfaction" was put forward by Neugart (1961) for the first time and followed by many researchers. Explaining the concept of "satisfaction" would be appropriate before defining satisfaction of life. Satisfaction is meeting necessities, wills and desires. "Satisfaction of life" is the situation derives from the comparison or the result of what individual wants with expactations and

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what he have readily. Satisfaction of life shows the result of the comparison of expactations with real circumstance. Satisfaction of life generally includes the whole life and its various dimensions of individual. When saying satisfaction of life generally it is understood that the satisfaction of whole life not a particular circumstance. It defines being well by the aspects of happiness, mood etc. (Vara, 1999) and it is the hegemony of positive feelings over negative ones in daily life (Aksaray&all., 1998).

Satisfaction of life is the sentimental reaction except working life. Namely, it is a general attitude towards life (Özdevecioğlu, 2003). In other words, satisfaction of life means the general pleasure of individual's own life (Telman; Ünsal, 2004). In other definiton, satisfaction of life may be defined as the sentimental reaction against work, free space, out of work time. According to another approach, satisfaction of life represents subjectively being good (subjective welfare) and judgements about life quality depending on remaining facts of individual (Dikmen, 1995).

As today, importance and place of sport in social life gradually increase and sport has taken place in favoured occupations. This situation requires the knowledge of the position of sport in the life of society. In today's life of society, individuals are in a rush that makes them exhausted both mentally and physically. Thus social needs such as doing sports or becoming members of sport clubs increase. So these clubs that individual become mebers of them brings people together and contribute to create a healthy social level, peaceful and successful environment. Sport provides important contributions to communication of individuals paved with cultural way. Sport that feeds national feeling among individuals may contribute to the world peace (Özdinç, 2005).

Csikszentmihalyi (1975, 1990) claimed that activities maintained on an appropriate ability level cause happiness and satisfaction in time. Hereunder it may be said that the process of sportive activity and purposes take place in the process and reaching to these purposes cause athlete to find life as a satisfaction (Toros & all.2010).

2. Method

A total of 80 children from Erzurum participated in the research. Of them, 19 female and 21 male curling players constituted the experimental group, and 11 female and 29 male sedentary persons constituted the control group. The average age of the participants was 19.24 ± 2.27. The "Satisfaction with Life Scale" developed by Diener et al. and adapted to Turkish by Yetim (1993) was used for data collection. The scale is a 7-point Likert type scale (1: Strongly disagree – 7: strongly agree) and includes 5 items. The "Personal Information Form" developed by the researcher was used to collect data concerning demographic characteristics of the sample group.

The Satisfaction with Life Scale was administered to high school and university student curling players who resides in Mecidiye District, Erzurum and who has been playing curling 2 hours a day 4 days a week for 2 years (experimental group), and to high school and university student sedentary persons who resides in Mecidiye District, Erzurum (control group). The club coaches and physical education teachers were asked for permission to administer the questionnaires. The questionnaires were filled out by participants itself. The data collected for experimental and control groups were compared).SPSS17 was used for statistical analysis. Frequency and percentage distribution were used to determine demographic characteristics; and t-test was used to compare questionnaire scores of experimental and control groups. The margin of error was set 0.05 and 0.01 in analyses.

3. Findings

The average age of the curling players was 19.40 ± 2.15, of the sedentary persons 19.08 ± 2.41, and of the total participants was 19.24 ± 2.27.

Of the research participants, 50% are curling players and 50% are sedentary persons. On the other hand, 62.5% of the participants are male, while 37.5% are female. Of them, 8.8% are secondary school students, 50% are high school students and 41.2% are university students. And 20% of them receive scholarship, while 80% do not. Of them, 5% live in a rented house, 23.8% live in dormitory, and 71.3% live with their families. And 11.3% of them think they have a low income level, 77.5% think they have a medium income level, and 11.3% think they have a high income level.

Table: 1 Curling athletes and sedentary individuals, educational status, gender and income level for T-test statistical values.

		N	$\bar{X}$	SS	P
Education	Curling Players	40	2.60	.496	.000
	Sedentary Persons	40	2.05	.639	
Gender	Curling Players	40	1.48	.506	.066
	Sedentary Persons	40	1.28	.452	
Income Level	Curling Players	40	2.20	.464	.000
	Sedentary Persons	40	1.80	.405	

A statistically significant difference was found between life satisfaction levels of curling players and sedentary persons in terms of educational level ($p<0.05$). On the other hand, no statistically significant difference was determined between them in terms of gender ($p>0.05$). And a statistically significant difference was also found between them in terms of income level ($p<0.05$).

Table 2: Curling athletes and sedentary individuals T-test statistical values.

		N	$\bar{X}$	SS	P
Life Satisfaction	Curling Players	40	25.28	3.762	.000
	Sedentary Persons	40	16.25	3.706	

It was also determined that there was a statistically significant difference between general life satisfaction levels of curling players and sedentary persons ($p<0.05$).

4. Discussion

In this research that examines the effect of curling on life satisfaction levels of individuals, it was concluded that curling players had a significantly higher level of life satisfaction than sedentary persons. It was also determined that curling players had a significantly higher level of life satisfaction than sedentary persons in terms of educational level and income level; while they have a insignificantly higher level of life satisfaction than sedentary persons in terms of gender. Since curling is not a common sport yet, there are not further studies on the effects of curling on human life. On the other hand, there are certain researches examining the effects of sport on human life in general terms. For a theory concerning physical activity and self-confidence, physical activity develops one's physical skills and thus increases his self-confidence (Karadag 2008).There are several benefits of regular exercise and participation in sports for individuals of all age groups. Sports and exercise reduce the risk of hypotension, falling down and physical injury, slow the bodily loss of muscle and bone, increase the flexibility, improve balance and mobility, help to maintain ideal weight, regulate sleep pattern, reduce stress, and increase life quality (Danis 2009).In several studies conducted on university students in different countries, certain factors such as age, stress, physical health, parental attitudes, personality characteristics and educational variables are determined to play a role in life satisfaction (Chow 2005, Yetim 2003).Since life satisfaction is dramatically affected by cultural features and value systems (Dorahy 2000, Rask 2002), however, the margin of error must be taken into consideration when comparing the outcomes of this research with the results of studies conducted in different countries. A general result of all these studies is that life satisfaction level of individuals living in economically developed regions like Northwestern Europe, Anglo-American countries and Australia are higher than those who live in Middle Eastern Europe, Asia and Africa (Dorahy 2000, Oishi and Diener 2003). In his research examining life satisfaction levels of university students, Chow (2005) also mentioned that gender had no significant effect on life satisfaction. In Chow's study, it is stated that the higher the satisfaction with socioeconomic level, grade point average and academic life is, the higher the general life satisfaction becomes (Chow 2005).In the light of the findings of this research and the outcomes of previous researches, it is concluded that sport affects the life satisfaction level of individuals positively and that differences are significant. In conclusion, sport is likely to increase life satisfaction, and physical activity is likely to improve self-image.

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ERPA
International Congresses on Education
4-7 June 2015
Athens/Greece

The Effects of peer supervision as an alternative method of supervision on school, teachers of English and their opinions towards supervision

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Abstract

The purpose of this research is to determine the efficacy of peer supervision as an alternative supervision model in class supervision. This research was carried out at four state high schools in Turkey. The participants of this research consists of 12 English teachers willing to take part in the research and working at state high schools located in Bakirkoy and Bahcelievler provinces in the city of Istanbul. In this research, single group pre and post testing quasi-experimental design was used. The data of this research was collected via "Opinion forms filled out by Teachers", "Class Observation Form" and "Interview with the Participants", all of which were developed by the researcher. The results found were: 75.3% of the opinions stated in the post test was in support of the efficacy of peer supervision; almost all the teachers stated that peer supervision has positive effects on school, teachers and their opinions towards supervision although few have some doubts regarding the supervision theme; all the teachers observing their peers had something to say about the lesson observed, which makes this model effective.

Keywords:
Peer supervision; alternative supervision; quasi experimental design; peers; observation; interview

1. Introduction

One of the most frequently used definitions of education is the activity of developing permanent behavioural changes in the person. It is because of this very fact that education was one of the most important issues to be developed by Turkish Republic when it was first founded. As citizens of the new Republic, people all around the country had to be taught modern subjects and brought up with new methods and techniques so as to catch up with the modern world. And that could only be achieved through education (Akyüz, 2013). For this very reason, the most important matter to be solved was to increase the number of literate people at that time, so teaching a foreign language was not very important then (Güneş, 2009). However, especially after the Second World War, with the advancement in technology it became easier to travel to other countries and get in touch with other nationalities. As a result of the aforementioned fact, English, as the language of business and communication, gained great importance and started to be taught at almost every school in Turkey (Güneş, 2009). English is considered to be a must nowadays while applying for a position; therefore, students spend hundreds of hours to study and to be able to speak it. However, despite the time and energy spent to acquire a second language, the number of people who can communicate in English is very low comparing to other developed and developing countries (TEPAV & British Council, 2014). As a result, this study aims at

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developing the quality of English teaching through peer supervision as an alternative method of supervision.

1.1. Peer supervision

Peer supervision is an alternative supervision model in which teachers supervise teachers. Peer supervision is different from other traditional forms of supervision models, as a more qualified or experienced supervisor is not required (McNicoll, 2008). The only thing that is needed in this supervision model is teachers who are eager to learn the quality of their teaching. Peer supervision has been defined as a process through which counsellors use their relationships and professional skills to assist each other in becoming more: effective and skilful helpers (Wagner & Smith, 1979). Clearly, peers can provide valuable assistance to one another in maintaining and developing their professional skills (Benshoff & Paisley, 1996). Moreover, Wagner and Smith (1979) also pointed out that taking part in the process of peer supervision can result in more self-confidence, more self-direction, setting an objective, more use of modelling through practising learning and teaching techniques and rise in interactive and cooperative participation. Benedetti and Reed (1998) stated that peer supervision has some other benefits apart from increasing the efficacy of teaching and these benefits are as follows: Friendship and solidarity, learning through context, reflection, shared language, professional development and supportive environment

Peer supervision is the process of supervising groups consisting of three or four teachers working at the same school or region and aiming at helping each other to increase the quality of teaching through exchanging ideas regarding the activities carried out in and out of the classroom (Taşdan, 2008). It has more to do with quality improvement in that its primary aim is to bring about changes in teaching practice (Blackmore, 2005). In order to achieve this goal, teachers in the group should come together several times so as to organize the steps of the process. In their first meeting, they should set the time and topics of the lessons to be observed and state their ideas on how to implement the topic and what activities could be done to get more success. After the "pre-meeting" process, teachers should observe one another's lesson and complete the "observation form" to give feedback about the implementation of the lesson. When the observation process is completed, the third and the final step, "post meeting", takes place. During this "post meeting" process, teachers should state their ideas on the planning of the lesson, techniques used throughout the lesson and classroom management. In this supervision model, teachers become both a supervisor and a supervisee respectively, which gives a chance to see how a lesson is carried out by a colleague and to develop introspection that will help the teacher develop their skills. Bozak, Yıdırım and Demirtaş (2011) quoted that three stages of peer observation are pre observation interview; observation and post observation interview. Like peer observation, peer supervision has 3 phases and they are shown in the table below.

Table 1. Phases of peer supervision

Pre-Meeting	Observation	Post-Meeting
*Planning of the schedule *Planning of the topics to be taught *Planning of the techniques to be used and suggesting alternative activities *Planning of the special fields asked to be observed *Planning of the observation method	*Observation process in accordance with the plan *Keeping records	*Analysing the records *Determining whether the aims are reached or not *Discussion on the efficacy of methods and techniques applied *Proposing suggestions *Reporting, *Submission

The prior goal of educational supervision is to increase the quality of teaching and to carry it up to a standard limit. Therefore, it might be a duty for researchers and supervisors to look for answers for an effective supervision model. All the models that have been in use so far have some very effective sides as well as some ineffective sides. For this reason, to cover all these ineffective sides, new models have been proposed or the current ones have been advanced, and peer supervision is an alternative method seeking to cover the aforementioned ineffective areas.

In turkey, both teaching English and supervision stand as problem before us. Students study English from primary school and have almost 1000 hours of English lessons when they finish high school, yet they cannot utter very simple phrases or sentences (TEPAV and British Council, 2014). The problem of this study is to find out what the efficacy of peer supervision on the dimensions of school, teachers and their opinions towards supervision is.

2. Method

In this research, a quasi experimental design is used to collect data. The data was gathered through qualitative data collection tools like pre and post surveys, class observation and interview with the teachers in the group.

2.1. Procedure

This research was carried out at four different high schools in the provinces of Bakirkoy and Bahcelievler in the city of Istanbul. Twelve teachers, seven of whom were female and five of whom were male, took part in this study and all the teachers taking part in this research were volunteers. After a small briefing given by the researcher about what peer supervision is and how it works, the teachers were asked to fill out a form consisting of 25 statements. Then, they had their first meeting to talk about the planning process of the supervision. After the planning part, they observed their peers' lessons and filled out the observation form and took notes to discuss during the post meeting process. When they finished observing their peers, they had the post meeting to talk over the things that they had noticed during their observation and exchanged ideas. And finally, the researcher had an interview with the teachers about the efficacy of peer supervision regarding the three dimensions.

2.2. Measures

The demographic data for the participants – gender and service year – was performed by adding the parts to the teachers' opinions form generated by the researcher. The number of participants are 12. 7 of them are female and 5 of them are male. 3 of them are in the first category (5 to 10 year of experience); 5 of them are in the second category (11 to 15 year of experience) and 4 of them are in the third category (16 to 20 year of experience). In this form, apart from the socio-demographic section, there were 25 statements, nine of which of which were related to school, seven of which were related to teacher and nine of which were related to teachers' opinions towards supervision. The data in that form was analysed using the Statistical Package for the Social Sciences (SPSS), version 20. The other data collection tool, class observation form was also developed by the researcher and it included the teacher's observation regarding the class activities, their own suggestions and new practices. The third data collection tool was the interview with the teachers regarding the efficacy of peer supervision in terms of school, teacher and supervision, which was semi-structured opinion form. The data collected through teachers' opinion form, observation form and semi-structured interview form was analysed via content analysis.

3. Results

The efficacy of peer supervision is structured in three sections: I – School; II – Teacher and III – Supervision.

Tablo 2. Teachers' opinions on peer supervision

	Pre Test		Post Test		Difference		p-value
	n	%	n	%	n	%	Mcnemar (X^2)
Disagree	21	7.0	13	4.3	-8	2.7	
No idea	110	36.7	61	20.3	-49	16.4	,000
Agree	169	56.3	226	75.3	57	19	
Total	300	100	300	100			

With reference to table 2, more than half of teachers' opinions (56.3%) were in favour of peer supervision in the pre test and teachers chose to state their opinions in the level of "I agree" the statement; however, in the post-test applied following the completion of the process, this number increased to 75.3%. In accordance with Mcnemar test (X2), It can be said that the statistical difference of teachers' opinions in the pre-test and post-test could be considered as meaningful (p<,05) and the members of the working group sated opinions in support of the efficacy of peer supervision. With reference to teachers' opinions, it can be said that peer supervision is an effective supervision model.

3.1. School

School is the first main theme analysed in this study. According to the teachers taking part in the study, there are four sub-themes shown in the table below.

Table 3. Main theme of school and its sub themes regarding peer supervision

Main Theme	Sub-Theme
School	Peer Teaching, Coordination, Modelling, Communication

As a result of interpreting the interviews with the teachers, it can be said that teachers participating the study pointed out that peer supervision has positive effects on school. As the main theme, peer supervision provides opportunities for teachers to teach peers, to work co-ordinately, to model good practices and to develop a better environment through better communication skills. For instance (T1) said "… although I observed my peer only for one hour, I learned a lot, and they learned from me, too…". Moreover, (T2) emphasized that with the help of this model, they can work closely with the other teachers in terms of curriculum and lesson planning, which will develop the quality of school.

With reference to table 3, almost half of teachers' opinions (49.1%) were in favour of the efficacy of peer supervision regarding the dimension of school in the pre-test; however, in the post-test applied following the completion of the all the phases of peer supervision, this percentage increased to 73.1. Moreover, in the pre-test, teachers stated 13 negative opinions and this number decreased to 3 in the post-test. In accordance with Mcnemar test (X2), it can be said that the statistical difference of teachers' opinions in the pre and post tests could be considered as significant (p<,05) and the members of the working group expressed opinions in support of the efficacy of peer supervision.

Table 4. Teachers' opinions regarding the efficacy of peer supervision on the school dimension

	Pre Test		Post Test		Difference		p-value
	n	%	n	%	n	%	Mcnemar (X^2)
Disagree	13	12.0	3	2.8	-10	9.2	
No idea	42	38.9	26	24.1	-16	14.8	,000
Agree	53	49.1	79	73.1	26	24.1	
Total	108	100	108	100			

3.2. Teachers

The second main theme analysed in this study was teachers. During the interviews with the teachers, all the teachers pointed out the positive effects of peer supervision on teachers. These effects can be seen in table 5 below.

Table 5. Main theme of teacher and its sub themes regarding peer supervision

Main Theme	Sub Themes
Teacher	Getting to know one's own self, Supervision Anxiety, Motivation, Opportunity to Improve

Taking into account the ideas of the teachers gathered from the interviews, it can be said that peer supervision has positive effects on teachers. For instance, (T5) stated that peer supervision motivates the teachers to plan the lesson more carefully due to the fact that another teacher is in the class to monitor the lesson. (T12) also pointed out that they can have the opportunity either to learn or witness a new practice, which will help the teacher develop their own skills. Moreover, (T7) stated that being supervised by a colleague lessens the anxiety level because the supervisor is a friend and seeks their benefit. On the contrary, unlike (T7), (T3) expressed that teachers are not open to criticisms, especially when it's done by a colleague. To conclude, all the teachers stated that peer supervision makes teachers feel more comfortable in the class comparing to a supervision done by a qualified person.

Table 6. Teachers' opinions regarding the efficacy of peer supervision on the teacher dimension

	Pre Test		Post Test		Difference		p-value
	n	%	n	%	n	%	Mcnemar (X^2)
Disagree	4	4.8	2	2.4	-2	2.4	
No idea	25	29.8	13	15.5	-12	14.3	,027
Agree	55	65.5	69	82.1	14	16.6	
Total	84	100	84	100			

With reference to table 3, more than half of teachers' opinions (65.5%) were in favour of the efficacy of peer supervision on teachers in the pre-test; however, in the post-test applied following the completion of the all the processes of peer supervision, this percentage increased to 82.1, which means 70 statements out of 84 were in support of peer supervision and could be explained as effective and significant. In accordance with Mcnemar test (X2), it can be said that the statistical difference of teachers' opinions in the pre-test and post-test could be considered as meaningful (p<,05) and the members of the working group stated opinions in support of the efficacy of peer supervision on teachers.

3.3. *Supervision*

Supervision is the third main theme with 5 sub-themes. These themes can be seen in table 7. As it is seen in the table, teachers expressed their opinions and commented on the efficacy of peer supervision how it affected to change their opinions towards the concept of supervision, which has always been something to be afraid of.

Table 7. Main theme of supervision and its sub-themes regarding peer supervision

Main Theme	Sub Themes
Supervision	Efficacy, Objectivity , Continuity, Situationality , Applicability

As it can be seen in the table above, teachers commented on the sub-themes of peer supervision during the interviews. All the teachers stated that peer supervision is very effective. For instance, (T5) said: "… I have no chance to do the lesson without planning or doing some preparations in the supervision model since there is a teacher in the class and aware of all the stages of a good lesson, and this makes the supervision effective." Moreover, (T4) stated that this is not a checking, but a teaching and learning process. On the other hand, when the teachers talk about the objectivity of peer supervision, some teachers had some doubts. They were doubtful about the evaluations and comments since they are their friends. For instance, (T2) said that the forms should be more objective. However, the general idea was that teachers will help one another to be a better teacher. Another thing about peer supervision was its continuity. All the teachers stated that peer supervision should be done periodically so as to increase its efficacy. For instance (T6) pointed out that long term supervision would lead them to more valid data about the efficacy of peer supervision. Another benefit of this supervision model is that as every partner works in the same place and already know the circumstances, they can give more suitable and situational solutions to the problems that they encounter. As (T7) said they work in the same place, with the same kind of students and know the effects of environment on the school and teachers. In terms of applicability, teachers stated different ideas. (T1) stated that it might be difficult to find three or four teachers of the same branch at every school. In addition to (T1), (T4) said that it might be difficult to apply this model if there aren't enough volunteers at one school due to personal matters. On the other hand, most teachers expressed that if the process is planned by the management, it could be easier to apply this model.

Table 8. Teachers' opinions regarding the efficacy of peer supervision on the supervision dimension

	Pre Test		Post Test		Difference		p-value
	n	%	n	%	n	%	Mcnemar (X^2)
Disagree	4	3.7	8	7.4	4	3.7	
No idea	43	39.8	22	20.4	-21	19.4	,008
Agree	61	56.5	78	72.2	17	15.7	
Total	108	100	108	100			

With reference to table 4, more than half of teachers' opinions (56.5%) were in favour of the efficacy of peer supervision on the dimension of teacher in the pre-test; however, in the post-test applied following the completion of the all the processes of peer supervision, this number increased to 72.2%, which means 17 opinions moved to "I agree" level in the post-test. Another significant fact about the table above is that following the completion of all processes, 22 opinions (20.4%) in the "No Idea) level moved to the other two levels, four of which moved to disagree level and 17 of which moved to "I agree" level. In accordance with Mcnemar test (X2), it can be said that the statistical difference of teachers' opinions in the pre-test and post-test could be considered as meaningful (p<,05) and the members of the working group sated opinions in support of the efficacy of peer supervision on supervision itself. Accordingly, taking into account the opinions of teachers, practices of peer supervision could be said to be effective.

4. Conclusion

With reference to the tables above and information collected from the teachers during the interviews about the efficacy of peer supervision, it can be concluded that peer supervision is a very effective supervision model. Not only does it have positive effects on the school and teachers, but also it has significant effects on the success of supervision itself. Firstly, peer supervision provides opportunities for teachers to witness what peers do in the class and then comment on what should be done, to work co-ordinately and exchange ideas more often than usual, to model good practices, which will improve the quality of teaching at school, and to create a better environment through better communication skills. Secondly, peer supervision motivates teachers to plan the lessons more carefully, to learn new practices, and most importantly, to know their own skills at teaching so that they can develop themselves throughout their career.

It is also understood from the interviews and opinion forms the teachers filled out that, although some teachers are doubtful about the applicability of peer supervision, most teachers expressed opinions in support of peer supervision and thought that it could be applied at schools if the academic program is done accordingly beforehand by the management. Due to the reasons stated above, it is suggested to put this supervision model into force to develop the quality of supervision at schools and English teaching after solving the problem of planning the process.

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ERPA
Educational Researches and Publications Association
ERPA International Congresses on Education
4-7 June 2015 Athens/Greece

Architecture and engineering education from the perspective of vocational technical training

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Abstract

In this study, engineering and architectural education and training in Turkey in terms of vocational and technical education is generally evaluated. Effects of the education and training in engineering and architecture, individual success after graduation are examined. The effects in question being considered as part of the system and the interactions between the components are investigated. While the effects mentioned absolve are being considered a part of the system, the interaction between the components as well as the all system are revaluated. There is a basic function of universities in knowledge production and use. As this function is performed, real power is taken from human resources schooling. Maximum development of these sources and in particular the provision of the information production available from the higher education are the focus of the studies. The changes occurring in scientific and technological applications are forced the engineers and architects to reformat to national and international education to employment vocational tasks and to review their responsibilities and limits. Also national and international competition with quality plays an important role. In accordance with these principles while European qualifications framework as a common framework of cooperation with EU, provided support to national policies, quality assurance, has been essential to ensure the development of common European references and principles.

Keywords:
architecture and engineering programs, education and training, higher education

1. Introduction

Learning is a cumulative process, in which individuals gradually perceive more complex and abstract information (concepts, categories, and patterns of behaviour or models) and/or gain skills and comprehensive competencies. Knowledge, skills and/or competencies, learning outcomes that an individual gains and/or is able to exhibit as a result of a learning process are the expression that a student expects to know, understand, and/or to be able to do at the end of the training process. At the end of the process, the individual gains cognitive competence, functional competence (skills or know-how), personal competence including how she manages herself in a particular environment, and ethical competence including certain personal and professional values. These constitute a basis to develop quality, accessibility, connections, and the recognition of competences in public and the labour market in a particular country or international area (Commission of the European Communities, 2005).

Our universities have a basic function in producing and using information. The main power while fulfilling this function is obtained from human resources that school. The maximum development of these resources and ensuring the information production that can be used especially in higher education

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constitute the focal point of the studies. The change that occurs during production processes reshape the engineers and architects, changes professional formations and shrinks the employment. Considering the competition processes in the international engineering-architecture, there are problems from education to employment that wait for their solution (TMMOB, 2008).

When vocational technical education is compared with engineering and architectural training, there are certain structural differences with regard to practices. Vocational technical training is based on application; and it has certain unique aspects and principles. In terms of the aspects and principles in question, it can be assumed that individuals with personal action especially with an entrepreneur spirit will become more successful in solving the problems. The ability of the individuals to pay regard to short and long-term objectives, make time management, think about the things they can do, make projects, develop and implement ideas, determine target trees, solve the problems based on 5W1H (what, where, when, why, who, how), and act with ethical values is important.

In the most general sense, vocational technical education is to develop an individuals in a balanced way with her cognitive, emotional, social, economical and personal aspects by providing her the knowledge, skills, attitudes and professional habits required by an occupation which is essential for the individual and social life (Şahinkesen, 1992:691). Thus, architecture and engineering education should be able to keep pace with developing and ever-changing conditions. In this study, the engineering and architecture education in our country was examined, and certain rational suggestions of solution were offered after evaluating certain problems, including the education in question. The content of the study and the suggestions are significant in that they shed light on the relevant parties in this area.

2. Certain quantities related to recent period higher education

The rate of schooling in higher education determined by the Higher Education Council (YÖK) for 2005 is 40%. The rate provided for by State Planning Organization (DPT) for 2023 is 50%. The number of the students receiving bachelor's and master education (including the Open University) in 2002-2003 is 1.779.371. The number of the students foreseen for the academic year 2005-2006 is about 2.170.800 (Tosun, 2003). These increases in the number of students and physical capacity make us question the quality and efficiency of the education.

Student success and education quality in the universities depend on many parameters. In particular; academic atmosphere, adequacy of the workshops and laboratories, qualifications of the faculty members, the opportunity and duration of the students to meet the outer world in the framework of university-industry cooperation are among the parameters in question. The Science and Technology Committee (BTYK) gathered twice more on 25 August 1997 and 30 May 1998, and made certain amendments to the Law No. 2547 on the universities especially in order to develop the cooperation between universities and the industry.

One of the aims of the universities is to transmit R&D results to the industry by bringing together the regional resources with the researcher human potential. Technoparks constitute the focal point for the companies to increase their competitive power in the global system, shift their resources to productive areas with an innovative though, and renew themselves by accessing the information through the university (Varol et al., 2007). At this point, the positive benefits of Technoparks will be understood. Thus, it will be possible to enliven the city centre, prevent the brain drain, reduce the difference of development gaps between the regions, and create technology-based competitive power (Gülersoy et al., 2007). When necessary, short-term transitions from the university to the industry should be possible. Perfection should not be sought in technoparks. Although there are no factories, there are certain positive side properties (Castelli and Hall, 1994).

In global economy, being competitive and basing this competition on technology is in question. Here, the economic performance comes to the fore. The ever-increasing market share makes competition obligatory. Quicker and more innovative competition is essential. The success is based on the university-industry-government triangle. This is called the triple-helix. It is necessary to both create and develop science and technology policies.

In Turkey, university students in big cities and cultural centres exhibit social and cultural differences as a result of their interaction with the environment. Students who are overshadowed by the mores and values in different places of Anatolia receive education without personal decision-making, self-sufficiency and self-confidence senses, especially if they live with their parents. That academic personnel gather in the universities in their hometown as a result of the fact that the rotation system did not establish in our appointment system may bring about dialects and involuntary behaviours in speech. This prevents the universal and international characteristics of the universities.

3. Relationship between engineering and architecture and vocational technical education

As contemporary engineering education principally focuses on human and technics, American Society of Engineers defines engineering as “providing natural resources and power for the use of the humanity economically making use of the engineering logic of the mathematics and physics sciences”. And engineering education is defined as “raising graduates who are open for professional development in order to maintain their engineering career as a productive engineer” (ABET, 1999).

Upon investigating vocational and technical education systems around the world, it is observed that there are significant differences between developed countries such as the European Union, the US, Japan and Australia. In three big economies of the European Union, Germany, France and the UK, also called the driving power of the European Union, there are differences in terms of vocational and technical education systems. In terms of Asia; Turkey, Israel, Korea and Jordan are among the countries that have relatively significantly increased their number of students registered in vocational and technical education since the 1970s (Uçar and Özerbaş, 2013:243).

The advancement in the technology is gradually increasing, and our world is becoming into a single society as the means of communication also develops at the same speed. In our country, the construction technology has come close to the Western standards in the last few years. A similar transformation is observed in the social structure, and yesterday’s taboos are now considered ordinary. Scepticism is the backbone of university education and driving force of science. University is the place for suspicion, the thought that is open for confuting; it does not settle with any dogma. Such an institution grows and matures only in time, just like a slow-growing plant, and becomes the university (Erpi, 1995).

In this case, engineering, which is the centre of gravity in terms of technological development of the university education, can be defined as the art of achieving the optimal solution in a multiple choice situation, all of which parameters are not known or cannot be measured, organizing and managing people, and controlling the material and power in the nature (Mekik, 2000:123).

4. A critical approach towards the practices in universities

In universities, there are two types of education and training systems, these being 2-year associate degrees and 4 and more year bachelor’s degrees. When associate degree programmes are set apart; the degree that students benefit from the present programmes, and the meaning and importance of providing the students’ theoretical and practical training altogether should be questioned.

Inviting a businessman each week as a speaker, providing career lessons, and bringing together the university and the industry are very important in terms of the professional development of the students. However, processes that the students themselves are not included in the activity are dull, and do not go beyond conference level.

Certain solutions may be beneficial in order to eliminate the practical lesson deficiency of the students. One of them is internship. It can be expressed that the internship system in the programmes included within all professional technical training fields in the context of the Law No. 3308 is implemented smoothly. Based on this, it is known that certain institutions, e.g. İŞKUR (in which it can have students work up to 6 months), have internship programmes. Law No. 3308 in Turkey, and the recruitment of 5-10 interns by workplaces with 20 and more employees are among the most important practices in vocational and technical education. In order to achieve the quality, it is necessary to comply with both Turkish standards and EC/EN from Europe and ASTM from the USA, and systemize the service and production processes. Formal education systems should be open for free thoughts and attempts and optional education moving beyond stereotyped programmes. Competition projects, inspiration activities, and the basic thought of “create and bring a project” should be established among the students.

According to John Dewey, universities apply various methods in order to attract students. Among these are guiding the students towards activating industrial applications and sports activities, giving dual diploma with the first and second year in Turkey and the last or the last two years abroad.

Externalising education in secondary and high school level education and shaping the education in accordance with test exams decreases the quality of education in secondary school and also leads to the reflection of this loss of quality on higher education. The first years of the bachelor’s degree should not go to waste with the rehabilitation of the students who only gained test question solving skills and not the ability of multi-component learning in subjects that cannot be questioned through tests as a result of the general orientation and the inadequacy of the students coming to the university in terms of their learning skills (Eşme, 2014:173).

According to 2012 ÖSYS results, among 865 882 candidates placed in the universities;
15% (131.956 candidates) were placed in their first choice,
18% (231.305 candidates) were their first three choices,
35% (300.997 candidates) were placed in their first five choices (Eşme, 2014:175).

This means that forcing an ordinary high school student with no technical notion to receive education in a technical area that he is interested at the third or fifth degree brings into question the relationship between choosing students that are suitable for the profession and the quality of the education. This being the case, it is understood that problems are encountered in the relations with the business world in vocational technical education resulting from the deficiency of the qualifications of vocational technical school students and graduates and also the deficiency of ordinary secondary school programmes in preparing students for engineering and architecture programmes.

Methods and techniques applied during the courses in the university must be questioned. Traditional engineering lessons today are taught in a way that students sit on their chairs and listen to the presentation of the faculty members and sometimes the questions from the students are answered. That courses are taught instructor and scholastic teaching centred, the student is asked to unquestionably surrender to the authority of the faculty member, trying to make the student believe that the information given is the one and only true information, having a parrot fashion, non-creative thinking that prefers acting without considering are among the problem sources in education (Aytekin, 2006). How much the students take the homeworks seriously and utilise them are among the aspects that must be additionally questioned.

There have also been positive changes in engineering education in recent years. These are that faculty members read the latest publications and participate in the conferences and interdisciplinary group works on their field, trying to raise staff who are aware of the importance of technical and social communication, life-long learning skill and social and ethical behaviours in professional engineering and architecture, and departments that are accredited or plan to be accredited (Tohumoğlu, 2014).

5. Relationship between associate and bachelor's degree programmes

As of 2010, 580.000 students study in Turkey in 635 Vocational Schools of High Education (35 TSK and police Vocational Schools of High Education; 40 foundation, 564 state Vocational Schools of High Education). There are 220.000 new registrations only in 2010. In 2008-2010, 305230 students are in the status of new registration and 258612 students are placed (in job). The number of students that continue their education is 217.792; 58-63% in daytime education, and 37-35% in evening education in 2009-2010. 100.000 among them entered the university through examination, while 120.000 entered without examination. According to the report of 2008 World Bank Report, 43% of those who enter the business world suffer from problems related to disharmony, and 19% the lack of knowledge on business world. The disharmony of skills and the workplace/workforce, lack of skills, lack of the knowledge on the workplace, lack of psychological motivation on importance and competence stand as problems. This means that increasing the quality in Vocational Schools of High Education is a must. In this case, we need a system that would both increase the quality of Vocational Schools of High Education and support the engineering and architecture programmes without wasting the resources in vocational technical education (Günday, 1999).

Using Vocational Schools of High Education as a step in student admissions to four-year engineering-architecture programmes, and increasing the current education of 2+2 in Vocational Schools of High Education as 3+3 before such an application will be more beneficial. Hence, the 3+3 system provided for in 27857-bis issue of 25.2.2011 of the Official Gazette (OG. 27857, 2011) should be immediately implemented. This way, the competition of the students who are willing to vertically transfer to engineering-architecture Faculties from Vocational Schools of High Education will both increase the quality of Vocational Schools of High Education and the motivation. Abandoning the expression of "graduated from …faculty/vocational school ….department/programme of…." on the diplomas and writing the title of the graduates of engineering and architecture programmes on the diplomas with the circular No. 76974 of 6.1.2015 of the Council of Higher Education (YÖK, 2015), which is provided for by European Qualifications Framework (EQF), would further increase the positive effect.

As it is possible to reach the level of modern countries in the education of engineering and architecture through production rather than purchasing the technology, criteria on how to achieve this objective should be determined. Engineering Criteria 2000 prepared by ABET (The Accreditation Board for Engineering and Technology) defines the qualifications that are necessary to be developed in individuals by programmes providing engineering education as follows:

The capability of implementing mathematics, basic sciences and engineering knowledge,
Experimental design, experimentation, data analysis and data interpretation skills,
The ability to design a system with the required properties, its components and solution methods,
The ability to work in an interdisciplinary group,
The ability of defining, modelling and solving engineering problems,
Being aware of one's professional and ethical responsibilities,
The ability to effectively communicate,
The ability to create a broad perspective that can perceive the effect of engineering solutions in global and social context,
The ability to define the necessities and try to learn life-long,
Being knowledgeable about the regulations in force,
The ability to use the necessary modern engineering tools, skills and technique for engineering applications (ABET, 1999).

Engineering-architecture education programmes should be supported with adequate physical facilities (classrooms, rooms of the teaching staff, social facilities, etc.), libraries (technical and non-technical books and magazines, reference books), computer facilities (computers, software, printers, internet connection that can be used independently by as many students as possible), and laboratories (equipment, simulation and calibration apparatus used in the profession).

In modern engineering education, it is accepted that providing students technical knowledge from a narrow perspective is not sufficient. The education philosophy of today's technology society tends to raise engineers who can perceive the problem as a whole rather than those who are only able to solve technical problems. Engineering education should broaden the horizon of the students and help them reveal the main problems (Mekik, 2000).

6. Choosing students for engineering-architecture programmes

Landscape architecture, restoration and conservation, interior design, architecture and engineering programmes are considered by the Higher Council of Education within the scope of vocational technical education (YÖK, 2014). The general characteristics of those who prefer the professions in question match with the principles of vocational technical education. Among these are such characteristics as having a broad horizon, the ability to design goal-oriented projects, the ability to steer based on the working conditions, communication skills, organization and assessment. Architecture includes such factors as innovation in technology, automation, globalization, internal and external (cooperation with foreigners) management, safe life with young and old population. However, providing the education that would reflect these properties are not sufficient alone in achieving the target properly. Choosing the people to practice the profession is of a different importance.

In the entrance exams to engineering and architecture, more criteria such as matriculation examination or high school graduation exam grade; exam grade and interview made by the university; school performance; non-educational socio-cultural activities of the candidate should be used rather than multiple-choice questions in ÖSYM (Student Selection and Placement Centre) (and this system is not used at all or used in addition to open-ended questions in principal countries of the world) (Eşme, 2014:198).

There are three sources of the demand for the university:

- Final year high school students,
- Candidates who participated in ÖSYS before but were not placed,
- Students who entered the university, placed in a programme and still study at the university.

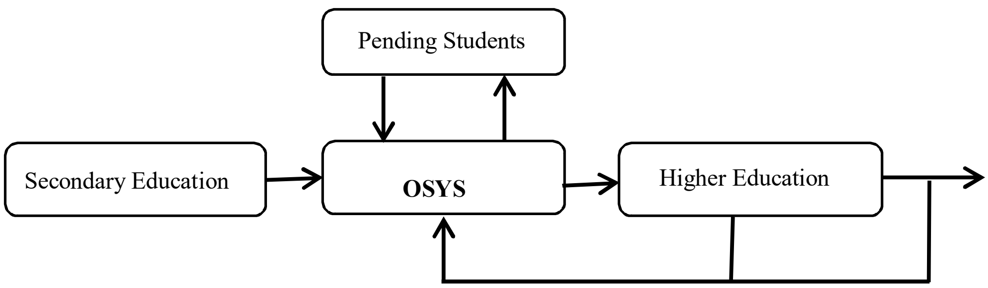

Fig. 1. OSYS student resources (Eşme, 2014:211)

In the research carried out by ÖSYM in 1990, it was determined that 70.4% of high school graduates and 45.2% of vocational high school graduates applying to the university in 1989 are in the effective group (i.e. the group that persistently wants to enter and enters their targeted programme) (ÖSYM, 1990:14-15; Eşme, 2014:213).

"In today's university organization, the bachelor's degree programmes that vocational secondary education graduates can enter is very limited. Here, creating applied sciences dominated bachelor's degree programmes that vocational high school graduates with a high academic success can enter and allocating a separate quota for vocational high school graduates in these programmes looks like the most realistic way to clear the way for vocational technical education. Such a solution was suggested in the "Strategy Report" prepared by YÖK in 2007 (YÖK, 2007:169-175)". Technology Faculties may be found suitable for this within the present system.

The maturation exam practice was ceased in Turkey by combining the maturation and high school finishing exam applied in Turkey since 1935 under the name "State high school exam" in 1955, and the practice of high school finishing exam was cancelled in 1974.

The quality of education started to degrade after this change. Today, there is a wide consensus in the society about the re-implementation of these examinations, and MNE has projects on the subject that cannot be put into practice (MNE, 2005).

Abbas Güçlü attributes the fact that qualified employees are not raised in the universities to two reasons as quoted by a retired architecture faculty member from Canada: 1. The instructors to raise qualified employees are not qualified themselves, 2. That it is not the duty of the university to raise qualified employees at least at bachelor's degree level.

The duty of all universities around the world is to teach to learn. In such an environment that decides on who will receive the education about which profession through a placement system based on central examination and the score made, hundreds of students have diplomas on professions that they never want to practise, that do not suit their skills, and they will live unhappily as they will never be successful in the workplace. Employers expect the people they employ to be readily efficient rather than raising them.

The central examination system, which has taken thousands of shapes since 1960s and become more complex and more inextricable after each change, should be immediately abandoned. If the vertical transfer system from Vocational Schools of High Education to engineering and architecture programmes is not deemed appropriate, theoretical training in the first semester of each year, and internship practice carried out in negotiated companies with the university and about the interdisciplinary profession in the second semester, as in Mac Master University in Hamilton, Canada, may be appropriate (Güçlü, 2011). A system based the graduation after two years of theoretical and two years of practical education in 4 years may be more beneficial.

7. Result and suggestions

"ABET (Accreditation Board for Engineering and Technology), which can be deemed as one of the first accreditation councils after the idea of revising and assessing engineering education was put forth, was established in the early 1930s with the support of the Professional chambers of different engineering disciplines. The engineering education that has been provided in American universities since 1930s at bachelor's degree level is being assessed, in other words accredited (Aytekin, 2006)". In this sense, the support of a commission consisting of expert professionals and experience instructors, and maybe MÜDEK (Engineering Faculties Dean Council).

Councils where different segments of the society are represented should be created in order to determine the policies to be implemented in engineering education, and education policies should be implemented in line with the decisions taken. That the sector brings research and design projects to the university should be ensured by developing the cooperation between the university and the sector (Mekik, 2000).

A quick shift to an education system integrating the necessary skills and knowledge, in addition to be able to transfer the information in engineering education, should be made.

Technical Vocational Schools should constitute a step in the entrance to engineering and architecture by turning it into a 3+3 term system from a 2+2 term system.

The degree that graduates develop themselves in business life should also be investigated within the scope of the occupational law. The monitoring thereof is only possible by being successful in the examinations to be made at the end of the in-service training to be held maybe once in 5 years. The degree that graduates develop themselves in business life should also be investigated within the scope of the occupational law. This, whether graduates learn new information required by that profession it time, may be understood by testing through proficiency examinations to be held maybe once in 5 years.

A healthy competitive environment should be introduced in universities,

Automatic rights granted by the bachelor's degree diploma in universities should be cancelled and revised; diplomas obtained in many areas such as health, engineering, law and teaching should not be deemed necessary for performing that profession; and it should be possible to gain a profession title after the assessments made by relevant non-governmental organizations (Tosun, 2003).

Classical high school graduates admitted to Vocational Schools of High Education should be put through professional-technical knowledge and skill selections.

Vocational Schools of High Education should be generally schools that technical high school students are guided towards. This would be an incentive for vocational and technical secondary school students in terms of increasing their productivity and widening their horizon.

The university-industry-government triangle should be attached importance in order to guide the universities towards more innovative competition to increase their economical performance. Education programmes should be integrated with workplace-work training,

Background; developing the primary and secondary education of the students,

Providing education programmes quite a flexible and wide programme,

Updating the current programme,

Using different learning methods,

The development of the quality assurance, common European references and principles should be taken as a basis by complying with the common principles of European competences framework within the scope of the cooperation with the EU on condition that national policies are supported (Commission of the European Communities, 2005).

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ERPA
International Congresses on Education
4-7 June 2015
Athens/Greece

Examining the emotional intelligence and life satisfaction levels of volleyball players in terms of some demographic features

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Abstract

The aim of this study is to investigate the Emotional Intelligence and Life Satisfaction levels of volleyball players in terms of some demographic features. The sample comprised 112 female participants playing volleyball in high schools. The average age of the participants is 16.23 ± 1.33. Emotional Intelligence and Life Satisfaction Scale were used in collecting the data. Emotional Intelligence levels of the volleyball players was assed using the Bar-On EQ (Emotional Intelligence) Scale which was adapted to Turkish by Acar (2001) and Life Satisfaction was assessed using the Satisfaction With Life Scale developed by Diener and ark. (1985) and adapted to Turkish by Yetim (1991). ANOVA, t-test, and descriptive statistical analysis were used in analyzing the data. As a result, emotional intelligence and life satisfaction levels of volleyball players studying at high schools differ in terms of some demographic features.

Keywords:
Life satisfaction; emotional intelligence; volleyball; athlete

1. Introduction

Intelligence is defined as abstract thought, reasoning, perception of objective facts, judgment and inference capabilities of all, understanding, wisdom, foresight (Turkish Language Association, 2005).

Emotional intelligence (EI) is defined as the ability to recognize one's own and other people's emotions, to discriminate between different feelings and label them appropriately, and to use emotional information to guide thinking and behavior (Akt.Özerbaş, 2004). Emotional intelligence has a positive relationship with empathy, verbal intelligence, self-esteem and life satisfaction so, many research should be done for that in the future (Toros, 2002).

EQ (Emotional Quotient) capabilities measuring the Emotional Intelligence are not anti-IQ talents. These two concepts are in a relationship and support each other in our real lives. Bar-On defined actually intelligent people as not only "cognitive" (with cognitive intelligence), but also with "Emotional Quotient" (with emotional intelligence) (Acar, 2002).

It is possible to see that the athletes could not get the success and reach the place they want, even if they, with the concept of emotional intelligence, had a very important sources at work and in life. Individual differences and the perception of situations may be associate with life satisfaction of athletes.

According to Rask (2002) subjective well-being and life satisfaction is described as the basic vision of life by many people. Subjective well-being is closely associated with how the individual describe his life and is believed to provide happiness.

When we look at the researches done on life satisfaction, general and with a brief expression it is

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described as "well-being". The concept of life satisfaction, thrown out by Neugarten in 1961, is a condition or result obtained by the comparison of people's expectations (what they want), and those in hand.

The quality of life which means individual "well-being" in general includes sociological, psychological, economic and cultural factors as a multi-faceted concept (Toros, 2002).

Life satisfaction is one of the most important determinant of the general feeling of well-being and quality of life and involves the quality of life and judgment of well-being based on the features chosen by the individual's himself. In other words, it is a cognitive assessment based on the individual's judging of his life according to varied criteria. Life satisfaction comprises entire life of the individual and various aspects of this life. On the other hand, it is influenced by many factors such as age, gender, health, work life, economic status, education level, religion, marriage, social support and environmental conditions (Özgür ve ark., 2010). According to Diener (2000), "people live a high level of subjective well-being when they feel a very pleasant and very few unpleasant feelings and do interesting activities". Yetim (2001), mentioned that being independent individual, relevance and sufficiency concepts affect the life satisfaction directly and increase it. When these definitions are examined it is possible to say that life satisfaction varies among individuals and it is the cognitive sum of the individual goals and achievements in life (Toros, 2002).

The aim of this study is to investigate the Emotional Intelligence and Life Satisfaction levels of volleyball players in terms of some demographic features. As well as features that the variables show, the relationship between sub dimensions is an important point of the study.

2. Method

2.1 Participants

The sample comprised 112 female participants playing volleyball at high schools in Mersin ranging in age from 15 to 18 years.

2.2 Materials

In this research Emotional Intelligence Scale of Bar-On and Diener's Satisfaction with Life Scale were used.

Bar-On's Emotional Quotient Inventory: Emotional Quotient Inventory of Bar-On was adapted to Turkish by Acar (2001). Bar-On EQ Inventory comprises five main sub-dimensions and a total of 88 items. Five-point Likert-type rating was used in the scale. Cronbach's alpha coefficients were calculated in reliability study of the scale. Alpha coefficients for all the items of the scale obtained 92.12; personal qualities 83.73; interpersonal skills 77.87; adaptability 65.42; stress management 73.14 and the general mood dimensions.

Diener's Satisfaction With Life Scale: The Satisfaction With Life Scale consists of five statements relating to life satisfaction to which participants respond on a seven point scale (1=strongly disagree to 7=strongly agree). Total points vary from 1-35. The higher score obtained from the scale the higher life satisfaction revealed. Scale's Turkish validity and reliability studies made by Prof. Dr. Unsal Yetim. In Yetim's study Cronbach's alpha value of the scale was reported as 0.86 (Toros, 2002). Yetim (1991) has identified the adjusted split-half value as 75 and Kuder Richardson-20 value as 78. In this study the internal consistency coefficient of the scale is calculated as 79. Scales was applied to the volleyball players once by the researcher. Before starting the application participants were informed about the survey and scale by the researcher. While answering the questions there has been no time limitation.

2.3 Data Analysis

In the analysis phase of data, through the SPSS 16.0 statistical software, t-test, ANOVA and descriptive statistical analysis were used.

3. Results

Table1. One-Way Variance analysis of the average score of general dimensions of emotional intelligence by age value

		Sums of Squares	SD	Average of the Square	F	p
General	Inter Groups	0,797	2	,298		
	Intra Group	30,456	110	,042	5,112	0,006
	Total	31,253	111			

Based on the variance analysis in Table 1, there is a significant difference between the overall dimensions of emotional intelligence scores and age value [F (2, 112)=5,112;p<0,05].

Table2. One-Way Variance analysis of general dimensions of emotional intelligence by class value

		Sums of Squares	SD	Average of the Square	F	p
General	Inter Groups	0,700	2	0,389		
	Intra Group	30,451	110	0,043	5,234	0,005
	Total	31,151	111			

Based on the variance analysis in Table 2, there is a significant difference between the general dimensions of emotional intelligence scores and class value [F(2,112)=5,234;p<0,05].

Table 3. One-Way Variance analysis of the average score of life satisfaction by age value

		Sums of Squares	SD	Average of the Square	F	p
Life Satisfaction	Inter Groups	4,176	2	2,067		
	Intra Group	763,940	110	1,498	1,300	0,200
	Total	768,116	111			

According to the variance analysis results in Table 3, there is no significant difference in terms of age values and life satisfaction scores [F (2,112)=1,300;p>0,05].

Table 4. One-Way Variance analysis of average scores of life satisfaction by number of class value

		Sums of Squares	SD	Average of the Square Square	F	p
Life Satisfaction	Inter Groups	14,453	2	7,987		
	Intra Group	753,555	110	1,432	4,903	0,009
	Total	768,118	111			

According to the variance analysis results in Table 4, there is a significant difference in terms of class values and life satisfaction scores [F (2,112)=4,903;p<0,05].

4. Discussion and Conclusion

The aim of this study is to examine the "Relationship Between Emotional Intelligence and Life Satisfaction" of volleyball players. According to the results of variance analysis, there is a significant difference in terms of age value and general dimension scores of emotional intelligence. Previous researches support our study (Polat ve Tümkaya, 2010; Gürbüz ve Yüksel, 2008; Acar, 2002). While it is seen that the age affect the emotional intelligence of the individual in most of the research made on the emotional intelligence of an individual's, it is seen some difference in terms of emotional intelligence, optimism, impulse control, flexibility, social responsibility, independence, self-fulfillment, emotional self-awareness dimensions (Kılıç ve Önen, 2009; Öztürk ve Deniz,2008; Arlı ve ark. 2011; Ünsar ve ark. 2009; Dorum, 2010; Olson, 2012; Back, 2010).

According to the variance analysis results there is a significant difference in terms of class values and general dimensions of emotional intelligence scores. Previous researches support our study (Sevindik ve arkadaşları, 2007; Oskay ve arkadaşları, 2008; Öztürk ve Deniz, 2007; Akgündüz, 2010; Babaoğlan, 2010; Dutoğlu ve Tuncel, 2008; Arlı ve arkadaşları, 2011; Konakay, 2013; Edizler, 2010; Gürbüz ve Yüksel, 2008; Deniz ve Yılmaz, 2005; Dutoğlu ve Tuncel, 2008; Güllüce ve İşcan, 2010). According to the variance analysis results, there is no significant difference in terms of age values and life satisfaction scores. Based on the variance analysis results, there is a significant difference between the life satisfaction scores and number of class values. As a result of the researches, it is seen that the age values create a difference in the situations of individuals who has a high life satisfactions (Oskay et all. 2008; Konakay, 2013; Gürbüz ve Yüksel, 2008).

To sum up, in terms of some demographic features, significant differences between Emotional Intelligence and Life Satisfaction levels of volleyball players were determined.

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ERPA
International Congresses on Education
4-7 June 2015
Athens/Greece

Examination of social value perception of the students of physical education and Sports College in terms of various demographic characteristics

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Abstract

The purpose of this research is to examine how the views of the students of physical education and sport college on social values are, and to examine whether there are significant differences among the views related to social value in accordance with the determined various demographic characteristics. This research is a scanning model designed with descriptive method. The students of Sakarya University Physical Education and Sports College who have been taking education in 2014-2015 academic years consist this research universe. Total 286 students consisting of 1st, 2nd, 3th and 4th class students of physical education and sports, teaching department, coaching training, sports managements and recreation departments have been included to the universe. The data have been obtained through "Multidimensional Social Values Scale" developed by Yavuz Bolat (2013) within the scope of the research. Data Collection tool used in the research consists of two sections. While the personal information of the students is collected in the first section, the social value expressions are asked to the students of physical education and Sports College in the second section. There are 42 social values expressions and 6 social value dimensions in the measure scale prepared in 5-point Likert scale type. It can be said that the data collection tool used in the study has the internal consistency value enough to the whole scale at the end of testing reliability for the universe group. Significant differences have been seen between various demographic characteristics and the social value points of the students participating in the study.

Keywords:
Social value; physical education; sport.

1. Introduction

The main difference separating humans from other livings is able to select and follow their own value judgments (Tong, 2012). Individual shapes the relations in the environment where she/he is in and his/her own perceptions within the framework of interactions and directs his/her behaviours, so s/he constitutes individual value perception (Akbaş, 2004). Values are abstract and concrete concepts that show varieties among the individuals and constitute the basis of the guiding principles in human lives (Schwartz, 1992), that determine our purpose and our point view to life, that affect our decision we have taken, that reflect our beliefs and constitute our principles (Aktepe & Yel, 2009). Fitcher (1990) mentions about effect of two sources on the formation of value. The first source is person's external environment. Family is the primary stage in external stage, groups of friends, school, media and other institutions are the secondary stage during socialization and on the process of value learning. The place where an individual has acquired in society, education type that she has got, the economic situation belonging to

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the person, the place where s/he lives, the culture structure that s/he is in, in other words, all these cases occurring outside the individual constitute the external source. The value judgments that society has created are example for this situation. The second source of the value includes individual's own internal processes. Evaluating his/her behaviours, the control mechanism that s/he constitutes by herself/himself, being appreciated, so, acting right behaviours accepted by other people, being respected to him/her by other people because of being human, create the internal source of the values. These sources of the values that are internal and external in terms of individual provide creating the values of society (Fitcher, 1990; Giddens, 2005). There are an important relationship between values and behaviours. The value judgments are the principles that guide behaviours and cause or direct them (Stam, K. et al., 2014). These principles help individuals to socialize with society and to adopt society by influencing individuals. Human is a social entity that subsists in a certain society and in the group that s/he has been born (Doğan, 1995). In this context, the values that a person has developed in his/her social life create social values. Since human has to live collectively, the values giving order to social life give order to the relations of individual with society and of society with individual (Güngör, 2008). Social values are all kinds of social, personal, ideological views, behaviours and principles that have cultural permanent, that direct the behaviours of a person, that are kept alive, adopted and accepted collectively among the people in a society (Avcı, 2007; Urzu´a et al., 2013). When looking at the studies conducted relation to conceptualizing social value, values are unique even though it is seen as if they share some similarities with conceptualized social goals and social attitudes shaping the human values. Values have more strong basis and more stable structure against time and situations in according to social attitudes (Roccas & Sagiv 2010, Samson et al. 2012). Social value principles present unwritten schemas managing their members in terms of behaviour and attitudes (Köknel, 2007). values are important criteria in order to understand various social-cultural importance in society of the behaviour shapes and objectives of individual and society sociologically (Fitcher, 1990; Bolay, 2003) they are also vehicles providing both to control individual himself/herself and to make society control individual. The values that individual has help his/her to determine his/her place in society. Human creates a suitable environment in order to determine his/her social positions (status) by getting into effective contact with other people constituting society through these values (Yazıcı, 2006).

Since the formation of value show changes among individuals depending on internal and external factors, social values will vary in according to social values. Collectively, if a society has unique values that it adopts, it doesn't mean that it will adopt same values with other societies (Turan & Aktan, 2008). all societies have their own values system. Every stage of these societies are in the effort of complying with these values. In order to benefit from the society that values belong to, it requires that each individual should arrive a consensus in same value judgements and should see them as rule in human relations. Individual should be in harmony with the society that s/he lives. Harmony is to comply with individual's own personal requests, social, moral, legal, spiritual and cultural etc. requests of society" (Aydın, 2008). This harmony can be provided in schools and various education environments. Schools are learning places built upon values. Since values are determinative upon human behaviours and their preferences, examining values has an important place in science branches belonging to human.

As each individual or society has a value structure, schools have value formations belonging to them (Turan and Aktan, 2008). Like schools, sport environments have an important place on the formation of value. Sport is a collective phenomenon in social life, generally represents a series of activities, processes and social relationships that have physical, psychological and social outcomes (Coalter, 2001). Also, it is institution that makes individual acquire identity by teaching him/her via imitation, that prepares him/her to participate in a collective life (Kirk & MacPhail, 2003), that satisfies individual's requirements, that increase the social cohesion, that teaches ideal values, benefits and duties accepted in society with the activities that he/she expresses himself/herself easily (Coakley, 2007; Wheeler, 2011) In the acquiring process of the social value, sport is in an important place in terms of teaching individual to control his/her life, acquiring positive behaviours, transmitting value and norms by mutual interaction (Bulgu and Akcan, 2003).

In this study, our research group's being the students who take education in physical education and Sports College has created an opportunity to examine two environments together that are effective in the social value formation like sports and education. In this context, this study has been made in order to examine the social value perceptions of the students of physical education and Sports College in accordance with various demographic characteristics, to see perspectives for social values and to observe whether there are significant differences among their views.

2. Method

2.1 Data Collection Tool

The students of Sakarya University Physical Education and Sports College who have been taking education in 2014-2015 academic years consist this research universe. Total 286 students consisting of 1.class, 2.class, 3.class and 4. class students of physical education and sports, teaching department, coaching training, sports managements and recreation departments have been included to the universe. The data of the research have been collected by "A Value Measuring Tool: Multidimensional Social Values Scale" and "Demographic Characteristics Scale" developed by Bolat (2013). The sub-dimensions of the scale consisting of six sub-dimensions: they can be called as family values dimension, scientific values dimensions, working- business values dimension, religion values dimension, traditional values dimension, political values dimension. The scale has been constituted in 5-point Likert structure; the answers given to the scale have values between 1 and 5. The values of Cronbah's alpha in this study have been calculated respectively as .77, .82, .81, .77, .76 and .83 (Bolat, 2013)

2.2 Data Quality Assessment

During the evaluation of the data, the data have been resolved by using SPSS for Windows 16 package. Percent (%) and frequency (f) have been carried out in order to determine the distribution of personal information of the participants, and One Sample Kolmogorov-Smirnov testing has been carried out in order to determine whether the data have a normal distribution and as a result, which statistical methods will be used. After it has been understood that the data are appropriate to non-parametric test conditions, Mann-Whitney U and Kruskal-Wallis tests have been carried out in order to determine the significant differences (Ural and Kılıç, 2011).

3. **Findings**

3.1 The Distributions Of Participants' Personal Information

The personal information of the students participating in the research. In accordance with the data, it has been concluded that the participants: 50.7 % (n=145) is "Males", 60.1% (n=172) is "in between 21-25 age group, 36.7% (n=79) takes education in "sports management" department, 65.7% (n=148) is "daytime education", 27.6% (n=206) is "3. Class students", welfare level of 51.7% (n=148) is "Normal", 72% (n=206) plays sports, 62.9% (n=99) is engaged in "Team Sports", 34.6% (n=180), sees their free times as "Norman" and 59.4% (n=170) is "Sometimes" in difficulty about evaluating their free times.

Table 1. The Mann Whitney U Test results in accordance with gender of the participants

Dimension	Gender	N	Mean Rank	Rank Sum	U	P
Family Values Dimension	Female	141	151.54	21367.5	9088.5	.103
	Males	145	135.68	19673.5		
Scientific Values Dimension	Female	141	152.08	21443.0	9013.0	.083
	Males	145	135.16	19598.0		
Working-Business Values Dimension	Female	141	144.54	20380.5	10075.5	.833
	Males	145	142.49	20660.5		
Religion Values Dimension	Female	141	152.48	21499.5	8956.5	.069
	Males	145	134.77	19541.5		
Traditional Values Dimension	Female	141	152.14	21452.0	9004.0	.081
	Males	145	135.10	19589.0		
Political Values Dimension	Female	141	148.84	20986.0	9470.0	.280
	Males	145	138.31	20055.0		

There are Mann-Whitney U Test results in accordance with gender of the participants in Table 1. In accordance with the analysis results made, the multidimensional social values of the participants in accordance with gender variables have not shown significant differences at family values dimension ($U=9088.5$; $p=.103$; $p>0.05$), scientific values dimension ($U=9013.0$; $p=0.83$; $p>0.05$), working-business values dimension ($U=10075.5$; $p=.833$; $p>0.05$), religion values dimension ($U=8956.5$; $p=0.69$; $p>0.05$), traditional values dimension($U=9004.0$; $p=0.81$; $p>0.05$) and political values dimension ($U=9470.0$; $p=.280$; $p>0.05$).

Table 2. Kruskal Wallis Test results in accordance the ages of the participants

Dimension	Age	N	Mean rank	SD	X²	P
Family Values Dimension	17-20	82	125.40	.576	7.78	.020
	21-25	172	154.49			
	26-30	32	130.38			
Scientific Values Dimension	17-20	82	124.24	.644	6.27	.043
	21-25	172	151.08			
	26-30	32	152.09			
Working-Business Values Dimension	17-20	82	128.32	.563	5.06	.079
	21-25	172	152.30			
	26-30	32	135.11			
Religion Values Dimension	17-20	82	131.99	.721	5.46	.065
	21-25	172	152.60			
	26-30	32	124.11			
Traditional Values Dimension	17-20	82	123.16	.704	10.43	.005
	21-25	172	156.30			
	26-30	32	126.84			
Political Values Dimension	17-20	82	151.70	.451	1.15	.562
	21-25	172	139.90			
	26-30	32	141.86			

There are Kruskal-Wallis test results in accordance with the ages of the students participating in the study in Table 5. In according to the analysis results, while multidimensional social value points of the participants don't show significant differences at the dimension of "Working-Business Values" (X2(2)=5.06; p=0.07; P>0.05), "Religion Values" (X2(2)=5.46; p=0.06; P>0.05) and "Political Values" (X2(2)=1.15; p=0.56; P>0.05); they show significant differences at the dimension of "Family Values" (X2(2)=7.78; p=0.02; P<0.05), "Scientific Values" (X2(2)=6.27; p=0.04; P<0.05) and "Traditional Values" (X2(2)=10.43; p=0.005; P<0.05).

Table 3. Kruskal Wallis Test results in according to the departments of the participants

Dimension	departments	N	Mean rank	SD	X²	P
Family Values Dimension	teaching depart.	59	133.15	.576	9.52	.023
	recreation depart.	79	140.97			
	sports manag.	105	136.83			
	coaching training	43	178.63			
Scientific Values Dimension	teaching depart.	59	122.35	.644	7.56	.056
	recreation depart.	79	158.55			
	sports manag.	105	139.47			
	coaching training	43	154.71			
Working-Business Values Dimension	teaching depart.	59	142.95	.563	3.29	.348
	recreation depart.	79	141.88			
	sports manag.	105	136.78			
	coaching training	43	163.65			
Religion Values Dimension	teaching depart.	59	127.39	.721	14.314	.003
	recreation depart.	79	159.51			
	sports manag.	105	128.37			
	coaching training	43	173.13			
Traditional Values Dimension	teaching depart.	59	142.47	.704	8.18	.042
	recreation depart.	79	148.18			
	sports manag.	105	129.27			
	coaching training	43	171.05			
Political Values Dimension	teaching depart.	59	150.69	.451	.701	.873
	recreation depart.	79	139.28			
	sports manag.	105	143.72			
	coaching training	43	140.86			

There are Kruskal-Wallis Test results in according to the departments of the students participating in the study in Table 3. In accordance with the analysis results, while the multidimensional social value points of the participants haven't shown significant differences at Scientific Values dimension (X2(2)=7.56; p=0.056; P>0.05), Working-Business dimension (X2(2)=3.29; p=.348; P>0.05) and Political Values dimension (X2(2)=.701; p=0.873; P>0.05) in accordance with their departments, they have showed significant differences at Family Values dimension (X2(2)=9.52; p=0.023; P<0.05), Religion Values dimension(X2(2)=14.314; p=0.003; P<0.05) and Traditional Values dimension (X2(2)=8.18; p=0.042; P<0.05).

4. Discussion and conclusions

When the social value points of the participants are examined in accordance with gender variables, they haven't shown significant differences at family values dimensions, scientific values dimensions, working-business values dimension, religion values dimension, traditional values dimension and political value dimension. Bolat (2011), in his study that he has made on the social values of vocational school students, has seen that girl students (X=4.41) are more positive than boy students (X=4.04) on family values dimension, working-business values dimension, religion values dimension, scientific values dimension, traditional values dimension.

He has expressed that there are significant difference between girls and boys in these dimensions. These values don't resemble with our studies. However, he has stated there is not significant difference at political dimension and showed similarity with this study.

When looking at the age distributions of the students who has participated in the research, it is seen that density is more between 21-25 ages and respectively between 17-20, 26 36 age range. It has seen that the most positive views in accordance with age in the views related to social values are between 21-25 age ranges. While they haven't shown significant difference at working-business values dimension, religion values dimension, and political values dimension when examining the relationship among the social value dimensions in accordance with their ages, they have shown significant differences at family values dimension, scientific values dimension and traditional values dimension. Bolat (2011); has seen significant difference among the social value dimension in accordance with ages in the study that vocational students have made on social values. This resembles with our study. The reason of this significant difference can be related to the changes and developments in internal perception and interpretation processes about family, science and traditions as the ages of students change. It can be considered that when a child starts in a university, because of leaving newly from his/her family and from the environment where s/he has grown and because of meeting newly with scientific information in university, there can be difference between this age group and the older age student who has caught opportunity to recognize more different cultures and who have come to the final class in the university.

When multidimensional social values points have been examined in accordance with the situations of doing sports actively by the participants, it hasn't seen significant difference between family values dimension, scientific values dimension, working-business values dimension, religion values dimension, traditional values dimension and political values dimensions. Even if the students participating in the study don't do sports actively since they are physical education and sports college students, since they are the students who have come from within the sports and who have been engaged in sports for a certain time, there may not be significant differences in this context. When looking at the analysis results in accordance with their departments, while multidimensional social value points of the participants haven't showed significant difference at scientific values dimension, working-business values dimension and political values in accordance with their departments, they have showed significant difference at family values dimension, religion values dimension and traditional values dimension. When thinking that the reason why there aren't significant difference at scientific values, working-business values and political values dimensions in accordance with the departments of the students is due to the fact that these dimensions have been constituted large majority in social development environments such as school, it can be thought that there haven't been a difference among the students of physical education and sports college because they have shared the same environment. However, since family values, religion values, traditional values consist of individual's family environments, the environments that s/he have grown , the value judgements that s/he has brought, and when we also think that all of the students have come from different families and cultures, having significant difference at these dimensions is acceptable.

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ERPA
International Congresses on Education
4-7 June 2015
Athens/Greece

An evaluation of the curriculum of renewed media literacy courses

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Abstract

In today's societies, necessity of media education is inevitable primarily for children in order to be informed individuals who can take a critical stance in the face of media messages they read, watch, come across. Media literacy education, a lifelong educational process, has become an educational field which attracts increasing academic interest in Turkey especially after 2000s. Since 2006, media literacy course, taught as an elective, comprised of a curriculum embracing traditional / commercial media literacy understanding is intended to protect children from the adverse effects of media. However, media literacy syllabus which is focused on knowledge transfer and media promotion has been changed with the efforts of "program changing" started in 2013; a new curriculum for secondary schools has been prepared with the cooperation of The Supreme Board of Radio and Television (RTÜK) and The Ministry of National Education (MEB). "Media Literacy Course Research" carried out by RTÜK in 2012 and "Children's Media Use Habits Research" carried out in 2013 have been effective on the basis of the need to change curriculum and teaching materials. The most important change in the new curriculum that is created to be implemented as of academic year 2014-2015 is transformation into a new structure which grounds on skills such as "access, analysis, evaluation, and production" rather than tools based program structure. The subject of this study is curriculum of the media literacy course renewed in 2014. To that end, the new program is to be examined and evaluated in terms of aims, main approaches, assessment and evaluation, teaching materials, syllabus, learning area and outcomes.

Keywords:
Media Literacy; curriculum; teaching material; media education.

1. Introduction

"Media Literacy Course Research" carried out in 2012 and "Children's Media Use Habits Research" carried out in 2013 are the two important researches which were used to perform a situation analysis and determine existing state in the process of preparing strategic plans.

Results of these researches shows that the fact that students' access to media becomes increasingly easier thanks to technological advances makes it more important for them how to use those communication instruments, analyze, evaluate and make sense of the messages produced by media. Therefore, the fact that syllabi of media literacy course, aimed to train media literates who have high level consciousness, is tailored such as to meet the requirements of the age and efforts in this direction are of utmost importance. Accordingly, in this study, it has been found significant to examine the curriculum of the media literacy course which was renewed in 2014.

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2. Method

Yıldırım and Şimşek (2011) defines qualitative research as “ research which uses qualitative data gathering techniques such as observation, interview and document analysis; and which follows a qualitative process aimed at revealing perceptions and events in a realistic and holistic way in the natural environments”.

The contents of the program were analyzed through document analysis which is one of the qualitative research and data gathering techniques. The curriculum and documents of teaching material have been analyzed and formative sub headers of the media literacy curriculum have been examined. These are “ the general objectives of the curriculum, the basic approach of the program, the structure of the program, skills targeted to be acquired, desired values, assessment and evaluation, activities and topics / units in the teaching materials”. During the examination of the new curriculum, it has been tried to propound differences between the new and the old one through comparison of the practices between 2006 - 2013 years.

3. Findings

3.1. The General Objectives of the Curriculum

In the program which was revised by MEB Turkish Education Board students are expected to access to social networks and new media together with communications such as video games in addition to all visual, aural and printed media and to perform analyses, make assessments with a critical point of view by means of comprehension of those messages and create their own messages. In this context, it is intended to educate media literates who have high level awareness of media messages; who are able to critically approach to events, facts or contents in the media; who can take place in media processes by taking decisions at the same time; who behave responsibly and ethically; who are conscious of Human Rights and Children Rights; who are respectful of universal and local values. It is also intended to raise individuals who have media culture, who needs access to media, who put in efforts to understand (analysis and evaluation) media, who acts with media production consciousness, who develop targets and designs for media and tomorrows, who have gained behaviours and skills related to media consumption and production; hereby to establish a society composed of these equipments.

3.2. Basic Approach of the Program

The structure of newly prepared curriculum of media literacy course is grounded on a skills based approach rather than tools based approach as it was in the previous one. Access, analysis, evaluation and production which are the four basic skills of the media literacy have been identified as building blocks of the program. (http://www.medyaokuryazarligi.org.tr/documents/moyprogram2014.pdf).

It has been intended to provide support to students in the matter of the fact that through which channels it is easy to reach to information they need within the scope of access ability. It is targeted that students are able to comprehend which message is right or which one is wrong and are able to be critical in the face of media messages through analysis skill.

Evaluation skill covers assessments students make in the face of media messages after completion of analysis phase. With production skill, students find chances to create their own messages, prepared in accordance with their own views and knowledge.

3.3. Structure of the Program

The most important change in the operation of the updated media literacy course is transforming it into a skills based structure by drawing it away from tools based structure. In 2006-2013 period, one of the most criticised aspects of the program was its protective structure and tools based approach. Therefore, four basic skills -access, analysis, evaluation and production- which are targeted in media literacy education have been identified as building blocks of the program. It is remarkable in the sense that access, analysis and evaluation attributes to media readership and production attributes to media writing. During the creation process of the learning domains and units, “entertaining, informing and persuasive” features of the media content and “producer position” of the media audience have been taken as bases. In each unit, activities and acquisitions oriented at these four basic skills have been given a place. The most preferred teaching approach in media literacy education is “media production” that is devoted to production. In this approach, students are expected to produce media messages focused on sound, image and writing. Students's learning by practising rather than texts, exploring by producing have been adopted as main approaches. For this purpose, exhibitions of products with names such as "the festival of media literacy festival, media literacy day, media literacy fair" at the end of the semester have been designed to improve students's motivations and encourage participations. Making use of anecdotes about history of communication, sharing the experiences of media professionals in class environments, visits to the media institutions are also important steps in the sense that they enrich course content-wise and provide students' first-hand participation to production processes, thereby enabling media education course actualize through experience.

3.4. Skills Targeted to be Acquired

Skills which students are desired to gain within the scope of new curriculum effective as of 2014 are as follows:

1) To comprehend media phenomenon and its change in time and its reflections to individual and social life.
2) To realize that media messages can be contemplated.
3) To access to correct and valid information they need through effective use of different media tools.
4) To analyse media messages in terms of form and content.
5) To evaluate media messages in their social, cultural, economic and political contexts.
6) To produce effective and original messages bearing human rights, responsibility, ethics, privacy, personal security in mind.

3.5. Desired Values

In the 2006-2013 curriculum; respect to secrecy of private life, aesthetic sensitivity, honesty, responsibility, commitment to ethic rules, respect to differences, susceptibility to protect the cultural heritage, attaching importance to domestic communication, informed consumption, active participation in social life, being scientific, equality, solidarity, cooperation and sharing were asserted as desired values to be acquired by students (http://www.medyaokuryazarligi.org.tr/documents/program.pdf). Within the scope of renewed curriculum; compliance with code of ethics, acting responsibly, and being sensitive to importance of peace, necessity of education, cooperation, violence, cultural heritage and use of Turkish language in analysis and production activities have been added to as desired values.

3.6. Assessment and Evaluation

In the media literacy course, in which assessment and measurement activities are planned to be performed with a process and product focus, students are expected to create a media product using knowledge and skills, and for that outcome, "Performance Evaluation" approach as the best assessment and evaluation method which measures cognitive and affective development holistically is suggested. Furthermore, during the academic year, student's product files consisting of products as they have created as media production could be benefited to evaluate the process. Various assessment and evaluation tools and methods (true-false questions, short answer questions, multiple-choice questions, control list, grading type observation forms, rubrics, group evaluation forms, student product files, performance-project evaluation etc.) are suggested to teachers during the educational process in the program. (http://www.medyaokuryazarligi.org.tr/documents/moyprogram2014.pdf) When we examined the curriculum before 2014, in the assessment and evaluation sequence of the course, it was stated that the course would not be evaluated with grades but course's name would be present in the school report. Therefore, assessment and evaluation tools of the course are tools apart from grades (http://www.medyaokuryazarligi.org.tr/documents/program.pdf)

3.7. Topics / Units in the Teaching Materials of Renewed: Media Literacy Course

Website named medyaokuryazarlıgı.org was prepared to be benefited by teachers, students, media professionals and adults in 2008 with the cooperation of The Supreme Board of Radio and Television (RTÜK) and The Ministry of National Education (MEB). When we look at the website, we see that there are a yearly plan, curriculum, teaching guide, media literacy handbook in the 2006-2013 program under the heading “media literacy book”. When we examined the site after the curriculum of the course was updated, we can say that there are only 2014 curriculum and teaching materials under the heading “media literacy book 2014”. That is to say; we see that yearly plan, teaching guide and handbook for the updated course has not yet been prepared. In the 2006 program, we understand from the site that units were expressed in the Teacher Guide. 2014 Media Literacy Teaching Material consists of four units and it has been renewed in terms of contents. These units are composed of “My Fun Media, I Ask Questions to Media, Let Me Think First and My Media” titles. In Media Literacy Course Research, according to findings obtained as a result of “What kind of expectations do students have about media literacy course?” majority of the students find the course useful and they want the course proceed. However, students have a dominant opinion that the fact that course should be based on a specific book, should be rendered more fun and enjoyable and should be taught by being supported with different tools and equipment will be more beneficial. According to students, “the course will both be more fun and have more lasting effects in this way”. (Media Literacy Course Research, RTÜK-2012) Consequently, by making course topics and units more fun, changes have been revised in the direction of learning by integrating life experiences of students.

4. Conclusion and evaluation

That 2006-2013 Media Literacy Curriculum remained at the media promotion level with a tools based approach led it to receive much criticism. A new curriculum for elective media literacy course aimed at secondary schools have been prepared with the cooperation of RTÜK and MEB through efforts of program change starting from 2013. The most fundamental change observed in the new media literacy curriculum and teaching material which came in to effect in the beginning of 2014-2015 academic year is that it was designed with a skills based approach. Access, analysis, evaluation and production which are the four fundamental skills of the media literacy have been identified as building blocks of the program and teaching material. It is seen that newly prepared material canalize students into practice mostly, considering the units and topics. Having students make skills based productions by preparing various practice home works stands out as first target. Thereby, theoretical knowledge and protection approach of the 2006-2013 program left its place to 2014 program in which it is intended to raise active, participating students who are able to develop critical point of views in the face media products and who have acquired this ability through productions and media practices. New program and teaching material of media literacy course have planned media literacy as an educational practice which sees it as a lifelong skill which starts in the family in the 2014 Curriculum.

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ERPA
International Congresses on Education
4-7 June 2015
Athens/Greece

Determination of learning outcomes, learning tasks and measurement-assessment tools on-site teaching practice for student teachers*

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Abstract

Teaching practice course is very important for student teachers to have experience on educational practice. This study aims to identify outcomes of Teaching practice course and learning task and assessment tools to evaluate these outcomes. In Turkey, Although Council of Higher Education determined the course learning outcomes in 1997; it has seen there is no comprehensive study on this topic. It is clearly investigated that these studies are insufficient to determine the qualifications of the teaching profession's outcomes, learning tasks and the measurement tools in particular. In this study, with the aim of the project of designing, developing and implementing a web based to monitor and support student teachers` internship period (SIDES) which was supported by The Scientific and Technological Research Council of Turkey (TUBITAK) - (1001 research project finding program) outcomes, learning task, and necessary assessment tools were constituted by reviewing the literature for teaching practice course. In this process, besides literature reviewing, the expert views appealed while these outcomes, learning task and assessment tools were developing.

Keywords:
Teaching practice, learning outcomes, learning task, assessment tools.

1. Introduction

Teaching practice course is the first experience for the student teachers to apply their theoretical training in practice while they are on their undergraduate education. In this context, teaching practice course has a crucial role for the student teachers to give an opportunity using the knowledge and skills in the practice schools, authentic learning environments. This course also has an importance for student teachers to gain experiences at practice schools and collaborative working with practicing teacher at school and instructor at university.

It is expected that teacher's competencies such as skills of organising classroom activities, motivating students and facilitating students learning should be improved at teaching practice course at the last year of undergraduate courses. All over the world it is expected that all teachers should meet some standards and performance indicators. The report which was published by UNESCO (2008) about Information and Communication Tools Competency Framework for Teachers (ICT CFT) underlines the importance of teachers who has competency of modern and digital society. The UNESCO ICT competency framework for teachers is consisting of six modules "understanding ICT in education, curriculum and assessment, pedagogy, organization and administration, ICT and teacher personal

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* This study is supported by TUBİTAK-1001 research programs with project code 114K204.

learning" respectively. In this framework, teacher's competency and curriculum goals are discussed in detail under the subtitle of Standards of ICT competency module.

Old Domino University Darden College of Education has prepared a teacher candidate internship handbook for the season 2014-2015 which has there modules (1) the teacher candidate internship procedures (2) candidate work samples (3) – evaluation procedures and forms. In each section of this handbook, the competencies of the student teachers were explained in detail. Old Domino University showed the importance of teaching practice courses with this handbook (CCSSO, 2013).

In another example, John Fisher College listed the expected student teachers competency and their responsibility with "Student Teaching Handbook". In this handbook, Student teachers` responsibilities are categories in four categories for school, for themselves as a teacher, for themselves as a consultant and for themselves as person (John Fisher College, 2008). Ohio Northern University also explain student teachers' teaching experience outcomes. Student teaching performance outcomes are explained in these issues: diversity, knowledge of the learner and the learning process, knowing the specific content area and relevant pedagogical tools, teaching and learning as a reflective process, teacher as a facilitator of learning, ethical and professional behaviour within the field of education (www.onu.edu/node/6953)

Northern Iowa University analyse outcomes for Student Teaching under 5 module (http://www .uni.edu/assessment/plans/documents/StudentTeachingOutcomesf08.pdf). Bethel University also analyse student teaching outcomes and responsibilities of student teachers and illustrate how to increase student teacher responsibility (http://people.bethel.edu/~shenkel/Student%20Teaching/ Coop%20Teach/CTeachers.html).

Minnesota identify syllabus for effective practice for teachers are classified under ten modules; Subject Matter, Student Learning, Diverse Learners, Instructional Strategies, Learning Environment, Communication, Planning Instruction, Assessment, Reflection and Professional Development, Collaboration, Ethics, and Relationships (http://people.bethel.edu/ ~shenkel/Curriculum/ Standards/ MNStandards.html). In addition CCSSO (Council of Chief State School Officers) also decelerate standards for effective practice for teachers. These standards are classified under nine modules; learner development and learning differences, learning environments, content knowledge, application of content, assessment, planning for instruction, instructional strategies, Professional learning and ethical practice, leadership and collaboration (CCSSO, 2013).

In Turkey, there are different outcomes of teaching practice course in the context of the university. Ministry of National Education (MoNE, 2004) emphasize the importance of teaching practice courses with publishing "Ministry of National Education General Directorate of Teacher Training and Education on Special Areas Competencies article", "New technology competency, information and communication standards" and " ICT teachers Special Areas Competencies". In addition, higher education institution (1998) published an article about general competencies of Teaching practice course. Although MoNE (2004) determine common and special competencies of teachers, universities have different implementation in context of teaching practice course outcomes. These different implementations show that there is not a standard for teaching practice course. In this respect, it is aimed to constitute a well design syllabus for this course.

2. Outcomes and index

In this study, First of all, the literature was analyzed to constitute teaching practice courses outcomes and theoretical framework. While the theoretical framework constituted, all the sources which was listed below were examined in detail. These source are respectively; the report which was published by UNESCO (2008) about Information and Communication Tools Competency Framework for Teachers (ICT CFT), the previous applications of the teaching practice courses, reports published by MoNE (2004) "Ministry of National Education General Directorate of Teacher Training and Education on Special Areas Competencies article", "New technology competency, information and communication standards" and " ICT teachers Special Areas Competencies", "teacher candidate internship handbook" which was published by Old Domino University Darden College of Education, the reports published by CCSSO (2013) "A source for teacher development", "Student Teaching Handbook" (John Fisher College, 2008), "students teachers experience reports" (Ohio Northern University and Bethel University), "outcomes for students instruction" (Northern Iowa University) and Gagne`s nine events of instruction models (Driscoll 2005).

After a comprehensive research on literature, teaching practice course outcomes were constituted with four main sections (A; B; C; D), index (a,b,c) and sub-indexs (i, ii, iii). 13 experts from Computer and instructional technology department, 3 experts from elementary education department, 3 experts from special education department, 2 experts from social studies education departments, 2 experts from Science education department and 2 experts from Turkish language teaching department contribute to this study. As a result, a form of teaching practice course outcomes which have 9 main section and extra subsections under these sections was acquired. These sections are (1) Planning and implementing the lecture, (2) content knowledge, (3) Teaching Process and practices, (4) Technology Knowledge, (5) Classroom management, (6) measurement and assessment, (7) Communication, (8) Leadership and (9) Individual differences

The first outcome planning and implementing the lecture has three indexes; (1) Finds a ready-made lesson plan or re- plan, (2) In accordance with the conditions and learning environment design material, (3) performs the planning process. For the content knowledge outcome is include the index "Apply acquired information about the area in undergraduate learning process and acquire experience". Additionally, each outcomes index has sub- index. Finally, all the outcomes and feedbacks from experts were discussed and finalized by project team.

3. Learning tasks and assessment tools

Through the final version of version of outcomes, it is aimed to develop learning tasks and assessment tools. Previous activities and instructions of teaching practice courses from different universities and review of literature were analysed to develop activities and assessment tools. The developed forms of learning tasks and assessment tools were evaluated by 13 experts from department of computer and instructional technology, 1 from department of elementary education, 2 from department of special education and 2 from department of social science education. The relationships of outcomes of course and index were discussed and revise from the perspectives of experts. Finally, project team identified the course activity list with the title of lecture plan, peer assessment, self-assessment reports, teacher competency report, worksheets, classic exam, multiple choice exams, preparing rubrics and item analysis respectively.

4. Conclusion

In this study, with the aim of the project of designing, developing and implementing the Training Support System (SIDES) which was supported by TUBITAK (1001 research support programme) outcomes, learning task, and necessary assessment tools were constituted by reviewing the literature for teaching practice course. The outcomes of teaching practice course were varying from university to university; therefore it is aimed to constitute a well design syllabus for this course. After having a comprehensive literature revive and feedbacks from experts, outcomes, index, activities and assessment tools were constituted. It is allowed to attain all the outcomes, activity lists and assessment tools on the SIDES website (www.sides.sakarya.edu.tr)

5. Nomenclature

SIDES	Training Support System
TUBITAK	The Scientific and Technological Research Council of Turkey
ICT-CFT	Communication Tools Competency Framework for Teachers
UNESCO	United Nations Educational, Scientific and Cultural Organization
CCSSO	Council of Chief State School Officers
MoNE	Ministry of National Education

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ERPA International Congresses on Education
4-7 June 2015 Athens/Greece

Coach referee and athlete opinions in relation to the ethical codes that taekwon-do referees must have

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Abstract

The purpose of this survey is to identify necessary ethical traits for taekwondo referees in line with the opinion of trainers, referees and sportspeople. The sample of the survey consists of voluntary referees, sportspeople and trainers. (n = 160). The sample is asked to identify necessary ethical traits for taekwondo referees with an open ended question. Qualitative research is utilized in the analysis of the data. Necessary ethical traits for taekwondo referees are chosen as the analysis subject. The analysis suggests the following traits as the ones to be carried by taekwondo referees. Referees should be fair (48.12%) , Referees need to be neutral (45.62 %), they need to be competent about the rules of the game (37.5%), the referees must be honest (30%), they need to be resolved in their decisions (23.12%), referees, spectators cheer , manage pressures from external factors like should not be affected - must be consistent (22.5%) .

Keywords:
Taekwondo; referee; ethical codes.

1. Introduction

It is possible to state that the bigger the capability become, the biggest the number of ethical problems that would arise from the usage of this power and the number of people who would be affected will become. In our time, the level of technology provides different types of ease in our lives.

However, it is also causes our worries about in the future of human beings and all other living things to multiply in number. That is one reason the question arises; shall we let this capability to do anything or in other words will this capability lay the grounds as a reason to do anything. At this point, at our time, the rise in interest in ethics is the major results of becoming aware of in occupations (Tepe, 2000).

Our country owns a rich history and historical heritage in terms of ethical and human values. Besides,the process of the sudden change in society that resulted from the globalisation in the 21st century and also the contradictory ideas on values on multi-dimensional socialasation problems that resulted from this globalisation have caused a deterioration in our human values. As a result, such deterioration has harmed the social structure, collaboration and the sprit of wholeness. The deterioration in the system of values affects the youth mostly. One of the major problems in the society is that, the rich ethical and human values that keep a society alive and powerful cannot be transmitted to the youth effectively. Therefore, as these values cannot be transmitted to the youth, the youth cannot adopt them or live a life in accordonce with them. Thus, it becomes more and more important to create policies that springs from ethics and values for the future. Ethics, firstly and most importantly, is researching and understanding life. From a larger point of view, it is putting all activities and targets in their right place and it is knowing what can be done and what cannot be done, what will be wanted,

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what will not be wanted or what we will have and what we will not have. In a nutshell, ethics is identifying human attitudes and behaviours as good and bad, right or wrong (Aydın, 2003). Ethics in sports, general, includes providing rules for the work of all parties that play a role in the development of sports, their mission and responsibilities in terms of honesty, fairness, openness, objectivity and respect which are the universal values. The basic aim of ethics in sports is to make individuals adopt the universal ethical codes and to make individuals apply these codes in their behaviours in sports related environments (Bucher ve Wuest, 1999). The main issue here is to define these behaviours in accordance with the ethical codes (DeSensi ve Rosenberg,1996). Recently, sports has been deviated from its real aim and it has become a medium that is misused for financial interest. Moreover, moral values have been replaced with materialistic values, which is a clear evidence for the need for ethics in sports. Coaches, referees, athletes, directors, viewers and the media being parties in sports do not act in accordance with ethical codes while they perform their duties and this results in highly negative effects on sports (Dolaşır, 2006).

It is highly important for the referees to adopt the ethical codes which pave the way to behaviors which help the sports to reach the desired level making the referees take universal values as the basis to their behaviors. Taekwondo, which brought success to our country in the international arena and which is a martial art and one of the olympic branches is a widely popular sports in the puplic eye. Great responsibility has been put on shoulders of referees who are the decision makers during the competitions. The success and fairness of the competition are directly related to the fairness of referees. The referees must not only care about completing a competition but also care about completing it without breaching any ethical codes. In our country, the ethical codes for referees have not been defined yet, either in Taekwondo or in any other sports. Therefore the need for such definitions underlines the need for this research. The main issue of this paper is to figure out the ethical codes these Taekwondo referees must have. The main aim of this research is to define ethical codes that Taekwondo referees must have analysing the opinion of coaches, referees and athletes.

2. Method

The study group of the research were referees (n= 55), athletes (n=65) and coaches (n=40) who attended the national Turkish championship organized by Turkish Taekwon-do Federation between 22-27 February 2014. The related data was obtained with the open-ended question by researches: in your opinion what are the ethical codes that referees should have?. In the analysis of the data qualitative research method (content analysis) has been used. The subject of the paper is "the ethical cedes that Taekwondo referees must have". As a result of content analysis ethical codes have been stated with their percentage.

3. Findings

Table 1 demonstrates the opinion of coaches on the ethical codes that Taekwondo referees must have and Table 2 demonstrates the opinion of referees and Table 3 demonstrates the opinions of athletes.

Table 1. The opinion of coaches on the ethical codes that Taekwondo referees must have

Referees:	N	%
Must be knowledge about the rules	25	62.5
Must be fair	20	50
Must be objective	15	37.5
Must be consistent	13	32.5
Must be decisive	13	32.5
Must be honest	11	27.5
Must not be affected from external effects	8	20
Must be authoritarian	8	20
Must have good communication	6	15
Must have a Taekwondo background	5	12.5
Must not be emotional	5	12.5
Must be educative	5	12.5
Must not comment on matches	4	10
Must care about Fair- play	3	7.5
Must evaluate themselves after each match	3	7.5
Must be modest	3	7.5

Must have a complete occupational knowledge	2	5
Must be brave	2	5
Must know about the psychology of athletes	1	2.5
Must develop himself constantly	1	2.5
Must have enough physical capacity	1	2.5

When Table 1 is examined, the coaches believe that knowing the rules (67,5%), being fair (50 %) and being objective (37.5 %)" are the most important three ethical codes that referees must have.

Table 2. The opinion of referees on the ethical codes that Taekwondo referees must have

Referees:	n	%
Must be objective	30	54
Must be fair	25	45.4
Must be honest	20	36.3
Must be consistent	17	30.9
Must be knowledge about the rules	15	27.2
Must be consistent	12	21.8
Must not be affected from external effects	9	16.3
Must be authoritarian	7	12.7
Must be brave	6	10.9
Must be respectful	6	10.9
Must love their occupation	5	9.09
Must have a complete occupational knowledge.	4	7.2
Must have empathy	4	7.2
Must be educative	3	5.4
Must tent to develop	3	5.4
Must be understanding	3	5.4
Must care about Fair- play	2	3.6
Must have responsibility	1	1.8
Must not discriminate in terms of language, religion, race	1	1.8
Must care health of athletes	1	1.8

When Table 2 is examined, referees have stated that being objective (54%), being fair (45.4 %) and being honest (36.3 %)" are the three major ethical codes a referee must have.

Table 3 .Tthe opinion of athletes on the ethical codes that Taekwondo referees must have

Hakemler:	n	%
Must be fair	32	49.2
Must be objective	28	43
Must be knowledge about the rules	20	30.7
Must not be affected from external effects	19	29.2
Must be honest	17	26.1
Must be decisive	12	18.4
Must have a complete occupational knowledge	10	15.3
Must have a Taekwondo background	9	13.8
Must be consistent	6	9.2
Must be authoritarian	5	7.6
Must be brave	4	6.1
Must have empathy	3	4.6
Must care about Fair- play	3	4.61
Must be educative	2	3.07
Must be constructive	2	3.07
Must not be emotional	1	1.5
Must be model	1	1.5
Must have good communication	1	1.5

When Table 3 is examined, athletes have stated that being fair (49.2%), being objective (43 %) and must have a good knowledge of rules (30.7 %)" are the major three ethical codes referees must have. The collaborative results of opinions of coaches, referees and athletes related to the ethical codes a referees must have are indicated in table 4.

Table 4. The collaborative results of opinions of coaches, referees and athletes related to the ethical codes referees must have

Hakemler;	n	%
Must be fair	77	48.1
Must be objective	73	45.6
Must be knowledge about the rules	60	37.5
Must be honest	48	30
Must be decisive	37	23.1
Must not be affected from external effects	36	22.5
Must be consistent	36	22.5
Must be authoritarian	20	12.5
Must have a complete occupational knowledge	16	10
Must have a Taekwondo background.	14	8.7
Must be brave	12	7.5
Must be educative	10	6.2
Must care about Fair- play	8	5
Must have good communication	7	4.3
Must have empathy	7	4.3
Must be respectful	6	3.7
Must love their occupation	5	3.1
Must not be emotional.	5	3.1
Must not comment on matches	4	2.5
Must be modest	4	2.5
Must have tolerant	3	1.8
Must develop himself constantly	3	1.8
Must evaluate themselves after each match	3	1.8
Must have an inner sight about the match	2	1.2
Must have enough physical capacity	1	0.6
Must not be emotional	1	0.6
Must be mode	1	0.6
Must know about the psychology of athletes	1	0.6
Must not discriminate in terms of language, religion, race	1	0.6
Must have responsibility	1	0.6
Must care health of athletes	1	0.6

When table 4 is examined coaches, referees and athletes have stated that referees must have the following three most important ethical codes; being fair (48.1%), being objective (45.6 %) and being knowledgeable about the rules (37.5 %)".

4. Results

The results of the research suggest that coaches, athletes and referees stated that referees must have the following ethical codes ; fairness, objectivitily, bing knowledgeable about rules, being honest, being desicive, not being affected from the outside effects being consistent, being autoritarian, having occupational knowledge. These code are similar with the international literature (Engl and Squash Referees, 2008; CUTA, 2008; CYSA, 2008; USA Water Polo, 2008). Referees are known to be the people who direct sports competitions. They are the game directors who make instant decisions during the game and whose decisions are applied without any discussion. Thus, a referee is an indivudial who judges for the continuation of competitions within the limits of the rules. A nice, peaceful game mostly depends on the fairness of a referee. Thus, the sense of fairness must be the foundatiton of the decisions of referees (Tuncel, 2014).

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ERPA
International Congresses on Education
4-7 June 2015
Athens/Greece

Awareness research: Do we know the new generation students?

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Abstract

There was cultural difference between today's teachers and students due to technology. This cultural difference can lead to the situation in which teachers are not able to understand students completely and have difficulties in communicating and cooperating with this generation. The aim of this study is to specify the awareness, about the new generations, of the candidate teachers in Hasan Ali Yucel Educational Faculty of Istanbul University. The sample group (n=231) consists of 3rd and 4th class students of Elementary Mathematics Education, Computer and Instructional Technologies, Science Education and Social Sciences Education Departments in Istanbul University, Hasan Ali Yucel Faculty of Education. In this study, one of the quantitative methods, descriptive analysis method, has been used. ANOVA analysis has been also used for research questions 2a, 3b, and 3c. A survey has been prepared to see how much the teacher candidates are aware of the new generation.

Keywords:
Digital natives; multitasking; millennials; net generations; candidate teachers.

1. Introduction

As technology develops, it changes the people, who try to have control over it, in terms of needs, expectations and access to information. The most known result of this change is the children of our age in which we are living, when compared to the previous ones. These children, who are far more different than previous ones and representing a new generation, are described with terms such as digital natives (Prensky, 2001), internet generation (Tapscott, 1998) (Oblinger, 2005), millennium generation (Howe & Strauss, 2000) (Stillman, 2010) etc.

The term 'Digital natives' expresses the members of a world after 1980, whose language is digital and which is surrounded by computer, video games, cameras, cell phones, digital toys and tools (Prensky, 2001). The term 'internet generation' means a generation which is familiar with information and communication technologies and trusts them (Tapscott, 1998). Millennium generation is described as children who were born after 2000, are team-centric and self-confident (Howe & Strauss, 2000).

Independently of these terms, children of this age accept the digital technology as a natural part of their lives (Palfrey & Gasser, 2010; Tapscott, 2009; Prensky, 2004, 2001). They can fit into each new technology easily, and they are not worried about whether they will break it or use it in a wrong way (Rikhye, Cook & Berge, 2009; Bennet, Maton & Kervin, 2008; Günther, 2007).

Apart from being prone to technology, children of the age can also complete two or more tasks at the same time (Pedro, 2006) (Prensky, 2001). This multitasking is often observed in these children (Günüç, 2011). Texting, listening to music, eating or even doing homework is very easy for these children while searching for something on the internet (Ugras & Gulsecen, 2012; Jeong & others, 2010).

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Technology changes children's personalities, behaviours, ways of thinking and processing information (Prensky, 2001; Tapscott, 2009). As a result of this change, a new student profile has come out. These students prefer accessing the information very fast and active learning instead of passive learning. They are impatient and rely on communication technologies (Tapscott 1999; Oblinger, 2003; Oblinger & Oblinger, 2005). Likewise, these students are described as people who have short attention spans, think over things quickly, want instant feedback and prefer electronic documents instead of printed ones (Pedro, 2006).

Students of the new generation are different from the previous ones in sense of learning preferences and ways (Bennett, Maton & Kervin, 2008; Dede, 2005, Prensk, 2004). Therefore, the level of the existing education is under discussion. Thus, Prensky (2006) emphasised that teachers tried old ways although they reached the 21st century and the digital age.

Students of the new generation can have troubles with accommodating themselves to the existing education system due to the differences when compared to the previous ones. Prensky (2001) emphasises that the radical changes which children of this age experienced led to the difficulties in accommodating the education system which was designed for teaching in the past. When this situation is evaluated in terms of teachers and students, it can be understood that the new generation is not educated by people who know and understand them completely. Zimmerman and Miligan (2008) indicated that there was cultural difference between today's teachers and students due to technology. This cultural difference can lead to the situation in which teachers are not able to understand students completely. In the report which UNESCO (2011) published about the new generation, it is said that people who are not included in this generation have difficulties in communicating and cooperating with this generation. Thus, teaching becomes difficult.

The new generations and the teachers can be different generations. So they cannot understand each other because of these differences.

In this study some fundamental questions were fulfilled and answered.

1. How much information do the candidate teachers have about the differences of new generation?
2. What do the candidate teachers think about the effect of those differences on the new students' communications, learning style, personal development and education?

a) Is there any statistically significant differences according to candidate teaches' departments?

3. Do the candidate teachers have any potential being today children?

b) Can they be multitaskers?
c) What kind of communication way do they use in order to get in touch with their family and friends?
d) Is there any statistically significant differences on their communication way according to candidate teaches' departments?

The aim of this study is to specify the awareness, about the new generations, of the candidate teachers in Hasan Ali Yucel Educational Faculty of Istanbul University

2. Method

The universe of this study is the students of Istanbul University, Hasan Ali Yucel Faculty of Education. The sample group (n=231) consists of 3rd and 4th class students of Elementary Mathematics Education, Computer and Instructional Technologies, Science Education and Social Sciences Education Departments in Istanbul University, Hasan Ali Yucel Faculty of Education.

The sample group has been created by using easy accessible sample technique out of purposeful sampling ways, in a way to represent the research universe. In this study, one of the quantitative methods, descriptive analysis method, has been used. ANOVA analysis has been also used for research questions 2a, 3b, and 3c.

A survey has been prepared to see how much the pre-service teachers are aware of the new generation. The survey has three sections and the questions are multiple-choice and open-ended. The sample group has been surveyed and the data has been analyzed with the help of SPSS V21.0 package software. Findings have been interpreted and suggestions have been added.

3. Findings and discussion

The survey consists of three sections. Section 1 is about determining the demographic data of the pre-service teachers. In Section 2, the purpose of the questions is to analyse the perception of the pre-service teachers with regard to the children of this age, and in Section 3, to evaluate the potentials of the pre-service teachers in sample group to become today's children. Information about departments and genders of the sample group can be found in Table 1.

Table 1. Information about departments and genders of the sample group

Department/Gender	Female	Male
MT	22	51
CEIT	31	29
ST	18	34
SST	6	40
Total	77	154

3.1 Findings Related to the Section 2

Research Question 1: How much information do the pre-service teachers have about the differences of new generation?

In order to specify candidate teachers' information about the new generations' differences, it has been asked "Do you think the children of today is different/acting differently than their precedence?" Fig. 1 illustrates the answers of sample groups according to their departments.

In Fig.1, it is seen that a big part of the sample group (82.25%) agrees that this generation is different from the previous ones. The sample group has been requested to tell the differences they see in today's children in order to investigate the source of the difference. The differences suggested by the sample group are given in Table 2.

In Table 2, it is understood that everyone in the sample group believes that children of this age have a natural ability to use the technology. 'Children are more curious' (94.4%), 'Children want to access the information quickly' (91.3%) and 'Children have anti-social behaviours' (87.9) are among the views that the sample group has.

The question 'Which one is among the characteristics that you see in today's children most frequently?' has been asked to the sample group. The characteristics based on the terms 'digital natives', 'internet generation' and 'multitasking' and the choices of the pre-service teachers are given in Table 3.

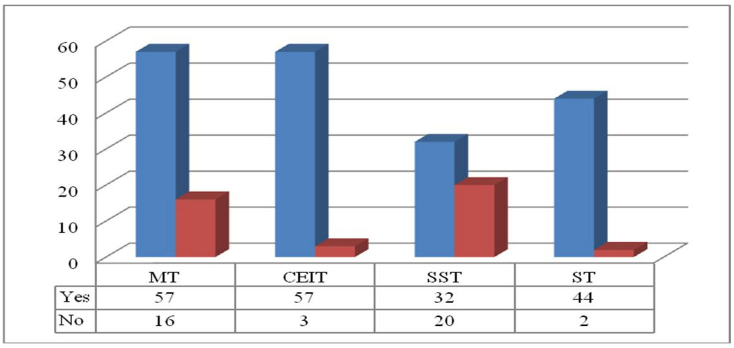

Fig. 1. The answers of the sample group

Table 2. The differences suggested by the sample group

Differences	N	%
Life expectations	200	86,6
Sense of dress	45	19,5
Needs	193	83,5
Natural ability for technology usage	231	100,0
Hyperactivity /impatience	176	76,2
Disrespectfully behaviors	98	42,4
More confident	112	48,5
Fail in face to face communication	184	79,7
Antisocial behavior (because of virtual world)	203	87,9
Self-centered perspective	150	64,9
More curious	218	94,4
Rapid access to information	211	91,3
Preferring online materials	87	37,7

Table 3. The characteristics based on the terms 'Digital Natives', 'Internet Generation' and Multitasking' and the choices of the pre-service teachers

Qualifications	N	%
Effective computer usage	197	85,28
Having mobile phones	195	84,41
Synchronically do more than one task	111	48,05
Using internet and social networks	202	87,44
Other	6	2,5

In Table 3, it is seen that the characteristics that the sample group meets mostly are using the internet and social networks (87.44), using computer actively (85.28) and having a cell phone (84.41).

The sample group has been asked to say which one(s) of the terms 'digital natives', 'millennium generation' and 'multitasking' they have heard. The percentages related to how much the pre-service teachers are familiar with the terms are given in Table 4.

Table 4. The percentages related to how much the pre-service teachers are familiar with the terms

Concepts	N	%
Digital Natives	19	8,22
Net Generations	178	77,05
Millenials	157	67,96
Multitasking/Multitasker	21	9,09
None	17	7,35

In Table 4, it is seen that pre-service teachers have heard 'internet generation' (77.05%) and 'millennium generation' (67.96%) mostly. However, it has been discovered that the terms 'digital natives' (8.22%) and 'multitasking' (9.09) are in the foreign/unknown category for them.

The sample group has been asked to describe the terms which they've claimed that they've heard before in order to see their knowledge about them. Their descriptions have been compared to their equivalents in the literature and divided into three categories: correct description, predicted description and not being able to describe. The types of descriptions and their numerical values are given in Fig. 2.

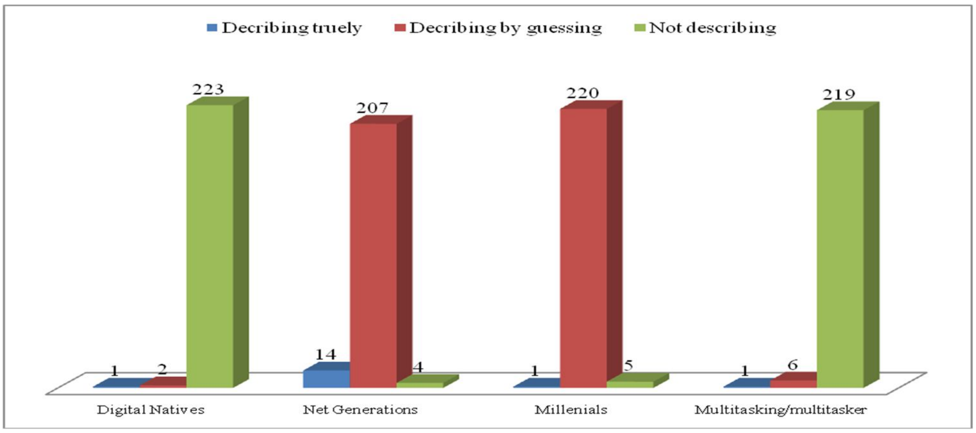

Fig 2. The types of descriptions and their numerical values

In Fig. 2, it is seen that pre-service teachers have given predicted descriptions about 'internet generation' (89.61%) and 'millennium generation' (95.23). When the reason has been searched, it has been understood that the descriptions related to internet generation are based on the terms internet and generation separately; and the descriptions about millennium generation are based on the fact that 2000 is called 'millennium'. Likewise, it has been understood that they cannot describe the terms 'digital natives' and 'multitasking' in any way.

Research Question 2: What do the candidate teachers think about the effect of those differences on the new students' communications, learning style, personal development and education?

The sample group has been requested to evaluate the influences of these differences on the personal developments, learning style, communications and educations of the students. In order to evaluate, they have chosen one of the following choices: Very positive effect, positive effect, no effect, negative effect, very negative effect. The evaluation of the sample group about the personal developments, learning style, communications and educations of the students are given in Table 5.

Table 5. The evaluation of the sample group about the personal developments, learning style, communications and educations of the students

Effected Era	Very positive effect		Positive effect		No effect		Negative effect		Very negative effect	
	N	%	N	%	N	%	N	%	N	%
Personal Development	27	11,68	106	45,88	23	9,95	69	29,87	5	2,16
Learning Style	37	16,01	129	55,84	18	7,79	45	19,48	1	0,43
Communication	38	16,45	87	37,66	12	5,19	75	32,46	18	7,79
Education	43	18,61	122	52,81	20	8,65	44	19,04	1	0,43

In Table 5, it is understood that the sample group believes that the differences have a positive influence on the education (80.07%) and the learning style (71.85%). It is realised that the sample group' positive (%54.11) and negative thoughts (%40.25) about communication were close. The sample group, who have positive thoughts, believe the increase of communication way, such as social networks. The others, who have negative thoughts, believe importance of face to face communication, and they also have fear about asocial behaviours. The effected era was analysed according to departments of sample group by using ANOVA test. Table 6 illustrates evaluations of sample group about the effect on personal developments, learning style, communications and educations according to their departments.

Table 6. Statically significant differences according to departments

Effected Era	F	p
Personal Development	4,211	,006
Learning Style	4,413	,005
Communication	7,838	,000
Education	6,204	,000

3.2. Findings Related to the Section 3

Research Question 3: Do the candidate teachers have any potential being today children? In this sense, they have been asked if they have cell phones, computers, laptops and tablets. The values about the cell phones, computers, laptops and tablets that they have are given in Table 7.

Table 7. The values about the cell phones, computers, laptops and tablets that they have

Departments	Mobile Phone		Desktop		Notebook		Tablet PC	
	N	%	N	%	N	%	N	%
MT	73	100	25	34	54	73	4	5
CEIT	60	100	32	46	54	90	2	3
ST	50	96	16	30	34	65	4	7
SST	45	98	23	50	33	71	5	10
Total	228	98	96	41	175	75	15	6

In Table 7, it is seen that most of the sample group (98%) have cell phones. Laptops (75%) and desktop computers (41%) follow them.

They have been requested to give information about the features of their cell phones. Numerical values related to the features of their cell phones are given in Table 8.

Table 8. Numerical values related to the features of their cell phones

Departments	Smart phone		Touchscreen		Have Internet connection		Other	
	N	%	N	%	N	%	N	%
MT	23	32	30	41	50	68	2	3
CEIT	28	47	39	65	51	85	0	0
ST	16	31	16	31	42	81	0	0
SST	17	37	25	54	37	80	0	0
Total	83	36	115	50	180	78	2	1

In Table 8, it is seen that pre-service teachers have cell phones with internet connections (78%). Likewise, half of the group has cell phones with touch-screens and the 36% have smart phones.

Sub-Research Question 3a: Can they be multitasker? In the study, it's been investigated if the pre-service teachers can handle more than one task at the same time. Therefore, they've been given choices and asked about the tasks they can do while searching for something on the internet. The results are given in Fig. 3.

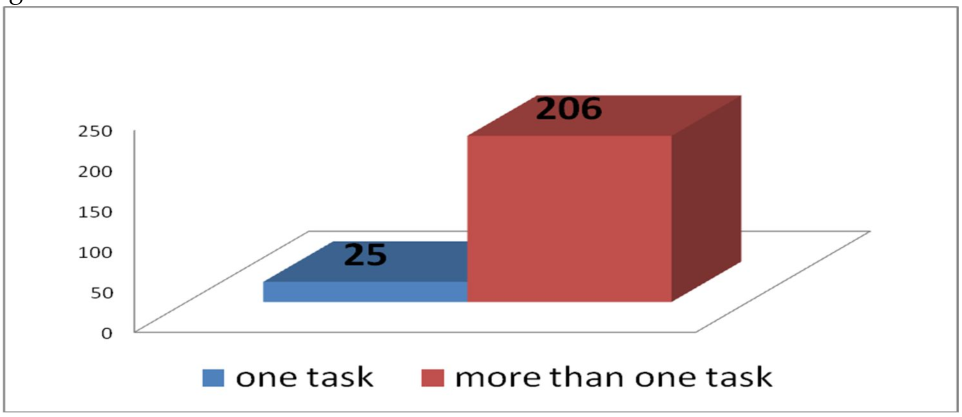

Fig. 3. The sample group's task situations

In Fig. 3, it is seen that 89.17% of the sample group can complete more than one task at the same time. This result shows that most of the pre-service teachers have the characteristic of multitasking.

Sub-Research Question 3b: What kind of communication way do they use in order to get in touch with their family and friends? The ways the pre-service teachers communicate with people have also been investigated in the study. Social networks, e-mail writing, cell phone calling, texting and face to face communication are the categories. And the values are from 1 to 5 out of which 1 is the least, 5 is the highest. The values related to social networks, e-mail writing, cell phone calling, texting and face to face communication are given in Table 8.

In Table 9, it is seen that pre-service teachers communicate with people face to face and by texting mostly. Cell phone calling and social network accounts follow them.

Table 9. The values related to social networks, e-mail, text message, calling by mobile phone and face to face communication

Communication Way	5		4		3		2		1	
	N	%	N	%	N	%	N	%	N	%
Social networks	73	32	45	19	46	20	27	12	40	17
E-mail	23	10	21	9	45	19	55	24	87	38
Text message	115	50	62	27	29	13	15	6	10	4
Calling by mobile phone	88	38	59	26	42	18	30	13	12	5
Face to face	118	51	61	26	29	13	3	1	10	4

Sub-Research Question 3c: Is there any statistically significant differences on their communication way according to candidate teachers' departments? In order to answer that question, the communication choice of sample group with family and friends were analysed according to their departments by using ANOVA test. Table 10 illustrates the communication choice with friends.

Table 10. The sample group's the communication choice with friends

Communication Way	F	p
Social networks	7,064	,000
E-mail	2,723	,046
Text message	3,080	,028
Calling by mobile phone	4,527	,004
Face to face	2,367	,072

Table 10 shows that there is statistically significant differences ($p<0,05$) according to their departments in using social networks, sending e-mails, text messaging and calling. Table 11 illustrates the communication choice of sample group with family.

Table 11. The sample group's the communication choice with family

Communication Way	F	p
Social networks	1,088	,356
E-mail	6,296	,000
Text message	7,702	,000
Calling by mobile phone	13,580	,000
Face to face	,986	,400

Table 11 shows that there is statistically significant differences ($p<0,05$) according to their departments in sending e-mails, text messaging and calling.

4. Conclusion

Within the historical process, the most important aim of education has been providing the individuals with the most appropriate education and growing them as beneficial individuals for the society. When considered from this point of view, teachers should carefully analyse the age they are living in and its characteristics.

In this age, there is a new generation whose expectations and decisions are different from each other as a result of the technological advances. When the student profile of this generation is considered, it is seen that they are very different from the previous ones.

In this study, whether pre-service teachers are aware of the differences in this new generation and the question how well do they know the generation have been analysed by conducting research questions.

In line with the data obtained from the sample group chosen for this purpose, for answering research question1, it has been understood that pre-service teachers are facing with a very different student profile they used to. In the definitions made by pre-service teachers regarding these differences it is seen that the characteristics of the new generations highlighted in the literature have been presented. However, the awareness of these pre-service teachers is based on their own individual observations not on the information they have gained while being educated. When the terms describing the children of the age were asked, it is seen that the sample group (92, 64%) couldn't make a valid definition. At this point, it has been concluded that the pre-service teachers recognize the differences of the new generation but they couldn't explain them with the information based on their education level.

The candidate teachers thought that the differences of new generation have positive effect on their learning style and education. There have been also differences according to sample group's department. Especially candidate teachers of ST and CEIT, believe that positive effect more than those department. Thus the research question 2 was answered.

With last research question, candidate teachers' potential on being one of today's children were analysed. It was realised that the most of sample group prefer multitasking behaviours. However, it has been concluded that they don't have the characteristics of the students of the new generation. On the other hand, it is seen that they have the characteristics of the digital immigrants identified by Prensky (2001), Oblinger and Oblinger (2005).

It can be said that the pre-service teachers don't have the efficient information they can use while understanding the new generation. When considered from this point of view, it is possible to say that pre-service teachers are not ready for the students who have a new profile. The pre-service teachers should be informed about the habits, differences and learning styles of the new generation students. Otherwise, the learning style and approach of the student who has a new profile cannot be understood by the teacher candidate. In addition, UNESCO (2011) states that the experimental approach put forward by new generation students about learning is considered to be irritating for the teachers.

As a result, teachers who know the new generation, their characteristics and expectations are needed. It is also important that these teachers should direct the students in line with their potential and interests. This can only be succeeded by providing special education to the pre-service teachers in Faculties of Education. In this way, pre-service teachers can have the opportunity to understand their students, realize their needs and expectations and educate them with the right teaching methods.

Acknowledgements

This study is supported by Istanbul University Scientific Research Projects Unit. Project Number:30132. We would like to thank Istanbul University Scientific Research Projects Unit.

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ERPA
International Congresses on Education
4-7 June 2015
Athens/Greece

Mobile guidance in Touchscreen Era: YARDIM@

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Abstract

Because of time and place issues, guidance services sometimes fail to satisfy while communicating with students. On the other hand children in the digital age prefer to use the internet communication technologies rather than face to face communication. So guidance services need to new applications, which can increase efficiency of their potential. In this study, a mobile application, YARDIM@ has been developed in order to help increase the counselling services efficiency provided in schools. That mobile application was used by sample group, which contain 2 guidance teacher and 10 eighth class students. At the end of the usage process, the effect and usage of YARDIM@ was evaluated by using observation of guidance teachers, interviewing sample group.

Keywords:
Guidance service; mobile devices; mobile guidance; student; YARDIM@.

1. Introduction

One of the basic functions of education is to provide individuals an opportunity to uncover their own potential in educational, vocational, personal and emotional areas. An individual needs counselling concept in order to realize and uncover his own potential (Heyden, 2011).

Counselling concept refers to a process that supports individuals professionally in many ways such as enabling them to recognize their environments, solving their problems, improving themselves and directing them to make satisfactory choices according to their potential (Bakircioglu, 2000; Tan, 1992; Shertzer ve Stone, 1971). The general aim of the counselling services provided in this process is to educate healthy and productive individuals who have the ability to solve problems and improve themselves in certain fields (Nugent, 1990; Ivey, Ivey and Downing, 1987). When considered on schools-basis, some of the aims adopted by counselling are given below;

- Enabling students to realize their potential,
- Helping students solve the problems they confront,
- Contributing to the updates in school curriculum,
- Providing technical assistance to teachers,
- Establishing relationship between school and students (Gibson, 2008).

Counselling, which is under teachers' and administrators' responsibility and is the job of experts like counsellors, is a concept covering the whole school (Young, 1994; Arnott, 1994; Salim & Chua, 1994; Schmidt, 1993). Counselling and psychological consultation services give support to the personal, social, educational and vocational development of individuals (American School Counsellor Association – ASCA, 2007; Wannan and McCarthy, 2005). These services found in schools try to teach students to take responsibility for their decisions, improve themselves, realize their skills and accept the results of their

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own choices (Kauchak, 2011). Similarly, counselling and psychological consultation services make suggestions in individual and social areas such as developing communication skills from early ages (Staley & Carey, 1997), coping with the pressure of their peers and communicating healthily with the opposite sex (Canel, 2007).

At the end of the 19th century, counselling services emerged as a “vocational guidance” movement in the United States of America. The focal point of the counselling was the vocational education and training until 1950s. However, this situation changed with the industrial revolution and world war. Teachers began to prepare students for post-secondary life (Muro and Kottman, 1995). In 1950s, counselling developed by analysing the attitudes and behaviours of students and began to give importance to mental health of students. In 1960s, counselling incorporated consultation, planning and directing (Hui, 2000). Today, the counselling concept takes an active role in maintaining the lifelong learning (Publications Office of the European Union, 2011; Sultana, 2004; McNamara, 1998).

1.1 Counselling, ICT and the New Generation

Individual is situated at the central point of counselling services. Therefore, it is crucial to analyse the needs of individual correctly. Student needs are very important in evaluation criteria used to measure the efficiency and productivity of counselling and consultation services in provided in schools (Cobia, 2007; Dimmitt, Carey, & Hatch, 2007; Gysbers, 2006).

The students of our period have different needs and expectations (UNESCO, 2011; Prensky 2001) and distinguishing characteristics compared to the previous generation (Howe and Strauss, 2003). This generation having a natural ability to use information and communication technologies prefers to communicate with internet technologies rather than face-to-face communication (Rosen 2010; Pedro, 2006; Oblinger and Oblinger, 2005; Tapscott, 1998). Communicating is an important function of counselling services. For this reason, it is necessary to benefit from information and communication technologies when communicating with the new generation.

Information and communication technologies can be used as a tool, an alternative or a change factor within the framework of counselling concept (Oye, Obi, Mohd, Bernice, 2012). It is obvious that these technologies will make the communication between the new generation and counsellor independent from time and place. When considered from this point of view it can be stated that the mobile technologies removing the restrictions about time and place can also be used in counselling services and thus the productivity can increase. Moreover, Yuksel-Sahin (2009), Hui (2000) have stated that the increase in workload of counsellors and time restrictions result in questioning the effectiveness of the provided counselling.

Counselling requires continuity. The idea of providing efficient service and supporting the development of the individual can be observed in the historical changes the counselling concept experienced. In this study, a mobile application, YARDIM@, has been developed in order to help increase the counselling services efficiency provided in schools.

1.2 YARDIM@

YARDIM@ application has been developed in an attempt to help counsellors who experience time-place difficulty work more efficiently and students who use digital environments as a natural part of their lives benefit from counselling services in their schools more productively.

YARDIM@ application is a mobile application which can operate in Android operating system-based devices. The application supports Android 2.2 and upper versions. During the development of the application, Eclipse 20120216-1857, NuSphare phpED 7, Adobe Dreamweaver CS5 and Filezilla software have been used. The application establishes connection with a remote server by using PhoneGap technology and provides data exchange via this server. The operating system of the server is Linux. Php & MySQL based server has been designed in a way that it interprets the received request, replies and sends it to the mobile device.

PhoneGap technology has been used during the development of YARDIM@ application. The most important reasons of choosing this technology; updates and intervention to the system can be made transiently and it is easy to develop the system by using this technology.

YARDIM@ application contains two types of user profile; student and counsellor. The same screen is used for login for the two user profile. The YARDIM@ user login screen is shown in Fig. 1.

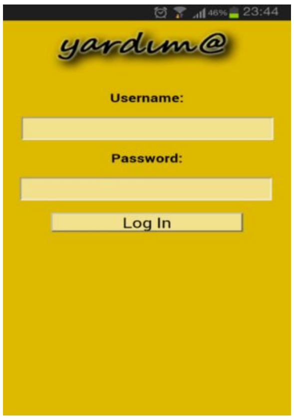

Fig. 1. YARDIM@ User Login Screen

With the YARDIM@ application, students can share their problems with the counsellors and they can reply the problems through the application. The student and counsellor screens regarding YARDIM@ application are shown in Fig. 2.

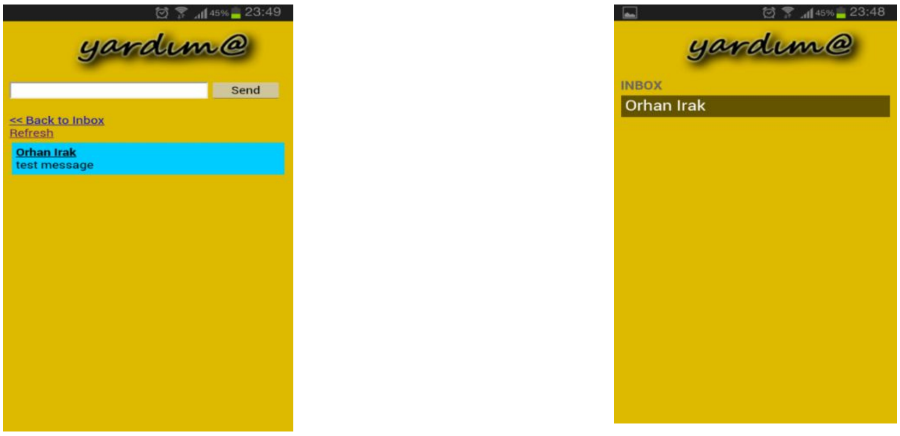

Fig. 2. The student and counsellor screens regarding YARDIM@ application

2. Method

The universe of this study has been determined as 8th class students who can use mobile devices and the counsellors of these students. The sample group has been created by using easy accessible sample technique out of purposeful sampling ways, in a way to represent the research universe. 10, 8th class students (6 girls and 4 boys) and 2 counsellors in the sample group have been named with certain codes. These codes were identified as REH1 and REH2 in counsellors and REH1K1, REH2E3 in students in a way to indicate the counsellor and their gender, K for female and E for male.

In the study, Agile methodology, one of the software development methods, has been used in the development of YARDIM@ application. During the use of the application in the sample group, interviews have been conducted aimed at determining use frequency, type and characteristic of problems (continuation of a previous problem, a completely new problem). Similarly, questions have been asked in order to determine user satisfaction, ease of use and feeling comfortable situations when sharing the problem. The data obtained have been analysed by using descriptive method which is one of the quantitative research methods. The findings obtained have been interpreted and suggestions have been added.

3. Findings and discussion

In the study, the interview frequencies of sample group students with the counselling service within the one month period before they used YARDIM@ application have been analysed in order to determine the efficiency of the application developed. The interview frequencies of sample group students with the counselling service within the one month period are shown in Fig. 3.

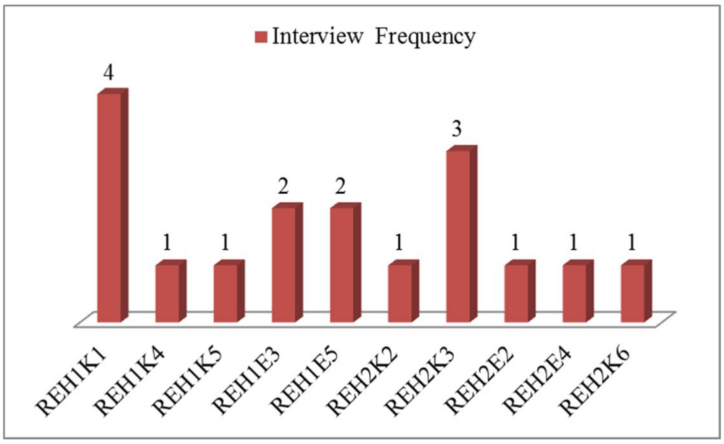

Fig. 3. The interview frequencies of sample group students with the counselling service within the one month period

When Fig. 3 is analysed, it is seen that there are sample group students who preferred interviewing with counsellors apart from standard interview periods.

In the sample group, interview frequencies with the counselling service within one month period in which YARDIM@ application was used have been analysed again. Interview frequency of sample group students within the one month period in which YARDIM@ application are given in Fig. 4.

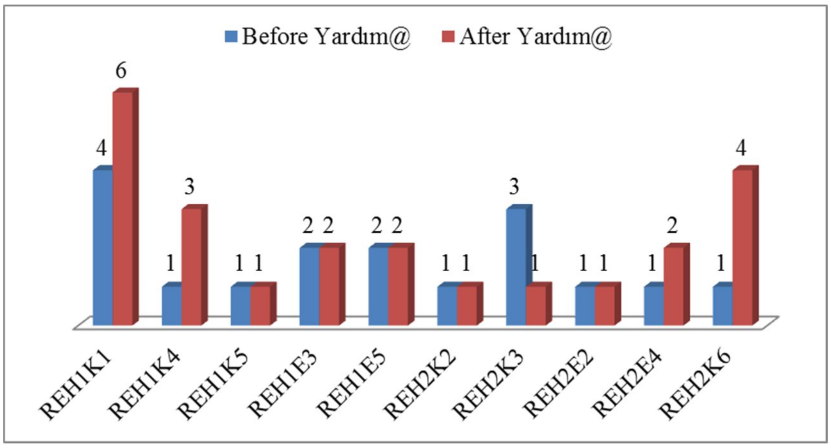

Fig. 4. Interview frequency of sample group students within the one month period

When Fig. 4 is analysed, it is understood that 40% (4 students) of the sample group students increased their interview frequencies with the counselling service. It is seen that interview frequencies of 50% of the sample group students are the same before and after YARDIM@ application.

In the YARDIM@ use process, use frequency of the application in the interviews with counselling services has been researched. The number of interviews which sample group students had face-to-face or by using the application is given in Fig. 5.

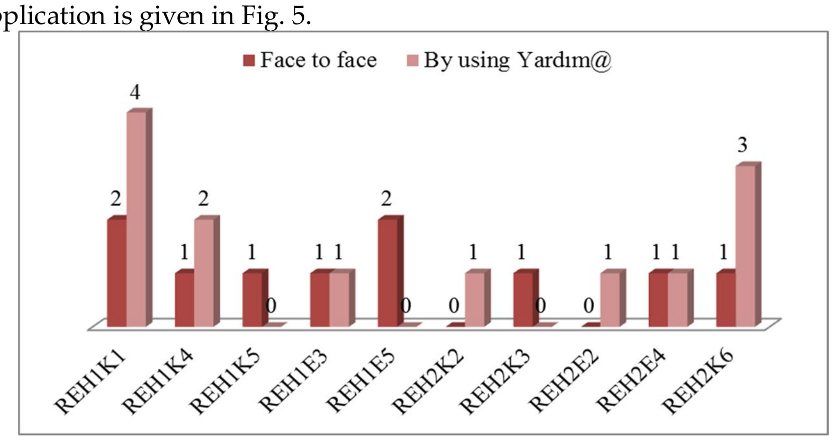

Fig. 5. The number of interviews which sample group students had face-to-face or by using the application

When Fig. 5 is analysed, it is seen that 70% (7 students) of the sample group students used YARDIM@ application in the interviews with counselling service. Likewise, 20% of the sample group students (2 students) used only YARDIM@ application when interviewing with the counselling service. 30% of the sample group students (3 students) didn't prefer using YARDIM@ application. When the reason of this situation has been researched it has been understood that students preferred face-to-face communication because of emotional reasons.

The type and characteristic of problems, being continuation of a previous problem or a completely new problem which sample group students expressed before and after YARDIM@ application have been analysed. In these analyses, support has been received from counsellor in order not to damage counsellor-student privacy. In Table 1, the characteristics of the problems before (BY@) and after (AY@) YARDIM@ application are given.

When Table 1 is analysed, it is seen that the problems belonging to sample group students have been divided into four groups; family, school, friends and exams. It is seen that 30% (3 students) of the sample group students expressed a completely new problem by using YARDIM@ application.

At the end of the one month use of YARDIM@ application, questions were addressed to the sample group members (7 students and 2 counsellors) who used YARDIM@ application in order to determine user satisfaction, ease of use and feeling comfortable situations when sharing the problem. The answers of these questions are given in Table 2.

When Table 2 is analysed, it is seen that all sample group students and counsellors who used YARDIM@ application are satisfied. Similarly, it is understood that they felt comfortable when sharing their problems or making suggestions. It is seen that all counsellors and 60% of the students found the use of application easy. There is also one student who didn't find the use of the application easy although he used the application and was pleased with it. When the reason has been researched, it has been understood that the device he used was an Apple product and he wasn't used to Android-based mobile devices. He also said that he borrowed the device from one of his family members.

Table 1. The characteristics of the problems before (BY@) and after (AY@) YARDIM@ application

Students in Sample Group	Family		School		Friends		Exams	
	B Y@	A Y@	B Y@	A Y@	B Y@	A Y@	B Y@	A Y@
REH1K1	x	x		x			x	
REH1K4			x	x				x
REH1K5					x	x		
REH1E3			x	x			x	x
REH1E5	x	x						
REH2K2			x			x		
REH2K3					x	x		
REH2E2					x	x		
REH2E4					x	x		
REH2K6							x	x

Table 2. The answers of these questions

The Questions	Student				Guidance Teacher			
	YES		NO		YES		NO	
	n	%	n	%	n	%	n	%
Did you satisfied while using YARDIM@?	7	70%	-	-	2	100%	-	-
Do you think it was easy to use?	6	60%	1	10%	2	100%	-	-
Did you feel safe while sharing your issues/suggestions?	7	70%	-	-				

4. Conclusion

Today, we witness that the technologies of our age ease the workload of the individuals. Thanks to technology everything is faster. Less labour is needed and certain works are carried out with less cost.

Schools are well-established institutions that follow technological advances closely. They benefit from technological advances in education and the functioning of the institution. We often encounter with technological advances within the efforts carried out to provide better education.

In the study, a new technological and software solution has been developed for the counselling application in schools. The aim of the study has been to provide better communication between students and counsellors. The new generation wants to gain access independent from time and place. They always want to be online. In addition, the workload of counsellors is increasing. Therefore, counselling services should be supported by information and communication technologies.

Today, Mobile devices are one of the easiest ways to reach online services. It is now very easy and fast to reach online services with mobile devices. The solution application discussed in this study has been developed as mobile device-based. YARDIM@ application has been developed in order to solve the current problems and provide an effective counselling service in schools. Furthermore, this application was used by counsellors and a sample group consisting of students.

After the application was used by counsellors and students, suggestions were made, solutions were offered and improvement was observed. Some sections of interviews made with students are as follows:

"…It just like sharing my problem one of my friends." (REH1K1)

"… sometimes telling something face to face much harder..." (REH2E1)

"… It was amazing to be near just one message away..." (REH1)

It is a known fact that individuals cannot give up their habits easily. It is obvious that youth of today is always using –messaging- applications found in mobile devices. Therefore, this has enabled them to adopt YARDIM@ application without any difficulty. Moreover, students and counsellors stated that they were really satisfied with the application. More importantly, it has been understood that the application helped students communicate and share their problems easier.

Consequently, mobile applications like YARDIM@ support counselling services enable counsellors to motivate students in tense moments like exams, inspire them and make timely interventions. When it is considered that supporting education with mobile applications is inevitable, the importance of being independent from time and place for counselling services can become more understandable. Furthermore, when students are also taken into consideration, it is certain that mobile applications provide great convenience to students in their schools. As a result, they will benefit from counselling services actively whenever and wherever they want as they use –messaging- applications in their daily lives. The next steps for this study can be apply YARDIM@ in a larger sample group, or the students, who are not mobile devices user, or different type of school can be choice for this application such as private school, public school or, it can be apply for schools which have different graduated level.

Acknowledgements

This study is supported by Istanbul University Scientific Research Projects Unit. We would like to thank Istanbul University Scientific Research Projects Unit.

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ERPA International Congresses on Education
4-7 June 2015 Athens/Greece

The effect of schema-based intervention on word problem solving skills of students with mild intellectual disabilities

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Abstract

The purpose of this study was to examine the effectiveness of schema-based problem solving strategy instruction on mathematical word problem solving skills of students with mild intellectual disabilities. Three students with mild intellectual disabilities, in grade 5 and 6, participated in the study. A multiple probe design across participants was used to evaluate the effects of schema-based intervention. The procedural reliability score of the study was 95%. Results indicated that participants acquired and maintained the word problem solving skills after schema-based intervention, but only one of them able to generalize these skills to different instructors. The implications for future research and practice were discussed.

Keywords:
mathematics; schema-based intervention; schema strategy; word problem solving; intellectual disability

1. Introduction

Each person uses his mathematical knowledge and skills for various tasks in his daily life. Mentally deficient people also need to acquire these knowledge and skills to act more independently (Gürsel, 2010, p. 444). Students who have learning disabilities just memorize the basic facts in most of the math classes. However, problem solving skills are as important as knowing these mathematical facts to be able to adapt to today's world (Gallagher-Landi, 2001). Previous studies demonstrated that there was a high correlation between problem solving skills and math success (Özsoy, 2005). Studies also showed that students with special needs underperformed their peers in math and was not able to fulfill the objectives properly in math classes (Cawley, Parmer, Yan & Miller, 1998). Therefore, it is required to determine the most effective methods that teach problem solving skills to students with intellectual disabilities in order to increase their math success. One of the most common strategies used for instruction of solving mathematic problems is "schema-based problem solving strategy". Schema-based strategy is based on recognizing problem structures and emphasize conceptual and procedural knowledge together. (Jitendra & Hoff, 1996; Jitendra et al., 2002; Tuncer, 2009).

In recent years, studies investigating the effectiveness of schema-based strategy on teaching word problem solving skills to students with various disabilities has been increasing steadily. Rockwell et al. (2011) found that instruction by using schematic diagram was effective on acquiring and maintaining the solving skills of one-step addition and subtraction word problems for students with autism. In another study, Jitendra et al. (2010) examined the facilitative influence of schema-based intervention on word problem solving of students with emotional and behavioral disorders and determined that the intervention was efficient for this type of students. Na (2009) revealed in her study, implemented with four secondary school students with learning disability, that schema-based intervention raised the word

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problem solving success rate of student. The findings of another research which was implemented by Tuncer (2009) with three visually impaired primary school students showed that schema-based strategy had increased the problem solving performance of all the students and this increase had also been kept twelve days later than the intervention. Finally, Karabulut et al. (2014) conducted a study with one student with mild intellectual disabilities in order to examine the effect of schema-based strategy on word problem solving performance of mentally deficient students. The results of the study indicated that the student's performance in solving the change, grouping and compare problems had improved after the schema-based intervention and this improvement had continued three weeks later than the intervention.

The purpose of the current study was also to investigate the effectiveness of schema-based problem solving strategy instruction on mathematical word problem solving performance of students with mild intellectual disabilities.

2. Method

2.1. Participants

The participants of the research were three inclusion students with mild intellectual disability who go to a public secondary school in Ankara. Each participant met the following criteria: a) to be an inclusion student with mild intellectual disability, b) to be able to read the problems with two or three sentences accurately, b) to achieve a success rate of 90% or more in Addition and Subtraction Tests, c) to achieve a success rate lower than 50% in Change Problems Test. Participants demographics reported in Table 1.

Table 1. Demographic Information.

Participants	Gender	Age	Grade	Disability	ATSa (%)	STSb (%)	CPTSc (%)
Student 1	M	14.1	6th grade	MID d	95	100	25
Student 2	F	11.5	5th grade	MID d	95	100	50
Student 3	M	12.10	5th grade	MID d	90	100	33

[a]Addition Test Score [b]Subtraction Test Score [c]Change Problems Test Score [d]Mild Intellectual Disability

2.2. Setting

All sessions of instruction were implemented in the library of a public secondary school in Ankara, to which the participants go, five days a week in the afternoons. Researcher and participant sat side by side in all individual training sessions, and a camera was placed on a book shell to record the instruction.

2.3. Materials

- *Addition and Subtraction Test* including 20 addition and 20 subtraction operational problems (be used for selection of participants)
- *Change Problems Test* including 12 change-type word problems (be used in probe phases)
- Cue cards of rules, an illustration of change schema diagram, worksheets including 12 change-type problems and change schema diagrams (be used in instruction phase)
- Digital handycam, Procedural Reliability Checklist (be used for collection of procedural reliability data)

2.4. Experimental Design

In the current study, the effects of schema-based problem solving strategy instruction on mathematical word problem solving skills of students with mild intellectual disabilities were investigated through the use of multiple probe design across participants (Tawney & Gast, 1984).

2.5. Dependent and Independent Variables

The dependent variable of this study was number of correct word problems solved by participants while the independent variable was schema-based problem solving strategy instruction.

2.6. 2.6. Experimental Phases

Baseline. In this phase, one of the Change Problems Tests was implemented to participants in every session to evaluate the substantial word problem solving performances of them.

Instruction. In this phase, the first author of this study thought the schema-based problem solving strategy to participants step-by-step in individual lessons. The steps of schema-based strategy were *recognizing the problem elements*, *determining the unknown amount, determining the total number, deciding the appropriate operation* and *solving the problem,* respectively. Each one of these steps was instructed in a distinct session. *Modeling by thinking aloud - Guided Practices – Independent Practices* process was followed in all instructional sessions. Until the participant mastered at performing one step of the strategy, the training of that step continued. Data for the dependent variable was not collected in this phase.

Post-instruction. In this phase, each participant who completed his/her training process received tests identical to the ones used in baseline probes. The collection of probes continued at least three times until the post-instruction data stabilized in consecutive sessions.

Generalization. In this study, data for generalization across individuals was collected. The generalization probes were implemented each participant by his/her mathematics teacher.

Maintenance. Each participant completed post-instruction phase attended a maintenance probe, implemented by the first author, 12 days after the last post-instruction session.

2.7. Data Collection

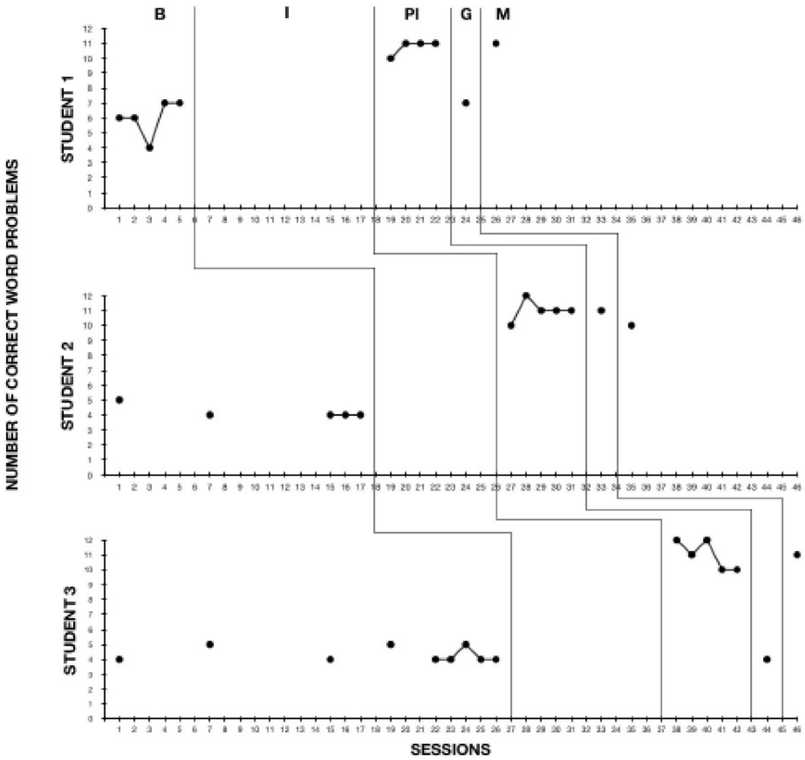
The tests used in baseline, post-instruction, generalization and maintenance phases were selected randomly. In the same phases, the same tests with the same ranking were given all participants. In all phases except generalization, the participants were tested by the first author. In generalization phase, each participant answered the test given by his/her own mathematics teacher. While the participants were solving the problems in the tests, any time restriction was not placed, and any feedback, affirmative or corrective, about their answers was not given to participants. The numbers of correct word problems solved by each participant were detected and marked on the data graphic.

2.8. Procedural Reliability

To collect the data for the procedural reliability of the study, the following steps were taken. Firstly, all of the sessions recorded with a digital handycam. Secondly, a session from each phase for each participant was selected randomly. Thirdly, a research assistant in special education department was instructed about schema-based intervention. Finally, this assistant watched the video records of the randomly selected sessions, and checked the procedural reliability checklists. The procedural reliability score of the study was calculated about 95%.

3. Results

The numbers of correct word problems solved by participants during the experimental phases were demonstrated in Figure 1.



B: Baseline **I**: Instruction **PI**: Post-instruction **G**: Generalisation **M**: Maintenance

Figure 1. The numbers of correct word problems solved by participants in the experiment phases.

3.1. Baseline Probe

In baseline probes, it was observed that none of the participants read the problems carefully enough to understand the conceptual knowledge, and pay his/her attention only to the numbers. Additionally any of them didn't make plans to solve the problems. They read the problem superficially, and then they started to write the numbers one under the other to add or subtract. All the students gave the impression that they were selecting either of the mathematical operations (addition or subtraction) randomly. As shown in Figure 1, the numbers of correct word problems solved by the participants in the baseline probes were highly low. The baseline scores of the first student were in the range of 4 -7. His average score was 6. The performances of the second and third students in baseline were limited in the range of 4-5. Both of them had an average score of 4 correct. All scores of the three participants were lower than the criterion level (min. 9) in baseline sessions.

3.2. Post-instruction Probe

After the schema-based strategy instruction, it was observed that all of the participants showed some reading behaviors (underlining the important words, separating the sentences, reading one more time) that gave the impression of trying to understand. Moreover, they drew on schema diagrams to decide the appropriate mathematical operation for solving the problem. There was a sudden-rise from baseline in the post-instruction scores of all three participants, as demonstrated in Figure 1. Each of them displayed a performance in the range of 10-12. The average scores of all three students were 11, higher than criterion level (min. 9).

3.3. Generalization Probe

A generalization test was given each of the participants by his/her own mathematics teacher to investigate if they generalized the word problem solving skills that they acquired across individuals. Only one of the participants used the schema-based strategy to solve the word problems in the test given by his mathematics teacher, and he displayed an identical performance he shown in post-instruction phase (see Figure 1). It was observed that, the other two participants didn't use the schema-based strategy to solve the word problems in generalization test, and their scores regressed to baseline level (see Figure 1).

3.4. Maintenance Probe

Each of the participants completed the instruction phase had a maintenance test 12 days after the last post-instruction session. As displayed in Figure 1, all of the participants had scores akin to the ones that they had in post-instruction phase.

4. Discussion

Findings of the current research demonstrate that schema-based problem solving strategy instruction is an efficient method for teaching word problem solving skills to students with mild intellectual disabilities.

Furthermore, it is observed that students maintained their problem solving skills 12 days after the instruction had finished. These results support the findings of the previous studies which investigated the effects of schema-based strategy instruction on word problem solving skills of students with learning disabilities (Jitendra, George, Sood and Price, 2010; Na, 2009; Xin, Jitendra & Deatline-Buchman, 2005; Jitendra, Hoff & Beck, 1999; Jitendra et al., 1998; Jitendra & Hoff, 1996), normal development (Jitendra, Star, Rodriguez, Lindell & Someaki, 2011; Jitendra, Star, Starosta, Sood & Caskie, 2009; Owen & Fuchs, 2002), low math success rates (Leh, 2011; Jitendra, DiPipi & Peron Jones, 2002), autism spectrum disorder (Rockwell, Griffin & Jones, 2011), visual impairment (Tuncer, 2009) and intellectual disabilities (Karabulut, Yıkmış, Özak & Karabulut, 2014) . When the findings for generalization is examined, only one of the students continued to use the schema-based strategy with another instructor and kept his performance at the end of the generalization session, too. On the other hand, the other two students were not able to generalize the schema-based strategy to different people and their performances decreased to baseline level. These findings show that schema-based problem solving strategy instruction increase the schema-based problem solving success of students with mild intellectual disabilities but lead to no improvement in their problem solving success without using schema diagrams. In this study, because of the time limitation, the schema based strategy instruction could not be extended over a period of time, and participants didn't have the chance to practice the strategy during their normal daily academic tasks. In other words, they didn't have enough time to interiorize the strategy. Taking this situation into consideration, it can be said that it was normal they were not able to generalize their word problem solving skills across individuals.

5. Implications

5.1 Implications for Practice

Special education teachers, mathematics teachers and also classroom teachers working at inclusion classrooms are able to use the schema-based problem solving strategy to increase the word problem solving performance of their mentally handicapped students. The schema-based strategy were thought step by step, but the teacher worried about time consumption are able to teach these steps as a whole. To keep up the motivation of students and to enable to interiorize the use of strategy, short- time sessions must be frequently implemented with a few word problems.

5.2 Implications for Future Research

The effects of schema-based intervention on the other educational environments, disability levels and problem types can be investigated. The efficiency of schema-based problem solving strategy and another strategy can be compared.

Acknowledgements: I would like to thank Assoc. Prof. Çığıl Aykut for her willingness to share her knowledge and experience with me. And I would like to thank my dear husband, Erhan Tufan, for his continued support and endless patience in the criterion of this research.

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ERPA
International Congresses on Education
4-7 June 2015
Athens/Greece

Rabbit assisted education - mental hygienic aspects of animal assisted education

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Abstract

The Institution for Special Education at the Faculty of Pedagogic of the University of Kaposvár has been engaged in animal assisted activities for about three years. Our most recent research program was conducted for over two month in the Spring of 2014 with the involvement of 66 children – of kindergarten and elementary school age -, 11 special educators, physicians, psychologists, special educators, teachers, ethologists. The primary focus of our research was the development (and examination) of memory however observations with ethological and mental hygiene angles were a natural segment of our work. A significant part of the observations pointed to factors that both the children and their educators have experienced: the acceptance of each-other, an increased level of tolerance, an increased attention level towards the partner (human and animal). In the triad of the child, the educator and the animal the "mental guard" phenomenon of Balázs Kézdi came into the spotlight (Kézdi, 2000). The teachers gave account of their respective observations in a small conference at the end of the last school year. Researches were offered a glimpse into the unique world of the relationship between a part of "living nature" – the pygmy rabbit in our case – and humans. During the 12 sessions of the training our colleagues have made observations that could serve as basis for a new system of paradigms of animal assisted pedagogics in the future. Our experience can also be re-considered with aspects of remedial pedagogics: we are convinced that animal assistance can become an accentuated part of the care of children and students with impairments. This is also implied by the fact that preparatory works for the continuation of this research at a kindergarten and at a school are already in progress.

Keywords:
AAP, RAP, rabbit, pilot research

1. A pilot research in the first half of 2014

The wholesome influences of the animal-human bond have long been known and thus animal assisted interventions have been implemented into pedagogical as well as psychological methods. Vast research conducted primarily with dogs verify that the presence of the animal increases the client's comfort level, decreases the sensation of stress and fear, presents a strong motivation for the execution of tasks (Fine, 2010, Illés, 2007), enhances self-esteem (Agsten, 2009), help establish self-discipline (Vanek –Gullner, 2011).

The present research has been pursued from March to June 2014 as a pilot to a series of research projects exploring the various aspects of the human-animal bond in an interdisciplinary manner. Educators conducting the animal assisted training have been selected from the class of 2013 postgraduate students of Companion Animal and Dog Therapeutic Development Expert course at the University of Kaposvár. [2]

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We decided to work with pygmy rabbits in our animal assisted training program because they are beloved by children, easy to domesticate and can be trained for certain rules (f.e. toilet use). On the other hand, pygmy rabbits – while increasingly popular – are not as widespread as dogs or cats and their care can be made fit for kindergarten or school programs.

Our animal assisted training program focused on memory because it is transparently measurable, easy to quantify and allows the use of a wide variety of exercises for fast processing both for the late kindergarten an early elementary school ages. Memory also facilitates mental operations such as following a conversation or reading texts.

We designed gamified tasks for developing acoustic and visual memory[3]. We included the rabbit theme in these exercises. The order of the tasks, their respective instructions, and the method of their evaluation as well as the required toolkit were set out in an instruction book and discussed and finalized with each educator after the trial training. The training program designed this way was then executed during animal assisted classes of the pilot research.

2. The Research Question

The foundation of our research was the concept that the presence of an animal, the direct contact with it supports the establishment of optimal mental state, the relief of discomfort and thus has a facilitating impact in learning situations.

According to our hypothesis children who can come into direct contact with the rabbit perform their tasks better and demonstrate a greater development by the end of the training program than the members of the two control groups, that is children participating in the training program without the presence of an animal and children at whose training an animal is present but – as it is locked in a cage – cannot establish direct contact with it.

3. Participants of the research

The research was introduced by an orientation for parents organized with the participation of teachers of the University of Kaposvár, experts of the Törökbálint Centre for Methodics and the Headmaster and educators of the Bóbita Kindergarten as well as a pediatrician and a veterinarian. Participation in the research was subject to approval by the parents and the exclusion of any negative health effects of contact with the animals e.g. allergies related to the animal. Additionally, children who have pygmy rabbit(s) at home or who are surrounded with various animals at home were also excluded from the research.

Sixty-six (66) children were involved in the research in Törökbálint and Érd (Central Hungary). Fifty-four (54) of them attended kindergarten and 12 were in early elementary school; 31 boys (23 in kindergarten and 8 in school) and 35 girls (31 in kindergarten and 4 in school). Their average age at the beginning of the research program was 6, 4 years (youngest: 4 years 8 months, oldest: 7 years 7 months).

One child was excluded from the research for a persistent anxiety manifested during the training that was impossible to subdue in a period of three weeks and another child was involved as a substitute. Another participant's results were left unevaluated due to extended and repeated absence from the kindergarten training.

4. Method of the research

Children participated in the individual training sessions of the research program in three different ways: 22 participants had physical contact with the rabbit during their individual sessions. During the sessions: the rabbit moved freely under the control of the educator. The rabbit was present albeit in a cage during the sessions of 22 children of one of the control groups and the children were not allowed to touch it. The other control group participated in the development program in one-on-one sessions with the educator only without the presence of the rabbit.

The 11 educators each worked with 6 children two of whom belonged to each of the three groups. That means that each educator conducted a 12-session training program for each of the six children assigned to them: they worked with two in an animal assisted sessions with the active participation of the rabbit; two were trained in sessions with the presence of the animal but without its active participation; finally two children received the one-on-one training without the presence of the animal.

[3] The toolkit has been created by: Péterné Szolnoki and Brigitta Kaczur special educators and Tímea Koller conductive educator

With this setup we aimed to exclude bias based on the individual differences of the educators from the group results.

Prior to commencing the training program and after its completion we measured the performance of the children with two subtests of the WISC IV intelligence test specifically with the tests of Number Series and that of Coding. In the Number Series test one must repeat series of numbers with gradually increasing digit count in original and reversed order. This task measures short term auditive memory, attention, concentration and sequential abilities, thus the very areas which are in the focus of our training program for the children participating in our research. The Coding test during which symbols must be rendered to numbers and copied within a given time examines processing speed. Additionally to short term memory this test measures the following abilities: psychomotoric speed, learning capability, visual perception, visuo-motoric coordination, cognitive resilience, attention. The processing speed test offers insight to the child's information reception, speed of visuo-motoric coordination which contribute to the capacity of the working memory.

The tests were conducted by two independent psychologists who – in principal – had no information of the method of organizing the children into groups. We planned a follow-up test six weeks after completing the training programs in order to measure the persistence of their impact which was possible to carry out with only six children due to timing issues (in the Summer many families have their kids home). Hence questions regarding the longer-term effects of the program remain unanswered.

In addition to the tests, each session was documented on an evaluation form containing the observations of the educators. In the end the educators summarized their experience during the research program (unstructured observations) about the children'sexperience with the rabbits either during the sessions or in the time between sessions.

5. Research results

Data retrieved during the research can be evaluated from an

- ethological,
- psychological and
- pedagogical aspect.

5.1. Qualitative results of the pilot research program

The following list is based on the unstructured observations of the educators emphasizing the aspects of further research directions and methods. Educators in general mentioned the following areas that have benefited from the training program (uniformly regardless of the presence of the rabbit):

- attention, concentration,
- task recognition, perseverance,
- self-esteem, self-confidence,
- group roles, group structure.

In relation to children who received the training program with the rabbit, changes to the following areas were mentioned in direct correlation to the appearance of the companion animal:

- positive emotional contact with the educator,
- establishment of a relaxed atmosphere, anxiety relief,
- easy motivation.

Educators reported that participation in the training program constituted for most children a positive experience regardless of which group they were in. Based on their reports the majority of the children was expecting the sessions with excitement and remained motivated throughout the program.

Some of the children participating with the rabbit in a cage knew that at the end of the program they too can engage in physical contact with the rabbit, others were unaware of this. The reason for this was that the children were informed about the research program to different depths by their environment. Some were told about it by their parents after the initial parent orientation session. For children who knew that they would have an opportunity to play with the rabbit once the sessions are over, this information proved to be a significant motivator ("they were almost literally counting the days down to that moment"). Those who didn't have this information appeared to be uninterested after a while even showing symptoms of frustration (going as far as verbal aggression) according to the accounts of their educators. On the other hand they gave themselves over to playing with the rabbit with great joy without exception when they were given the opportunity at the end of the program.

Based on the reports of the educators, children participating in the program with the rabbit maintained high spirits in the sessions throughout the program. They also mentioned incidents when the non-verbal communication of children expressed immediate stress relief.

Educators altogether reported that children who were allowed to play with the rabbit, were let to take it on their lap were faster to relax in test situations and showed weaker signs of nervousness during work. They also presumed that the series of animal assisted trainings have had a positive impact on their self-confidence. Even the group structure of kindergarten groups was reported to change as a result of the training program: after the commencement of the research program, children participating in it began to play more often with one-another. In some instances even the child's role within the group changed during the program, making him the center of attention, which is also attributed to the program according to the educators.

Educators were also excited during the research. Some feared before that the rabbit will disturb the course of the sessions. Such fears were dissolved fast during the training program and these educators reported positive experience attributable to exploring character features and capabilities of the children which had been unknown to them before or to the reinforcement of their relationship with the child. They also reported to have received continuous positive feedback from the children during the animal assisted training which resulted in an increased level of content on their part during the program.

6. Conclusions of the pilot research project

Our hypothesis about the positive impacts of animal assisted education has not been unambiguously verified in this research because neither the points registered in the evaluation sheets nor the results of the two WISC-IV subtests have demonstrated clear differences between the research group and the control groups. One possible explanation for this may be that the participating individuals were not randomly assigned to the groups. Although we were successful in assigning children to the groups and the educators by sex and age in a balanced way, the selection of the children was not based on a blind-assignment but rather on the recommendation of the educators. This will need to be avoided in our future research projects.

A further explanation of this might be that the effects of the animal assisted training program are not primarily manifested in the different development of the cognitive areas the training program focuses on but in the emotional and determinative functions of the children which were not aimed to be measured directly by the pilot research. These functions will be compared in our further research projects (our respective concepts are explained in the next subchapter).

Further methodical conclusions drawn from the pilot research project are for one that we shall use more tests to evaluate the psychic state of the children (f.e. Spielberger's State – Trait Anxiety Inventory for Children, STAI-C, Spielberger, C.D., 1973 and the Child Behavior Checklist, CBCL – Achenbach, 1991).

Reports of the students of Companion Animal and Dog Therapeutic Development Expert course confirm the positive impacts of animal assisted sessions. Based on their experience during the research they have reinforced their belief in the positive impacts of the animal-human bond, the justification of animals being involved in education and the efficacy of such education. Not only the children reacted with joy, excitement and with ease to the involvement of the, rabbit but also the teachers and caregivers of their schools and kindergartens as well as the educators working on the program itself. This directs our attention to an important however often neglected aspect of the educational environment, namely to the significance of mental hygienic prevention (in relation to teaching to prevention of the burnout syndrome). The preservation of psychic health is an important factor for all individuals working in institutions for nursing, training and education. It is therefore in their cardinal interest to acquire and practice adequate stress-management techniques in which animals involved in these working scenes can play an increasing role.

7. Further research of psychological aspects of the animal-human cooperation

The method of recording the sessions as well as the elaboration of the system for evaluating the results will be covered during the next research phase. For this purpose video recordings offer a broader basis compared to the currently used voice recording of the sessions.

Considerations for the evaluation of visual and auditory information are the following:

- signs of experiencing stress and comfort by the animal, gestures for initiating and refusing the contact (scale to be construed by ethologists),

- signs of experiencing stress and comfort by the human, gestures for initiating and refusing the contact (scale to be construed by psychologists).

Regarding the validity of the process it is important that precisely defined considerations be evaluated by several independent examiners the results of which can then be tested against statistical analyses.

In respect of examinations preceding as well as following the program, we have concluded that in addition to cognitive functions children participating in the program need to be evaluated for other personality traits such as anxiety or social relations. Thus later research programs will use other tests beside WISC-IV subtests. One of these will be the Child Behavior Checklist that screens the emotional and behavioral problems of school age children (social relations (relationships with peers and parents), anxiety, depression, somatization (physical complaints without detectable health concerns), attention disorders (problems attributable to lack of attention or possibly hyperactivity), deviant behavior (signs of not adhering to behavior norms), and aggression). We also plan to use Spielberger's State – Trait Anxiety Inventory for Children. These questionnaires will enable us to make a picture of the anxiety pattern of the school age children participating in the program prior to the program's commencement and at the beginning of the first session and at the end of the last session. Last but not least, Moreno's sociometrics is a potentially good tool to make inter-group social networks and their changes visible during the animal assisted training.

We shall conduct our future research based on and extended by the experience summarized herein in order to examine the impacts of animal assisted activities from more perspectives with thoroughness meeting scientific requirements.

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ERPA International Congresses on Education
4-7 June 2015 Athens/Greece

An evaluation on creative drama method in mathematical education

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Abstract

The objective of the study is to determine the opinions of the second year students studying at the department of elementary mathematics teacher education on creative drama course. In this study, it was aimed to investigate the practicability and employability of the creative drama method in mathematical education by asking structured questions. In conclusion, the findings suggest that the suitability of the creative drama method for mathematical education; the creative drama leader's having comprehensive knowledge in the field and ability to create group dynamics; groups' active participations and ability to comfortably express themselves increase their interest for the lesson. The results indicate that the drama course which lasted for fourteen weeks has a positive impact on the students.

Keywords:
mathematics teaching, creative drama, active learning.

1. Introduction

Throughout the process of learning, learner must find various solutions to the problem, based on her background knowledge and experience, in the understanding and solving phase. In Creative Drama Method, the learner is involved in the learning process, and takes responsibility for her learning; furthermore, interaction and communication is enabled and problem solving skills are earned.

The creative drama method is a teaching method that can be used in various fields (Fulford et al., 2001). It has also recently been used as a method in education and training programs. The creative drama method is high of importance for programs, due to the fact that it puts the individual in the center of learning and traditional education and training approach is not efficient enough.

Students mostly dislike and have negative prejudgments towards mathematics lessons. In order to overcome this situation, it is necessary to increase the attention and interest of students towards the lesson by using convenient teaching methods and techniques. It makes students active when they make animations by revealing their creativity. On the other hand, it is highly significant that modern teaching methods should be involved in the process so as to put the individual in the center of learning (Ersoy, 2014). In mathematics lessons, concepts are usually neglected, and teachers tend to teach subjects by using an approach that is established on theoretical foundations and is based on memorization. It is possible to provide the students with a learning setting in which a more permanent learning will occur by employing drama based teaching methods which enabled the student to be more active (Kayhan, 2012).

In the mathematical teaching with the creative drama method, the animations of student, which they will create by using their own opinions and ideas, will enable them to obtain new and permanent learnings. According to this, it is quite important that the students are introduced to the creative drama

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method in the mathematics lessons at every level of education, and the opinions of students on this method are determined. Thus, the aim of this study is to reveal the opinions of the second year students studying at the department of elementary mathematics teaching, regarding the use of the creative drama method in mathematical education.

2. Methods

In this research, case study approach was employed. The case study approach makes it possible to determine a specific characteristic of an event, a case or an individual; and to deeply examine that characteristic (Gay ve Airasian, 2000). In this research, the opinions of students on the use of the creative drama method in mathematics lessons were deeply and thoroughly examined.

2.1. Study Group:

This study was conducted with 42 second year students studying at the Department of Elementary Mathematics Teaching of the Faculty of Education in Samsun Ondokuz Mayıs University in the academic year of 2013-2014.

2.2. Data Collecting Tool:

In this study "The Creative Drama Teaching Question Form", which consists of 16 structured questions and was developed by the researchers, was used as the data collecting tool. The expert opinion was used so as to ensure the content validity of the structured questions used in this study. The opinions of students on the use of the creative drama method in mathematical education were deeply and thoroughly examined in this research.

3. Findings

The data collected within the scope of this research suggested a division of three main categories. As a result of the analysis of the structured questions, the main categories, which are Mathematics Teaching and Creative Drama Method, Creative Drama Leader, and Group Dynamics, were divided into sub categories and their percentages and frequencies were calculated. The collected data was analyzed by the researchers. In order to indicate the consistency of the data in the analyzing process, convergent percentage was calculated. The calculated convergent percentage equaled to 93%.

3.1. The Findings about Mathematics Teaching and the Main Category of the Creative Drama Method

The sub category of Creative Drama Process which belongs to the main category of Mathematics Teaching and the Creative Drama Method was examined under the category of Affective Acquisitions and Cognitive Acquisitions. Furthermore, the sub category of Mathematics Teaching was evaluated under the categories of Applicability and the Contribution to the Learning Process.

The table above suggests that the individual can express herself and the challenges of learning mathematics can be overcome by entertainment as long as there is active participation with the creative drama method in mathematics teaching. Moreover, it also indicates that the process of learning by animations in the creative drama lesson is very high of importance for mathematics teaching. It was concluded that the students learned mathematics by discovering and thinking creatively throughout the process. The students gained affective and cognitive acquisitions at the end of the creative drama lesson.

Table 1. The findings about mathematics teaching and the main category of the creative drama method

Main Categories	Sub Categories		Codes	Frequency	Percentages
Mathematics Teaching and Creative Drama Method	Creative Drama Process	Participation	Active participation	33	100
			Taking active roles	26	78
			Communication	20	60
			Creative drama classroom setting	10	30
		Affective Acquisitions	Finding them entertaining	22	66
			Confidence	18	54
			Happiness	8	24
			Excitement	6	18
		Cognitive Acquisitions	Discovering	18	55
			Being able to express themselves	18	54
			Permenant Learning	16	48
			Generating different ideas	13	40
			Creative Thinking	6	18
	Mathematics Teaching	Applicability	Convenience in mathematics teaching	31	93
			Mathematics teaching with games	16	48
			Mathematics teaching with workshops	17	51
		Contribution to the learning process	Animation process	17	51
			Entertaining mathematics teaching	15	45
			Active participation	12	36
			Overcoming the challenges	11	33
			Learning by experience	10	30

3.2. The Findings about the Main Category of the Creative Drama Leader

The findings collected from the sub categories of knowledge & skills and the contribution to the process, which fall under the main category of the Creative Drama Leader, are indicated in the Table 2.

Table 2. The findings about the main category of the creative drama leader

Main Categories	Sub Categories	Codes	Frequency	Percentages
Creative Drama Leader	Knowledge and Skills	Dominance in the field	32	97
		Updated Knowledge Sharing	31	94
		Providing group dynamics	31	94
		Coming to workshops prepared	32	97
		Adapting creative drama stages	15	45
	Participation to he process	Communication	28	85
		Taking active roles	11	33
		Endearing the lesson	7	21

In the main category of the creative drama leader, the creative drama leader's dominance in the field, ability to offer updated information, ability to provide group dynamics, and coming to the workshops well-prepared are important for the process of teaching. It was also concluded that the communication increases when the creative drama leader is involved in the process; and students tend to like the lessons more when they are able to take active roles.

3.3. The Findings about the Main Category of Group Dynamics

The groups express their thoughts on their effectiveness and willingness throughout the process in the main category of group dynamics.

Table 3. The findings about the main category of group dynamics

Main Categories	Sub Categories	Codes	Frequency	Percentages
Group Dynamics	Effectiveness in the process	Communication	28	85
		Expressing themselves	13	39
		Freedom	5	15
		Confidence	5	15
	Eagerness	Attention	28	85
		Sense of belonging	26	79
		Taking active roles	12	36

The group dynamics in the creative drama teaching method emphasize the importance of the effectiveness of the students on the process. The students' ability to express themselves and communication throughout the process made progress. The group dynamics were positively affected when the groups were willing throughout the process, showed interest in the workshops, and were involved in the process with the sense of belonging.

4. Results and Suggestions

The students were put in the center of learning in the mathematics lessons throughout which the creative drama teaching method was adopted. In modern education, the student is expected to be put in the center of learning, so that the student can obtain new and permanent learnings.

Saab (1987) states that it helps the individual to remember and keep it in mind better when the individual takes a role and drama methods such as music are used while teaching mathematical concepts. In this study, the students made animations by taking roles in the creative drama applications. It is easier for students to remember the lesson and the subject since they are at the center of the learning in the creative drama applications.

At the end of the study, the following three main categories were determined: creative drama teaching method's compatibility to mathematics, creative drama leader, and group dynamics. As a result of the first main category, it was found out that the creative drama teaching contributed to mathematics teaching, the creative drama method was practicable for mathematics teaching, and the process had a great impact on education. In addition, it was also concluded that it contributed to obtaining cognitive and affective acquisitions. In the second category, it was found out that it positively affected the individual when the creative drama leader had a wide knowledge in the field and performed positive behaviors in ensuring the group dynamics. In the third main category, it increased the attention to the lesson when the groups actively participated and comfortably expressed their thoughts and feelings. The results suggest that the creative drama lesson which lasted for fourteen weeks had a positive impact on the students.

According to the results, it is believed that the creative drama method can be used as an active learning method in mathematics teaching; and that the method can considerably contribute to the affective, cognitive, and readiness levels of students for their mathematics lessons. Accordingly, it is advised that mathematics educators teaching at every level of education use the creative drama method in their lessons.

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ERPA International Congresses on Education
4-7 June 2015 Athens/Greece

The place and importance of perceptual education in preschool education in the global process: An example of Şanlıurfa İlgi Schools

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Abstract

The key role of the service of education in ensuring sustainable development has been recently increasing. In particular, comprehension of the importance of preschool education has led to the questioning of pre-school educational techniques. The importance of education based on perceptual measurements and application have increased. Ilgi schools, which are founded in Sanlıurfa, facilitate different projects in pre-school education based on the technique of the visual, auditory and tactile perception. Ilgi schools provide facilities to educate individuals to graduate them with high level of perception and contribute to the development of the region in which the number of educated people is low compared with other regions.

Keywords:
educational techniques; questioning; pre-school.

1. Introduction

Government public services to meet needs of the society show difference from each other in terms of quantity and quality. This difference emerges as a result of economical conjuncture fluctuation and common demand and expectations shaped by changes in society's life. One of the services provided to society by the government is education. Rather than specific benefits of education to the each person, its importance for society development makes that compulsory this service should be conducted by the public or private sector under the control and supervision of the government. Especially in developing countries the role of education in development has directed countries to take various precautions and implementations related to this service. In Turkey, the education service is provided by public sector authority government but there are education services provided by private sector. The education service provided by public sector is conducted under the control and supervision of the public sector.

Because of its importance during the education process, active role of pre-school education in country's development is significant. Especially in the global process which we are living in, the importance of visual and perceptual education has closely affected the education policies implemented by private sector in developing countries. As being a basement for education, with the start of pre-school education service being conducted by public service, global techniques used in education has been benefited.

From this perspective, the issue that education practices benefiting from audial, visual and tactual perceptions has direct effect on the development of child has formed the main thought in today's process. The importance of the study has emerged on that point. The study is going to show especially pre-school education's (and generally the whole education process) general structure and vision after

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that as semi-public goods and service, the education, pre-school education process and importance has been evaluated with main points. The last part of the study is going to be separated for pre-school techniques of İlgi Schools taking place in the region based on the application and assessment techniques of results as much as measured and project samples conducted by the school. The aim of the study is to analyse İlgi Pre-school based on the perceptual educational samples and evaluate the results as much as measured. The study also aims to show pre-school profile in the city because of the importance of pre –school in the basic education. By that way, in terms of qualified educational process in the region, it is going to show the importance of the pre-school that is going to be taken into consideration as a model.

1.1. Education as Semi Public Goods and Service

Factors of production from the private sector or the public service performed in order to eliminate the social needs are purchased by the government of services can vary according to the subject property will be produced by the public sector.

Thus, in the national economy, both the private and public production management techniques may also be used with different production methods and financing techniques. Said one of the manufacturing technique is that the manufacturing technique in which goods and services produced by private firms are sold. On the other hand, the quality of some goods and services through their public institutions or in case of supply by the private sector in a manner equivalent to public production requires careful management. The education service constitutes one of this service group (Musgrave, 2004:54-55).

Education is not complete public goods and services, the education is a service that the government should provide in an equal way due to its externality feature. In this context, the quality of education service is not related to family resources and the education is needed to be provided in each case by public side and under its control (Stiglitz, 1999:442-443).

The importance of education spending on struggling with ignorance , the impact on society’s knowledge level of culture , skills imparted to people , role in closing the economy 's manpower deficit, technical education and the relations of higher education to industrialization and technological development shows the link between economic, social and cultural development and education service (Türk, 2005:91).

1.2 Pre School Education, Its Importance During Education Process, Global Process and Turkey

Pre-school is a period where the base of life and the process of learning is very fast and general developmental stages are common as well as child centred, aims and gains are common for all children in this period. This period is the time where topic teaching is a tool instead of a purpose, flexibility is proper for individualization, creativeness is important, problem solving and games are main activities, making learning experiences various and family attendance is also important (Ministry of Education, 2006:11-17).

Pre-school education is an optional period including education of children 3 years old (36 months old; born between 1st and 9th month of 2011) 4 and 5 years old (younger than 66 month; born between 4th and 12th month of 2009). Preschool education institutions can be set up independently as well as connected to primary schools or related other education institutions when it is necessary. The purpose of preschool education is to provide children physical, mental, emotional and moral development as well as prepare them for the primary school education. Besides, it aims to provide an appropriate nurturing environment for the children coming from places do not have adequate services and ability to use Turkish language as well. As independent kindergartens, preschool education institutions are set up as formal education institutions as well as universal education centres. (Ministry of Education, 2015)

Current global process is structured on a developmental process. The communities based in this construction put a great emphasis on education system. Alongside of the benefits that it provides to the individual itself, it also serves to the community by providing maintainability and reconstruction of the government itself. Especially pre-school education led questioning the system of global preschool education methods. Within this period, to increase the quality of education techniques, they put an emphasis on the sensory and practice-based education. Almost 80% of mental and personality development is formed between the ages of 0-6. According to multiple intelligence theory, how much stimuli the child exposed to describes the strength of his visual, sensory and auditory senses.

According to October 2013 report by the World Bank Group view of Turkey's Cooperation Country Program, Turkey has made significant progress in increasing access to school. Although differences in the enrollment rates at certain levels according to the region are still going on, significant improvements have emerged. However, pre-primary education (3-5 years) enrollment rate is rising in a fast way, it is still well below the OECD averages (World Bank, 2013: 7).

Among the goals determined by the World Bank Country Partnership Strategy covering the 2012-2015 period "Strategic Objective 2" is important in terms of emphasizing pre-school education. In this context, the aim of improving the quality and place of early childhood education has taken place among the basic purposes. Thus, Turkey and the World Bank group, in line with the basic objective of equality of opportunity for everyone, it is aimed to contribute to broadening the scope of early childhood education and improvement of it (World Bank, 2012: 20-24).

Share of the budget allocated to education has increased especially in 2000s in Turkey. With the help of the policies implemented to improve education policies and increase the quality, the share of education expenditure of the central government budget was approximately 12% (Kalkınma Bakanlığı, 2012:255).

The number of preschool education institutions in Turkey during 2014-2015 school year was public 22,600 private 4372. In the same period, the number of students in public pre-school education institutions was determined as 985.013 for public pre-schools and 171.648 for private pre-schools. At the beginning of the academic year 2014-201,5 enrollment ratio , aged 3-5 37.12 , 46.83 for ages 4-5 and 66.02 for 5. (Ministry of Education, 2015: 2-5).

1.3 Samples of Cognitive Education During Preschool

Ilgi Preschool founded in 2011 in Sanlıurfa, consists of the division of Ilgi Schools which gives preschool education. On one hand Ilgi Preschool demonstrate the attention it pays on cognitive education on which is emphasized with its education techniques based upon cognition, on the other hand it plays a part in application of these techniques in the region. Thus the institution has utilized the techniques based upon visuals with the purpose of creating important result within the cognitive world of children with various projects created as a result of the student-centered efforts.

There are lots of practice samples within the cognitive-based education practices samples of Ilgi Preschool. Some of them are specified below with the objectives and results;

Reflection of Art; Reflection of Art, is a practice which can be evaluated within the scope of an important social responsibility project. With this practice we instilled love of painting to students and parents, also being responsible, creating awareness upon social matters were possible. Within the scope of practice, various visuals were painted with the nature and society concepts on the hallway walls of Sanlıurfa Children Hospital, Department of Oncology. There are also samples of art carried by the students of various departments of the school which is a part of Ilgi Schools. This practice made the visual cognition of children strengthened with the effects of paintings on society, creating positive attitudes towards visual arts and social interactions among student, parent and patient.

Effect of Rhythm: This practice occurred by using the musical activities with the aim of utilizing the permanent effect of audial cognition on education for children. Within the scope of the practice, parent-student instruments playing activity was held by creating rhythm theaters in the school, by organizing these theaters in a way to attract children's attention and by making musical instruments with waste materials. Thus in one hand the musical cognition were developed in children and on the other hand handcraft of children were improved with the participation of parents and self-confidence was built.

I Revive the History with Painting; The practice of "I revive the history with painting" was carried as a practice aimed at providing permanence in education by utilizing the visual techniques in education of children. With this practice visualization of reproduction works produced by portraits of sultans, miniatures and the changes coming together with the Republic revolution, demonstration of visuals and thus making history education easy with the visual reinforcement, were aimed at.

Do You Want to Know Painters?; The practice of "Do you want to know painters?" is a sample of practice based upon the visual cognition designed by utilizing the visual techniques in education. Within the scope of this practice it was aimed at gaining the permanence related to painters in children by making the necessary preparation to liken the children to famous painters, by reflecting the portraits of the related painters and by utilizing the visual techniques.

I Know Myself With Ceramic; This practice is especially important as it is related with the improving the handcraft of children. With this practice carrying the practice out with the participation of parents, making children created the ceramic works for children's knowing themselves and explaining themselves in the works they created, were aimed at. Thus having permanence in mind was aimed at by practicing the attention raised in children by education technique based upon visual cognitive with the method of illustration. At the same time education techniques based upon the practice, are important in terms of making social responsibility projects possible.

2. Conclusion

Ilgi Schools which are in business in Sanlıurfa, Turkey has an important place in preschool period with the mission of education techniques based upon visual, audial and tactile cognition during preschool period in the region. Thus Ilgi Schools, with the practical education techniques, provides an opportunity of raising individuals whose cognitive development level is high; creates positive effects on the process of development in the region whose educational level is lower than the other regions in country, as well. At the same time this effect results from the important role in providing the development of education.

Within the global period we are experiencing, the importance given to the education due to the role of education in development, specially the preschool period which is the base for the education caused the education techniques questioned. Within this period, the primary priority of increasing the attributes and quality in education with the education techniques based upon visual, audial cognition in preschool education, was adopted. Thus;

- Making the children learned by raising curiosity,
- Making permanence in mind possible,
- Providing tactile (handcrafts), visual and audial development and
- Making socialization possible were aimed at.

Utilizing the education techniques based upon the visual and audial cognition in preschool period has an important role in increasing the qualitative and in future periods quantitative quality of country education in terms of being the period which is the base for education. This situation increases its importance especially in the developing regions. Within this context with the beginning of 2014-2015 Education period, the support provided by government to the private education is very important in terms of development and providing sustainability.

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4-7 June 2015 Athens/Greece

Examining state anxiety of figure skating athletes before the long program competition

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Abstract

This paper aims to determine the state anxiety levels of figure skating athletes before and after the competition. Test method was used in this research. State Anxiety Inventory scales (the "STAI FORM TX- 1" questionnaire) was administered to the athletes before and after the competition. Athletes in elder category of Turkey aged between 12 and 23 and participating in the 2014 Spor Toto Federation Cup held in Izmir constitutes the population of the research. Test application was performed by the researcher himself and administered to 25 athletes.Descriptive statistical methods, T-test and One-way ANOVA (Analysis of Variance) test were used for the analysis of the data obtained. Margin of error was accepted as 0.05 in the research. Data obtained from the study were analyzed by the SPSS 17.00 for Windows. As the result of the statistical analyses, no significant difference could be found between the state anxieties of figure skating athletes statistically in consequence of pre-tests and post-tests ($p>0.05$).

Keywords:
Anxiety, Figure skating, State Anxıety

1. Introduction

Anxiety is a distracting fearsome sentiment that may be seen in particular times of every individual and usually accompanied with physiological symptoms and it threatens life or it is perceived as life-threatening. Anxiety is experienced through a threat or possible threat that derive from inner world or external environment or an event that is perceived as dangerous by individual. Individual feels to be in some kind of "alarm" situation and "as if something bad would happen". With the help of this sentiment that has a purpose of maintaining the life and growing behavioral harmony, behaviors such as avoiding or handling dangerous stimulants are observed. Living this sentiment healthfully until a point, sometime later affects life, activities, social life and relations with people of individuals negatively (Günay, 2013).

It is thought that choosing talent in sports in early ages with low-order criteria's is risky and this situation, if talent is not determined exactly, leads child to be wasted in a way. As for today, the best motivation for the youth is come through well-organized activities. Training quality is also a

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determinative factor. Scientific researches generally clarify training steps, training ways and usage of new motivation criteria's in training schedules (Çelik, 2010).

Subjective fear is the sentiment that an individual feels because of being in the state of stressful. As physiological aspect, physical changes such as swelter, yellowing, reddening and shake are the signs of frustration and anxiousness sentiments of individuals. It is seen an increase of anxiety level in intensely stressful times and a decrease when stress disappears. Separation of overall tendency to be anxious and emergency anxiety had started in 1950s. Spielberger is the first scientist suggesting the notions of circumstanced anxiety and constant anxiety (Çelik, 2010).

Sport is a biological, pedagogical and social fact that develops physiological and psychological aspects of health, arranges social behaviors and takes mental and motoric level to a point of individuals. In other words, sport is a fact that develops opinion, soul and body of individuals and coordinates these factors and provides socialization (Çetinkaya, 2010).

For trainers make direct contact with athlete students, they have an incredible impact on their lives. For trainers have this direct connection with students this close, they are in the position of main supporter to help them handle the exposed issues of them caused by sportive participation. Trainer that becomes a witness to the exposed both positive and negative effects of them caused by sportive participation is to be one of the main incumbent person to balance the process (Çetinkaya, 2010).

As a educational activity, sport reveals the appreciation and the power of uttering common purposes. Besides, sport develops the capability of ordering harmony in cooperation and carrying out understanding and responsibility (İlhan, 2008).

2. Methods

It has been contacted with 25 figure skating athletes who participated in the 2014 Figure Skating Spor Toto Federation Cup held in Izmir and competing in the long program and have them filled out the questionnaire for the research. 8 of these skaters who participated in the study were from Kocaeli Metropolitan Municipality Kagitspor Club, 7 from Vizyon Ice Sports Club, 3 from Bursa Tek Paten Sports Club and 7 from Istanbul Metropolitan Municipality Sports Club. The study group was aged between 12 and 23. The questionnaire was administered to a total of 25 skaters including 9 male skaters and 16 female skaters.

The characteristics of the research group is that all those athletes have done this branch of sport for 4 to 15 years at the performance level and skate in the short and long programs in the competitions within the same season and participated in the competition in the elder category.

Questionnaire method was used for the data collection tool in the research. Demographic characteristics of the students were included in the questionnaire. Spielberger's State-Trait Anxiety Inventory (STAI Form Tx-1) of which translation to Turkish language was made by Oner and Le Conpe (1976) and reliability studies were done by Oner (1997) was used as the questionnaire of the study. Data obtained as the result of the study was interpreted in the SPSS 17.00 software program for Windows. T-test and One-way ANOVA Test were administered as the appropriate statistical tests after the calculation of state anxiety score.

3. Findings

The majority of the athletes was composed of females (64%); while the rate of males participated in the research was 36%. The questionnaire was administered to total 25 athletes, 9 males and 16 females.

It was determined that 60% of the athletes was aged between 12 and 15, 28% was between 16 and 19, and 12% was between 20 and 23.The height of 32% of the athletes was between 1.50 and 1.59 cm, of 36% was between 1.60 and 1.69 cm, of 24% was between 1.70 and 1.79 cm, and of 8% was between 1.80 and 1.89 cm.

Of the athletes, 48% was determined to weigh between 40 and 49 kilograms, 24% between 50 and 59 kilos, 16% between 60 and 69 kilos, and 12% between 70 and 79 kilos.In total, 25 athletes (100%) participated in the research.

Table-1: Statistical t-test values of figure skating athletes in terms of gender, age, height and weight

Demographic Features		N	%
Gender	Male	9	36.0
	Female	16	64.0
	Total	25	100.0
Age	Between 12 - 15	15	60.0
	Between 16 - 19	7	28.0
	Between 20 - 23	3	12.0
	Total	25	100.0
Height	1.50 – 1.59	8	32.0
	1.60 – 1.69	9	36.0
	1.70 – 1.79	6	24.0
	1.80 – 1.89	2	8.0
	Total	25	100.0
Weight	40 - 49	12	48.0
	50 - 59	6	24.0
	60 - 69	4	16.0
	70 - 79	3	12.0
	Total	25	100.0

Table-2: Statistical t-test values of athletes concerning pre-test and post-test state anxiety scores

State Anxiety Scores	Pre-test		Post-test	
	N	%	N	%
20 - 39	13	52.0	8	32.0
40 - 59	11	44.0	15	60.0
60 - 79	1	4.0	2	8.0
Total	25	100.0	25	100.0

Considering pre-test state anxiety scores, 13 athletes (52%) were determined to have an anxiety score between 20 and 39, 11 athletes (44%) between 40 and 59, and 1 athlete (4%) between 60 and 79.

Considering post-test state anxiety scores, on the other hand, 8 athletes (32%) were determined to have an anxiety score between 20 and 39, 15 athletes (60%) between 40 and 59, and 2 athletes (8%) between 60 and 79.

Table-3: Statistical t-test results concerning pre-test and post-test

	$\bar{X}$	N	SD	P
Pre-test	39.84	25	8.639	.369
Post-test	42.40	25	10.288	

Comparing pre-test and post-test in terms of t-test results, no significant difference was found (P>0.05).

3. Discussion

In the research, the questionnaire was administered to 25 athletes competing in novice, junior and senior categories and participated in the Figure Skating Spor Toto Federation Cup; and the state anxiety factors concerning figure skating athletes were focused on. The state anxiety between clubs and the gender issues were emphasized in the research; and the factors that might be effective on such issues were tried to be determined and examined. A total of 25 athletes, 9 males and 16 females, who participated in the competition in Izmir in the 2013-2014 season, were included in this research. The 20-item STAI Form Tx-1 State Anxiety Test was administered to the athletes for measuring their anxiety level before and after the long program competition. Considering the statistical t-test results concerning pre-test and post-test state anxiety, pre-test was found $\bar{X}$39.84 and pos-test was found $\bar{X}$42.40. No significant difference was determined between pre-test and post-test ($P>0.05$). An increase of $\bar{X}$2.56 was found in the anxiety levels after the competition. Self-confidence of the athletes is high since they have been engaging in this sport for long years. That's why their anxiety level was lower before the competition and they started the competition unconcerned. However, their anxiety level became higher until the scores were announced as they experienced an underperformance, potential mistakes and unexpected falls. Their anxiety level was also likely to be increased by their fear of having a score lower than their previous scores in the season, by the effect of playing in the last competition of the season, and by their concern whether they would be included in the national team candidates.

Considering the research of Segal and Weinberg (1989), on the other hand, females had a higher level of anxiety than the males (Celik 2010). That Ozbekci (1989) found athletics athletes experience more competition environment stress when compared to basketball and volleyball players in his study conducted in different sports branches and Morgan and Hammer found state anxiety at high level before the competition and at low level after the competition in their study conducted on wrestlers, differs from this study performed by the researcher (Celik, 2010). Koc (2004) reveals that the thought of possibility of sitting on the player's bench depending on the age, a negative or an adverse event between the athlete and his/her family or friends, the referee management style, playing away a competition, fighting and racing for championship and attitudes and behavior of the coaches of athletes affect the state anxiety levels of professional football players significantly.

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ERPA
International Congresses on Education
4-7 June 2015
Athens/Greece

Healthy life style habits and physical activity consciousness levels of the students of Ankara University Colleges

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Abstract

Ankara University College students were given questionnaires which included personal information and life style habits related questions and also at the end, fifty one (51) item scales to determine their Physical Activity Consciousness Levels. Obtained data showed that all the groups needed the development of healthy life styles. The "lowest 5 and highest 5 items" of fifty one (51) items were also determined. When rowing orders was taken into consideration in among groups differences, it was determined that the physical activity consciousness levels of high school students were higher than that of middle school students.

Keywords:
Healthy Life Style; Physical Activity; Health; Exercise; Consciousness level

1. Introduction

Health was defined by the World Health Organization in 1947 as not only the absence of disease or injury but also physical, social and psychological well-being, even though it was being defined as not being ill in 1940's (Fişek, 1985; Sweeney & Witmer, 1991). It was proven that the basic reasons for 67 % of the deaths that were caused by heart disease, cancer and stroke in the United States of America were related to life styles of the individuals and they were caused by being away from health consciousness (Askegaard, 2000; Cagle, 2000 & Garrett, 1999). Meanwhile, the mortality rates in Turkey are related to heart diseases (42%) and cancer related diseases (11%) (Koçoğlu, 1998). Healthy life styles, including regular exercise, nutrition and stress management have a preventive role for these diseases while lack of healthy life styles are related to increased rates of cardiovascular and psychosomatic disease incidence and this reality has been proven by most studies (Bezner, Adams & Steinhardt, 1997; Brylinksy & Hoadley, 1991; Canetti, Bacher, Galili, De-Nour & Shalev, 1997; Cramer, Nieman, Lee, 1991; Epstein, Griffin & Gilbert, 2002).

Many daily work loads of physical activity has been decreased by modern technology and it is possible today to perform one-hour work in a few seconds by simply pushing a button. As a result, even though it seems like people have more time to do leisure activities, those leisure activities do not require physical effort (Atomi & Miyashita 1987; Stokes, Moore & Moore, 1986). Human body is designed for movements that require effort but exercise is not a typical part of life and as a result the human body cannot stay healthy for a long time and cannot function at a high level. Thus, the lack of physical activity has caused hypokinetic diseases such as diabetes, high blood pressure, cardiovascular diseases and obesity (Heyward, 1991). Working the muscles, bones, joints, heart and inner organs with a systematic

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exercise program is most effective way and defense against the development of hypokinetic diseases (Atomi & Miyashita, 1987; Stokes, Moore & Moore, 1986). The basic purpose of exercise, physical education and sports activities is to help students to gain the habit of regular exercise which has an important role in creating healthy and dynamic societies and all the societies are scientifically evaluating the regular exercise and sports (Bezner, Adams & Steinhardt, 1997; Canetti, Bacher, Galili, De-Nour & Shalev, 1997; Epstein, Griffin & Gilbert, 2002). Before the middle school and high school students are directed towards physical activity and sports, it would be proper to determine their habits of health, exercise and physical activity and their consciousness levels related to these topics. Students of middle schools and high schools are adolescents and they are exposed to a lot of anxiety and stress. For this reason, it is important to determine the health status and life styles of these students. This investigation has been carried out to reach this mentioned goal.

2. Method

The purpose of this study was to examine the healthy life style habits and physical activity consciousness levels of Ankara University College students, to develop suggestions and contributions according to the positive and negative conclusions and to do work related to improve the consciousness and applications. The problem statement is: How is the health, exercise and nutrition habits and consciousness levels of Ankara University College students?

2.1. Collection Data: The aim of this study is to determine health/exercise and physical activity habits with physical activity consciousness levels of Ankara University College students and the model of the study is screening. As a part of the study the necessary permissions were taken from the school administration, the questionnaires were distributed to the students at the time available and they were collected after they were filled out by the students. In order to form the questions in the "Health-Exercise/Physical Activity consciousness level" questionnaire, related literature was searched and opinions of the field experts were obtained. At first, a 90-item pool was formed. This form was given to 5 field experts and the number of items was decreased to 51. The Questionnaire was made up of a total of 82 items, 31 of them related to personal information and 51 of them related to exercise consciousness level. These items related to exercise consciousness levels were applied with the responses of "1: no idea, 2: heard of it, 3: I know very well". Cronbach alpha internal consistency was used to calculate the reliability of the points of 51 items related to exercise consciousness levels and alpha values was .95. The questionnaire was given to the students personally by the investigators at the beginning of the lesson.

2.2. Subjects: A total of 399 students were given questionnaires, they filled out them and the answered forms were collected again by the investigators (middle school n =247; high school n =152). Personal data about the subjects are given in Table 1.

2.3. Analysis of Data: Obtained personal data was taken as descriptive statistics.

3. Results

In order to know the height, weight and pulse values, these measurements were determined and they can be seen at Table 1.

Table 1 - The physical/physiological variables of the students

Middle School	Girls			Boys		
Variables	n	X	Sd	n	X	sd
Weight	113	44,35	0.77	134	49	1.03
Height	116	155,7	1.21	130	156.9	1.38
Pulse	17	84	4.47	38	78.9	2.91
High School	**Girls**			**Boys**		
Variables	n	X	Sd	n	X	sd
Weight	78	56.57	1.12	65	71.75	1.32
Height	87	166.75	0.66	65	178.24	0.83
Pulse	19	77.68	4.32	17	87.76	5.03

These related results at Table 1 shows that girls of middle school had mean values of weight, height and pulse in a row as, 44,35 kg; 155,7 cm; and 84 bpm, while boys had 49 kg; 156,9 cm; and 78,9 bpm. High school students on the other hand had those values within the same row as, 56,57 kg; 166,75 cm; and 77,68 bpm while boys had 71,75 kg; 178,2 cm; and 87,76 bpm, while boys had 71,75 kg; 178,24 cm; and 87,76 bpm. The lower the resting heart rate (pulse) the better for the subjects in terms of the life styles. Because of that the pulses of the students were asked to have an idea.

It is also important to know the nutritional habits of the people. Therefore in this study these habit were tried to be determined to have an idea. Table 2 shows these results.

Out of 262 students of middle school 80,6 % stated that they had regular breakfast; 3,4 % no and 15,6 % sometimes while out of 156 high school students 71,2 % responded yes; 7,6 % no and 21,2 % sometimes. These values show that both middle school and high school students have regular breakfast habits. Do you eat fast-food at least once a week? It is recommended not to eat fast food to have a healthy life style. Out of 262 middle school students 72,5 stated that they had fast food once a week; 25,5 % no and 3 % sometimes while out of 156 high school students 82 % responded yes, 14,7 % no and 3,2 % sometimes. Those who have fast food once a week are relatively high in percentage. Eating fish is recommended for healthy life style. Those of middle school students who stated they had fish once a week were 82,5 % yes, 16 % no and 1,5 % sometimes while 74,3 % of high school students yes, 19,9 % no and 5,8 % sometimes. Red meat should not be eaten very often. Those of middle school students who responded the question “do you eat red meat?” yes was 92 %, no 4,9 % and sometimes 3 %. High school students responded the same question in the same row as 94,2 % yes, 1,9 % no and 3,8 % sometimes. Drinking water is also recommended for healthy life style. 28,5 % of the middle school students stated yes for drinking water regularly, 60,9 % no and 10,6 % sometimes. High school students responded the same question as 21,8 % yes, 69,9 % no and 8,3 % sometimes. From the numbers obtained it is obvious that both school students do not have the habit of drinking water regularly. Being overweight is a risk for good health. Therefore, 33,1 % of the middle school students thought they were overweight, 64,6 % no and 1,9 % sometimes. High school students, 46,2 % yes, 50,6% no and 3,2 % sometimes. A considerable number of the students think they are overweight.

Table 2 – Nutritional habits of the students

	Middle School		High School	
Do you have breakfast regularly	n	%	n	%
Yes	212	80,6	111	71,2
No	9	3,4	12	7,6
Sometimes	41	15,6	33	21,2
Do you eat fast-food at least once a week?				
Yes	193	72,5	128	82
No	67	25,5	23	14,7
Sometimes	3	1,1	5	3,2
Do you eat fish at least once a week?				
Yes	217	82,5	116	74,3
No	42	16	31	19,9
Sometimes	4	1,5	9	5,8
Do you eat red meat?				
Yes	242	92	147	94,2
No	13	4,9	3	1,9
Sometimes	80	3	6	3,8
Do you drink water regularly?				
Yes	72	28,5	34	21,8
No	163	60,9	109	69,9
Sometimes	28	10,6	13	8,3
Do you think you are overweight?				
Yes	87	33,1	72	46,2
No	171	64,6	79	50,6
Sometimes	5	1,9	5	3,2

Today extreme use of computer and watching TV is a risk for healthy life style especially among the school age youngsters. These habits of the students are presented at Table 3.

62.4 % of the middle school students responded the question "How many hours do you spend a day with computer? as 0-1 hr., 29,3 % as 2-3 hrs., 3,1 % as 4-5 hrs. and 3,8 % as 6 hrs. and up. High school students responded the same question in the same row as 67,3 %, 23,1 %, 6,4 % and 1,9 %. Responses given to the question "How many hours do you spend with TV on week days?" was as follow for he middle school students : 56,4 % for 0-1 hr., 31,6 % for 2-3 hrs., 12 % for 4-5 hrs. and 1,9 % for 6 hrs. and up. Responses given to the same question by high school students were : 59,6 % for 0-1 hr., 33,3 % for 2-3 hrs., 3,2 % for 4-5 hrs. and 0,6 % for 6 hrs. and up. These values also show us that students spend a considerable time on computer and TV. Exercise habits and stress status also make very important parts of life styles. Therefore, Table 4 shows the exercise habits and stress status of the students.

86 % of the middle school students stated that they exercise regularly, 14 % stated no. 69 % of the high school students yes, 31 % no. From these numbers we can state that majority of the students exercise regularly. Again, majority of the students stated that they feel stressfull and tense (86 % ms. & 69 % hs.) while lower number stated no (14 % of ms. % 31 % of hs.). 66 % of the middle school students responded the question "do you have a regular sleep?" yes, 34 % no and 55 % of the high school yes and 45 % no. The responses given to the question "do you often feel tired?" were 51 % yes, 49 % no for middle school students and 80 % yes and 20 % no for the high school students.

Table 3 – Computer – TV Habits

	Middle School		High School	
How many hours do you spend a day with computer?	n	%	n	%
0-1 hours	164	62,4	105	67,3
2-3 hours	77	29,4	36	23,1
5-6 hours	8	3,1	10	6,4
6 hours & up	10	3,8	3	1,9
How many hours do you spend with TV on week days?				
0-1 hours	148	56,4	93	59,6
2-3 hours	83	31,6	52	33,3
5-6 hours	22	12	5	3,2
6 hours & up	5	1,9	1	0,6
How many hours do you spend with TV on weekends?				
0-1 hours	53	20,2	46	29,5
2-3 hours	116	44,1	79	50,6
5-6 hours	51	19,5	15	9,6
6 hours & up	26	10,3	9	5,8

Table 4 – Exercise Habits and Stress Status of the Students

	Middle School		High School	
Do you exercise regularly?	n	%	n	%
Yes	225	86	106	69
No	38	14	48	31
Do you often feel stressful and tense?				
Yes	130	86	104	69
No	122	14	46	31
Do you have a regular sleep?				
Yes	166	66	82	55
No	86	34	68	45
Do you often feel tired?				
Yes	128	51	120	80
No	124	49	29	20

4. Conclusion

From the results given above we can conclude that all the data collected related to the life style habits of the students state clearly that all the students have pretty weak life style habits. They need to be given information, lecture or as a part of their official education to improve their life style related habits. Otherwise children at this age period are candidates for several cardiovascular diseases and obesity as they get older. The students' Physical Activity Consciousness Levels were not also at the desired levels and it is thought that they are in need of improvement also. When rank means were taken into consideratıon, it was determined that high school students' rank means were higher than that of middle school students but the difference was not statistically signifıcant.

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ERPA International Congresses on Education
4-7 June 2015 Athens/Greece

The replacing of industrial craft into the art training and its importance

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Abstract

The shock of the industry revolution started in England and the aftermath changings, penetrating in all areas of social life, deeply affected the art training, too. These changings have become clear in all areas of fine arts, both in figure and in spiritual structure. Art gets out from Ivory Tower and steps in the community. It declamates the common's feelings and likings, so the meaning and the function of art training changes. To realize this function the fine art either makes changes or form new programmes. These new programmes are prepared according to the era to supply common's Daily needs. Being produced of factory products without any anxiety of aesthetics disturbed lots of artists in England and necessitated of producing more useful and more aesthetic forms. With founding of Arts and Crafts Schools in accordance with these aims, Crafts schools started to spread in full flood to the world's lots of areas and replaced in Arts Crafts. Increasing the Daily needs of the today's people made the necessity of industry designing more important in comparison to the prior centuries. If the spirit of designing could be understood enough it can both provide the country's development and cause presenting more aesthetic original and useful products.

Keywords:
industry, artcraft, design, art

1. Arts and crafts school

Due to the presence of steam, the industrial revolution started firstly in England. It has created a revolution that is effective in all areas of social life. Dissolution of feudal, starting migration from rural areas, the crowding of cities, shock experienced these changes in Europe, traditional institutions that became effective in all areas of social life and because it cannot keep pace with these new developments either they have to renew themselves or they have been liquidated. The changes effective in all areas have inflicted a change unprecedented in the history of art education. To maintain its presence the arts education has been forced to adapt to change.

The old programs has stayed inadequate to meet the needs of the industry, to meet the new needs either the new programs developed or new design schools were encouraged to open.

'The factories have met the increasing needs with their series productions but the creation of new forms and market shortage problem has not been resolved. The same repetition of the good forms has caused the form corruption.' (İçmeli,1985:61,62) This degeneration was mostly due to the neglect of the aesthetic aspect of the products.

'Simulating each arm of the art, copying of many arts works that were sometime difficult to reach by everyone have disturbed many artists'. (Soner, 2002:18)

Simulating each branch of the art has led to the destruction of their own autonomous areas and art is no longer 'the object of knowledge'. Art that had an intellectual, aesthetic and a spiritual dimension is

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now facing extinction. The work of art is single and subjective. It is produced by the artist's long effort. Products manufactured in the machine is the numerous copies of the same work and is meaningless. Because factory manufacturing is intended for daily.

‘William Morris is opposed to mechanization that emerged with the industrial revolution. According to him products made with the prior art reflects the feelings of the artist whereas there is nothing like those that made with the machine. He qualifies these products as soulless dead. He does not see products made with mass production as a work of art, all details can be given as manual. Morris who thinks that there is energy between the work an the artist, fabricated products that doesn’t carry the intuition of the artist are not a work of art.’(Soner,2002;32). Actually William Morris is not opposed to the production of machine but it is to put aside the spiritual dimension of art by machinery, in creation of art the problem is the destruction of the sacred relationship that exists between the works of the artist. In machine production, the artist is entered into a restriction from now on, the ties between the artist and the art has been lost, works produced in the machine is not a work of art. It is not possible to find an artistic direction in the Works. They mean nothing because searching the new, creative, and beautiful is not in the machine production.

‘As Morris, John Ruskin thinks this mood as degradation of the art, mechanical production methods applied in the factory, preventing the actual relationship between worker and the work, in other words he means ignoring spiritual element and alienation of own production cause this mood.

With the Ruskin, the battle against industrialization, losing the distinction of being a gun pointed at the proletarianization of the masses, turns to the easy elusive, hand craftsmanship and the domestic industry, briefly turns into the medieval forms of enthusiasm of a romantic interest. ’’ (Hauser, 1995: 3006-3007).

The purpose of Ruskin is the same, too. Ruskin also draws attention to the simplicity and coarseness of factory products. When you compare with handcrafted products with factory products, producing factory products for consumption forms the reaction of the main axis.

The products that have been produced with great care become their artists’ expression of their feelings as well as the artists’ intellectual scope which embraces the past and the future. Along with the Industrial Revolution, the nature, which got ugly and unliveable, has also harmed art that beautifies it. Art has also been affected by this and its autonomous area has also been affected negatively. Looking for a way out of this, John Ruskin and William Morris established a school based on hand skills and human labour. This school is called Arts and Crafts. The reaction against the production of machinery took place in other European countries as well. ‘’Van de Velde from Belgium, Olbrich from Germany, Behrens and et al, finally Deutsche Werkbund (German Production Union) did researches about the issue and found out that this issue could only be solved by re-bringing together the creative artists and the industrial mileu.’’ (Becer, 2007:185).

2. Werkbund (business association)

Werkbund has been established in Germany for the purpose of fulfilling fast moving industry needs. ‘’While Werkbund is compounding art and craft, it aims to support design to increasefunctional and aesthetic features of convenience goods and especiallymass production.’’ (Bektaş 1992:69) These developments necessitate a school of art and design especially in Germany for solution of all problems. Werkbund was preliminary preparation for Bauhaus and it brought the idea of design in Germany and it has indicated necessity of design for industry. Morever, in Germany, traditional art schools has gone to pieces and they have stayed out of moving industry. They have opened the same schools in Europe, the schools effected by Wilham Moris in England.

‘Werkbund’s mission is supportive of handicrafts in first years. In the last years of First World War, industry problems really have gained importance. Association (werkbund) is following these developments, on the other hand they are searching solutions for these problems. Ideas in associations have gathered around the two ideas; protecting and developing handicrafts, institutionalizing design problems which is industry necessity. In 1914, these dissentient ideas were argued excitedly in Werkbund seminar (business association seminar) in Köln. While Herman Muthesius (1861-1927) who is one of the business association founder was defending that standardized moduls for industry are developed , opponent Henri Van de Velve was defending that handicrafts are developed and protected’ (Soner, 2002; 47-48).

But the most important problem to be established art and desing schools is problems defended by Muthesius, how solved these problems, either avaliable programs will be changed or art and design schools will be solve this problem. For this reason, ‘’Henri Vande de Velve who is architect, designer, art theoretician (1863-1957) was appointed in State Art Consultancy by Weimar Grandduke in 1901. After Van de Valde carried many important projects, he set up Grassherzaglich sachsische kunstgewerbeschule (Saxonia Grandduchhy Practical Art School) and he put new pedagogic tests for his wills.''(Soner, 2002; 48) 'Then Walter Gropius took over school and he set up school compounding the art school in Weimar and practial art school (kunstgewerbeschule)' (Balcıoglu , 2009;396).

3. Bauhaus (construction house)

Bauhaus, which is set up in period of developing and industrialise in Germany, is an innovation name and it makes real art in field of education and handicrafts. Bauhaus was the most important art and design school in twentieth century. The purpose of setting aim is the same the other schools.

Bauhaus is a public institution. But it differs from the art schools established by government with its education principle. Bauhaus has compounded Fine Arts High Schools in Weimer and Applied Fine Arts School. Teaching has been gathered around three fundamental art branches (architecture, art, sculpture). But in this school, free art and practical art wasn't distinguished and all cafts was learned like stonework, turnery, weaving. Bauhaus took example Renaissance studios which is based on labour and manual dexterity. (İpşiroğlu , 1979;107)

Before Bauhaus wasn't set up, some design school wanted to solve design and designer problems , but it wasn't enough . When we view from the design school, we can say that Bauhaus is the most extensive one. Walter Groupis gathered disconnected art schools for an aim and he brought into prominence for these art branches. He established a new complex anomalous education to fulfill industry's needs. Traditional sense of art was out of date and it was erased. Bauhaus 'setting aim was making design everything used in life. It has created extensive design field like textile, carpet business, car design, and kitchen utensil. (Altunay :2004;70) In this way, both industry necessity would be fulfilled and designs for bazaar would be created. Thus, Walter Groupis who is founder of Bauhaus need a program to solve these problems and these programs have been never tried before.

'Thus, business education is applied in Bauhaus 'setting program and it is said that architects, artists, sculptors are really employee. In art, school cannot teach creativity. But labour can teach in these schools. Bauhaus students should work in studio and worksite, because management want this.'' (İpşiroğlu 1979 ; 108)

Studios are field of Bauhaus's design and direction. Traditional and uncommon school has transformed production center. Many differences was occuring about art for the first time in history. Teachers have wanted to their students should find new and original things. Studios were considering whether designs can be applied or not and also they were considering usefulness, aesthetic durableness. In Bauhaus, education was being carried on by two teachers. They were form master and studio master, the reason is that art and craft should coexist. 'In Bauhaus, there aren't teacher-student relationship, there are master – apprentice relationship. Gropius indicated that problems of joinder design should be solved with technical expert and he also indicated that both should be specialized equally.'' (Ekren 2006;38)

It is indicated that students and artists should be informed, talented to attain their working aims. Otherwise it is impossible to occur original works but it can be grown informed workers about technology, economy. Products in studio should have affordable price, durable labour so designs which is durable for its aesthetic, unfleshly should be created.

Bauhaus moved from Weimar to Dessau and then, it moved from Dessau to Berlin and, in 1993 it was closed by national socialist government.

Bauhaus contributed the design idea starting with arts and crafts to develop and grow. It firstly constitutes using of arts for benefit of society. Gropius was representing a new century philosophy about art with his manifest. He compounded technology and psyche for Bauhaus and, he stated principle, resource of schools opened after them. After Bauhaus was closed, teachers revived again Bauhaus in places which they went.

4.The design schools after bauhaus

4.1. New bauhaus / chicago school

After Bauhaus was closed in 1933 by Nazi, Bauhaus was a design school estabilished by teachers anymore. This design school was applied both Germany and America. It was established in America to fulfill America's industry needs.

‘In the beginning, art education was started to traning personnel for industry and support labour force. After civil war finished, art education enabled for their free time. For this reason private art schools was opened for adults.” (Çobanlı, 1995:30) These developments have obligated a design school like Bauharus . Bauharus was cut out for American industry. Thus , similar school was established after short time.

‘In Chicago program, a program was created including technology, drawing, art, sculpture, photography, visual communication, maths, architecture, and physics. It is created a program including each design.’ (Seylan ,2003 : 36). In this program, it was also given physics lessons along with practice , theoritic lessons.

4.2. Black mountain college (B.M.C.)

Black Mountain was a design school estabilished by Bauhaus teachers who run away from Germay. Black Mountain brought an innovation like that there were 23 students and 10 teachers in art and design schools. Black Mountain was effective for school’s success with its good relationship between teachers and students. (Füssl, 2006:78)

Black Mountain has a strucuture out of traditional art schools. Original and free works can be created with students’ independent working. Thus art and design schools have fulfilled wishes wanted them , and they were good example for the other design schools.

5. Result

Mechanisation, starting with industrial revolution, first made itself densely felt in England and was seen the main reason for the changes. When the changes begin with mechanisation have demolished common perceptions, at the same time, it has influenced on social, economic, political fields and has penetrated into all parts of the social structures.

Traditional institutions have lost their effects due to the fact that they could not move with the times. One of these institutions is art education. Along with industrial revolution, the art and the work of art education initiated to be discussed and its status was tried to be determined. That mechanical art Works were consumption based, their beauty were considered unnecessary and they were produced in a large number got reaction of some artists, as a result, led to be looked for an alternative to mechanical production by some artists such as John RUSKIN and William MORRIS. The movement of Arts and Crafts Design Schools established under the guidance of them were included in introduction to the Art and expanded into Europe gradually. Werkbund, established in Germany, was impressed by Arts and Crafts and tackled the problem of designer needed in industry. When considered from this point of view, Werkbund followed in the footstep of Arts and Crafts. Bauhaus, established in 1919, shared the same objective and it constituted the most important part of the design schools. The founder of Bauhaus, Walter GROPIUS tried to meet the requirements of industry by gathering Arts and Crafts under a single roof. Bauhaus designed all the goods used in social life of people and made a reform in the art education for its students in order to have information about all art field and design better goods. After closed in 1933, Bauhaus-like design schools opened.

Intoday's world, requirements are increasing more and more days. The variety and density of these requirement have gained high speed. The variety of requirements has reawakened the need for design and the need for designer has changed into a problem immediately to be solved. It is not expected that the current requirements of the art education can be met with previous programmes. From architecture to fashion, if we consider each object we met in the daily life as an design product, we understand the significance of design in the art education. Therefore, design schools were the only institutions serving the purposes.

These institutions are going to modernise themselves by reviewing their programmes. When these programmes are implemented, with the help of previous design schools, the deficiencies can be detected and excellence can be reached.

Existing developed countries have realized that design contributes to the economics and they encourage design schools established. The movement of design schools was included in introduction to the art and expanded in Europe gradually. Werkbund, established in Germany was impressed by Arts and Crafts and tackled the problem of designer needed in industry. Bauhaus, established in 1919, shared the same objective and it constituted the most important part of the design schools. The founder of Bauhaus, Walter GROPIUS tried to meet the requirements of industry by gathering Arts and Crafts under a single roof. Bauhaus designed all the goods used in social life of people and made a reform in the art education for its students in order to have information about all art field and design better goods.

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ERPA
International Congresses on Education
4-7 June 2015
Athens/Greece

The impact of "museum studies" classes that are taught at the fine arts high schools on students 'attitude towards the concept of museums: Elazığ Kaya Karakaya Fine Arts High School as an example

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Abstract

High schools that offer art education or vocational training have a direct impact on students' professional lives through the course contents chosen by the students according to their specific interests. Museum studies, that started to gain more importance nowadays, are suggested to help the students strengthen their abilities to make observations, to express their feelings and using their imagination. Moreover, the museum studies can be considered as an education that would certainly affect the students' future life in a positive way. These "museum studies" classes, which are given in the fine arts high schools in Turkey, are included in the curriculum in order to increase the academic and professional background of the art education students. It is very important to find out the problems encountered in "museum studies" classes and come up with solutions. Therefore, the investigation of the curriculum of the "museum studies" course, the way of teaching and whether the desired level of efficiency is reached is of great significance. For this purpose, a survey was applied to the students of the Kaya Karakaya Fine Arts High School who are taking the "museum studies" class, in order to evaluate the change in students' perspective on the concept of "museum" as well as to explain how it contributes to the students' artistic and professional attitudes with concrete examples. According to the findings obtained from the survey results possible solutions were presented.

Keywords:
fine arts high school, museum, museum studies, civilization, art.

1. Introduction

Museums are the places where historical, cultural, artistic and human values are collected, protected and exhibited. They are the constructions built for exhibiting and protecting civilizations' science and art and over and underground treasures. These constructions have a great role in exhibiting and unearthing existed monuments from the beginning of the civilizations. They also provide new generations the opportunity to learn about human history. Moreover, the museums are the centers of research or human and natural history with the purpose of enlightenment. The whole features of new museology concepts are based on knowledge transfer. The modern museums are built for providing an effective connection between subject and object; designs that allow physical contact with the object are aimed to provide close acquaintance with the object. Many graphical items are used in order to acknowledge audience more. The present museology's basic purpose is to acknowledge and train more than protection and exhibition (Çıldır, 2007:3).

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The people of the 21st century should be free, peaceful, humane, indulgent with the world, complaisant and effective in not only him/herself development but also in others' too. They comply with the present world's need, however, connected to his/her history, culture and his/her self because the more person claims his/her nation features the more s/he contributes to modernization, the formation of cultural values and its development (Karapınar, 2009:3).

Recently, museum education field attracts more attention and becomes more popular. Schools are losing their features to become first place comes to mind when we are talking about learning-teaching. With the increasing number of different education, understanding, many affect that could contribute children's education is also considered (Önder, 2009:104). Museum education acknowledges people by allowing contacting, feeling and living. They are the foundations that offer realistic experiences in order to teach effectively. Furthermore, the museums contribute to multi-functionality of education by developing discovery and observation feelings. The students are not only the listeners, readers, researchers and narrators, but also they are the people who use their senses to evaluate, comment and apply in schools which have art education. With this type of student, teaching and learning must be more enjoyable in places like museums and workplaces (Karapınar, 2009). However, beyond all of these, the point should be the stressed is the fact that growing and changing society and 'new education' concepts, the museums roles have reached beyond being a bridge between the past and the present or contributing art love. At present, the stable place concepts of museums have turned into live, modern places where new presentation and expression ways are used. Based on this notion and because museum education classes provide the opportunity of learning with touching, feeling and doing with the concept of 'constructivist education', many primary and secondary schools add museum education classes to their curriculums (Şar, 2013:85).

Museums have reached the concept of whole by both achieving its aim to be culture place with its archived, protected, collected and stored products and its education aim with the application, exhibition and likewise ways.

In this context, the cultural and educational purposes of the museum can be ordered as follows:

- Gain information about museology history, purposes, features and types,
- Acknowledge about the notions of cultures and civilizations, museum and art, museum and education and museum and society,
- Gaining the habit of using museums for the purpose of art education,
- Developing the ability of distinguishing differences and noticing similarities between different culture works,
- Providing attraction and signification of art works, raising the awareness of protecting artwork with the help of 'at museum educations'.
- By 'in museum education' providing person the opportunity to apply and criticize the work (Denizci, 2012:71).

School –museum relation has become more systematic and spread, especially after 1980s, with the developments happened in the field of education. The innovations happened in the education field and museums support for school education results in increasing attention towards museums. And this attention drives museums to prepare appropriate exhibitions and education programs for schools (Hooper-Greenhill, Akt, Akmehmet, 2006:55). An ideal person who is assigned to serve in museum required to have a successful teaching experience, audio-visual media contact ability, a special ability for working with objects, good management skills and a degree in museology field (Hooper- Greenhill 1999b, Amnrose and Paine, 1993, Akt., Akmehmet, 2006: 55). Now, museums are accepted as an education place with their clearly identified education, politics, and personnel responsible for education, environment and planned-scheduled activities. Museum education, review and development have been indispensable for well managed museums. Museum education differs according to the size of the museum, the development of the museum education of the place and society being considered (Hooper-Greenhill, Akt, Akmehmet, 2006:55).

For instance, England is aware of the important role of museum education and this importance is stressed by government, too. In 1989, art minister Richard Luce determined museum education as a priority that will be developed in ten years (Hooper- Greenhill, Akt., Akmehmet, 2006:55). In Germany, education services among country are served in museums. According to the Museology Institute that built in Berlin in 1979, the museum education activities are applied in percentages as follows:

81.60 % are in German with tour guide

31.70 % are in foreign languages with tour guide

12.60 % are in classes

11.80% are in working groups

12.20 % in seminars
19.40 % are in school classes
28 % are in vocational activities
22.90% are in demonstrations and
4.50 % are in other activities (Hagedom- Saupe, 2000, Akt, Akmehmet, 2006:55).

In Turkey museum education just develops. The importance of museum education in teaching and learning was stated by the government until 1990s and mentioned in workshops and seminars, many decisions were given, however, nothing had been applied (MEB., 1961; the Ministry of Culture and Tourism of Turkey, 1983). Important developments in the museum education started in 1990s. In 1989 in Yıldız Technical University, Museology Faculty opened and in in 1998 in Ankara University master program for museology opened. These provided a museum education program (Akmehmet, 2006:55).

1.1. Problem

Anatolian fine arts high schools, which are full day and boarding students, are built for educating and preparing people for university who have ability of art. 'Museum education' class which has grasped attention recently is one of the classes taught in these schools. Despite, Turkey's rich history and cultural background and museum and artworks, it has 'museum education' class is taught in a few schools.

This research is prepared based on the degree of the academic and professional effects of 'museum education' class on students' problem. Research is interpreted according to the purposes and explanations in the syllabus of the course and it serves a perspective for a change in students' attitudes related to museums and works.

1.2. Purpose and importance

The purpose of this research is to evaluate the effectiveness of 'Museum Education' class, which is taught in fine art high schools, and to detect the behavior of students toward the application of the class.

Research is important in the aspect that it offers concrete data on student behavior toward the class and it evaluates the effectiveness of class during education. Another point that makes this research important is that there are a few other studies about it. According to results reached, museum education class is a reference for teaching classes and syllabus program.

1.3. Scope and limitations

This research includes the effectiveness degree of museum education class. It is possible to examine effectiveness based on many variables. The effectiveness of class is limited to the discovery of the attitudes of the students towards class and museum label. There is no approach or suggestion for how to teach classes. The main condition of limitation is the attitude of the students in the class who had taken the class before. That is why the students in the 12th class and the graduated ones were included in the study and the rest were excluded.

2. Method

2.1. Model of research

In this research descriptive model which is one of the qualitative research concepts is used. Area search method is used to determine the present condition. The Findings are founded based on surveys formed for this purpose.

2.2. Universe and sample

The study of the universe consists of graduate students of Elazığ Karakaya Fine Arts High School. The sample of the study includes 45 students of this school, 25 of them are 12th class students and 20 of them are graduate students. Sample components are chosen randomly. Personal choice and decision of the study are not affecting the process of choosing samples randomly.

2.3. Data collection

Data of the study is collected based on surveys. A survey includes 21 questions is formed for sample. In the first place for a pilot experiment is run with 5 students and based on their opinions the required regulation are done. The final form of the survey was applied to the entire 45 students.

2.4. Solution and interpretation of the data

The data are transferred to the Microsoft Word program after it analyzed in SPSS 16.0 packet program. The results are transferred to SPSS 16.0 packet program with coding table and they are analyzed by more than one researcher.

3. Findings and interpretation

3.1. Information related to students' personal conditions

Below table shows the gender, age, location and monthly salary of the parents of students who joined surveys.

Table 1. The distribution of the students according to education level

Level	Number (N)	Percentage (%)
Graduate	20	44.4
12th Class	25	55.6
Total	45	100.0

The first question asked in a survey is related to the students' education level. In order to relate the attitudes of students toward the class the level of education is asked (graduate or undergraduate) (Table1). Among 45 participants, 25 are in the 12th class (55.6%) and 20 are graduated (44%).

Table2. The distribution of the students according to gender

Gender	Number (N)	Percentage (%)
Female	23	51.1
Male	22	48.9
Total	45	100.0

As seen in table 2 51.1 % of participants are female and 48.9 % of them are male. Based on these findings students are mostly female. And it can conclude that females prefer fine art high schools more.

Table 3. Distribution of students according to age

Age Number (N)	Number(N)	Percentage (%)
16	2	4.4
17	5	11.1
18	15	33.3
19 and older	23	51.1
Total	45	100.0

Table 3 shows the age distribution of the students who have taken museum education class. Based on the findings, 4.4% of the students are 16, 11.1 % of them are 17, 33.3% of them are 18 and 51.1 % of them are 19 and older. According to these findings, a big majority of students are 19 and older.

Table 4. Location distribution of the students

Location/Residence	Number (N)	Percentage (%)
City Center	34	75.6
District Center	8	17.8
Village Center	1	2.2
Village	2	4.4
Total	45	100.0

As seen in table 4, 34 (75,6 %) of students are living in city centers, 8 (17.8%) of them are living in district center, 1 (2%) is living in village center an 2 of them (4.4%) are living in villages. It can conclude that many of the participants are living in the city center.

3.2. The attitudes of students toward 'museum' concept

The attitudes of students who take museum education class, about class efficiency and the factors affect class efficiency are as follows:

Table 5. The efficiency of museum education class according to students

Efficiency	Number (N)	Percentage (%)
Highly Efficient	6	13.3
Efficient	18	40
Indecisive	17	37.8
Inefficient	3	6.7
Too inefficient	1	2.2
Total	45	100.0

As it can be seen from table above 24 students (53.3%) among 45 students think that the class is either highly efficient or efficient, 17 of them (37.8%) are indecisive and 4 of them (8.9%) think that the class either inefficient or highly inefficient. Although the number of student claims the efficiency of class is high, the number of indecisive students is also high. The high number of indecisive students shows that the class does not reach its purpose

Table 6. The reason for class efficiency, according to students

Reason	Number (N)	Percentage (%)
Teacher's way of teaching	21	46.7
Class' content	12	26.7
Student	6	13.3
Other	6	13.3
Total	45	100.0

The main factor in the efficiency of class is the way of a teacher's teaching according to table 6. This research shows that the role of teacher in the museum education class is highly important.

Table 7. The aspects of students towards museum

Reason	Number (N)	Percentage (%)
Very positive	9	20
Positive	25	55.6
Indecisive	8	17.8
Negative	2	4.4
Too negative	1	2.2
Total	45	100.0

As it can be seen from table 7 the majority of students' (75.6 %) claim their aspect as very positive or positive. 6.6 % of students claim their aspect as negative and 17.8 % of them are indecisive. Based on this table the aspect of students who have taken museum class toward museums is positive, and this result is consistent with class general purposes.

Table 8. The effect of museum education class on professional life

Reason	Number (N)	Percentage (%)
Highly effective	2	4.4
Effective	21	46.7
Indecisive	18	40
Too ineffective	3	2.2
Total	45	100

As it can be seen from table 8, 5.11% of the students think that museum education classes will affect their lives positively. Only 6.7 % of students think that the class will be ineffective. In general, it can be concluded that the class will affect students' professional lives positively.

4. Conclusion and suggestion

Majority of 12th classes and graduate students of fine art high schools believe that museums visits are important in terms of developing visual perception, culture and knowledge, and it is important since it helps to learn history and social classes more easily, and they believe that in all levels of education museum visits should be arranged.

Museum education has an important place in fine art education. Museums and historical sites are like a laboratory or workplace for fine art education schools. Especially, for fine art education knowledge to be solidified museums is essential. It provides a permanent and an enjoyable learning. Especially for fine art history classes, museums should be used. Beyond those, the pattern design class which is an object lesson can be taught in the museum since using historical works as an example can contribute solidifying class. At present, many fine art schools have agreements with museums.

Museum education which is more popular in present is taught as a class in fine art high schools in Turkey. According to the research which is based on graduate and undergraduate students' surveys, the context of the class is used a little in the professional life; however, the aspect toward museum has shifted partially. Many problems have lived since museum education class is just an hour in a week and museums or historical sites can be visited rarely.

In order to reach the purpose of museum education class schools should make agreements with museums. It will be highly effective for learning of students to touch, see and feel the context of the class. The hours of the class should be increased in order to provide more time for those activities. By this means, students will be affected more positively and eager for the work related to the museums.

The museums about which student thinks as effective have the potential to disappear the wrong vision of social education class which is taught as based on memorization and irreverent to daily life. That is why; the ineffective condition of museums in our country should be fixed with the corporation of schools and museums (Yılmaz and Şeker, 2011:35)

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ERPA
International Congresses on Education
4-7 June 2015
Athens/Greece

Identification of constraints of adults who receive sports services from fitness centers on the participation to recreational activities

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Abstract

The aim of the study is to identify the constraints/ restrictive factors of the individuals on the participation of the activities and to compare these factors with different variables. Target populations of the study are the individuals receiving services from the fitness centers in Erzurum and the sample group was constituted by 168 men (55.6) and 134 woman (44.4), total of 302 people chosen by random sampling method. Leisure Constraints Scale developed by Alexandris and Carroll (1997) and the validity and reliability study for Turkish people done by Karaküçük and Gürbüz (2006) was used as the data collection tool. The statistical method for the analysis of data, frequency, arithmetic means, standard deviation; for independent samples t-test and ANOVA tests were used. When the analysis results are analyzed; It was determined to be significant differences with respect to variables of "sex", "welfare level" "weekly leisure time"and "having difficulties on free time valuation"($p<0.05$). As a result, adults who receive sport services from fitness centers are having difficulties on free time valuation and may say that the most important constraints/restrictive factors are "Facility/service & accessibility "factor to join the recreational activities for both men and women.

Keywords:
Fitness; center; leisure; constraints; recreational participation; Erzurum.

1. Introduction

Despite the significant benefits of the recreational physical activity to the human health (Henderson and Ainsworth, 2002; Zuzanek et al., 1998) nowadays, it has been demonstrated in many studies people don't participate or prevents / limits to participate in such activities due to different reasons for each individual, (Kay and Jackson, 1991; Shaw et al., 1991; Shaw, 1994; Oktik, 2001; Karaküçük, 2005; Koçak, 2005; Karaküçük and Gürbüz, 2007; Güngörmüş, 2007, Emir et al., 2014).

The studies to determine constraints/restrictive factors to participate to the recreational activities are mostly performed in such countries as United States of America, Canada and United Kingdom, he scientific studies carried out in this direction in our country is much newer but in the last 10 years, with the studies of constraints/restrictive factors to participate to the recreational activities (Karaküçük and Gürbüz, 2007; Gürbüz, Karaküçük and Sarol, 2010) and the studies on motivating factors (Gürbüz et al., 2006; Güngörmüş, 2007; Çağlar et al., 2009) an increase was determined.

In this point of view, performing analysis on restrictive factors to participate in recreational activities of individuals in the country's eastern cities seems to be more important.

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Moving from this point, the purpose of this study is to identify the constraints/ restrictive factors of the individuals on the participation of the activities and to compare these factors with different variables.

2. Materials and Method

In this part, personal characteristics of the participants, the variables of the analysis, the characteristics of the scale used to measure these variables and how to apply them, are discussed

2.1. Participants

Target population of the study are the individuals receiving services from the 7 fitness centers in Erzurum and the sample group was constituted by 168 men (55.6) and 134 woman (44.4), total of 302 people chosen by random sampling method. The study was based on voluntary participation basis.

2.2. *Data Collection Tools*

The data collection tool used in the study consists of 3 parts. In the first part, questions aimed to define the demographic information of participants were included, the second part contains questions aimed to determine their leisure behaviors and in the third part, the use of "Leisure Constraints Scale".

The "Leisure Constraints Scale" was developed by Alexandris and Carroll and the validity and reliability study for Turkish people was conducted by Karaküçük and Gürbüz (2006). The scale comprises of 6 subdimensions as (a) Facilities/Services & accessibility (8 items), (b) social environment & lack of knowledge (5 items), (c) Individual Psychological (4 items), (d) lack of partners (3 items), (e) time (4 items) and lack of interest (3 items) and 27 items which are aimed to identify the constraints/restrictive reasons on the participation of individuals to leisure activities. Items in the scale are assessed on the 4 point likert type scale as "Not At All Important (1)"and "Unimportant (2)", "Important (3)", and "Very Important (4)".

Table 1. Internal Consistency Coefficients of Leisure Constraints Scale

Sub dimensions	Alfa
Facilities/Services & accessibility	,797
Social Environment & Lack of Knowledge	,796
Individual Psychological	,694
Lack of Partners	,897
Time	,758
Lack of Interest	,724
Total Scale	,890

Scale subdimensions of Cronbach Alpha internal consistency coefficient calculated to test the reliability of the scale were found between 0,695 (individual psychological) and 0,897 (lack of partners). When other factors were examined, Facilities/Services & accessibility was found as 0,797, social environment & lack of knowledge was found as 0,796 and lack of interest was found as 0,724. Cronbach Alpha internal consistency coefficient of the whole scale was observed to be 0,890.

2.3. *Analysis of the Data Collected*

In the analysis of data collected according to the "Simple Random Sampling Method"which is frequently used in social sciences, frequency, arithmetic mean, standard deviation were used as the statistical method; and t-test and ANOVA test were used for independent sampling. The significance value of $p < 0.05$ were included in the evaluation.

3. Findings

Table 2. The t-Test Results According to Internal Consistency Coefficients of Leisure Constraints Scale's points for both women and men

Sub dimension	Gender	N	X	SS	t	p
Individual Psychological	Man	168	2,54	,703	-2,863	,004
	Woman	134	2,76	,621		
Social Environment & Lack of Knowledge	Man	168	2,30	,669	-5,497	,000
	Woman	134	2,74	,723		
Facilities/Services & accessibility	Man	168	2,69	,576	-4,405	,000
	Woman	134	3,00	,661		
Time	Man	168	2,56	,709	-2,023	,044
	Woman	134	2,72	,581		
Lack of Interest	Man	168	2,16	,729	-3,139	,002
	Woman	134	2,42	,696		

Having a look at t-Test results, it has been determined that the participants, besides the subdimension of "lack of partner" according to "Gender" variable, the occurrence of differences (p<0.05) in all other factors has been found, and as a result it's determined that this difference is originated from the "woman"gender [individual psychological (t=-2,863; p=,004), social environment & lack of knowledge (t=-5,497; p=,000), facilities/services & accessibility (t=-4,405; p=,000), time(t=-2,023; p=,044) lack of interest (t=-3,139; p=,002)].

Table 3. ANOVA Test Results According to the Welfare Level with Leisure Constraints Scale's Points of Subdimensions

Sub dimensions	Welfare Level	N	$\overline{X}$	SS	F	p	Difference-Tukey
Lack of Partner	Low	50	2,57	1,033	8,057	,000	1-2, 1-3
	Normal	117	1,98	,9233			
	High	135	2,05	,7973			

ANOVA Test results according to the welfare level with Leisure Constraints Scale's points of subdimensions as of table 3 shows us that there is only difference in factor "lack of partner" [F(2-299)=8,057; p=,000] and this difference has been determined between the participants who consider themselves with low welfare($\bar{X}$ =2,57), "normal" welfare ($\bar{X}$ =1,98) and "high" welfare($\bar{X}$ =2,05).

ANOVA test results according to the difficulty of evaluating leisure time with Leisure Constraints Scale's Points of Subdimensions as of table 4 shows us that there is a difference on facilities/services & accessibility factor [F(2-299)= 5,371; p=,005] and this difference has been determined to be between participants who are "sometimes" ($\bar{X}$ =2,93) having difficulties of evaluating leisure and the participants who are "never" ($\bar{X}$ =2,69) having difficulties of evaluating leisure.

According to the results of the analysis, it has been found to have significant difference on "time"[F(2-299)= 5, 834; p=,003], factor, while considering of "variables having difficulty of evaluating leisure time" such difference has been found to be between the participants who are "always" ($\bar{X}$ =2,94) having difficulties and "never" ($\bar{X}$ =2,49) having difficulties.

Considering the "lack of interest" [F(2-299)= 3,644; p=,027] factor, it has been found a difference between the participants who are "always" ($\bar{X}$ =2,63) having difficulties of leisure time and who are "sometimes" ($\bar{X}$ =2,25) having difficulties and who are "never" ($\bar{X}$ =2,22) having difficulties.

Table 4. ANOVA Test Results According to the Difficulty of Evaluating Leisure Time with Leisure Constraints Scale's Points

Subdimensions	Difficulty of Evaluating Leisure Time	N	X	SS	F	p	Difference-Tukey
Facilities/Services& Accessibility	Always	27	2,73	,865	5,371	,005	2-3
	Sometimes	172	2,93	,575			
	Never	103	2,69	,633			
Time	Always	27	2,94	,755	5,834	,003	1-3
	Sometimes	172	2,67	,579			
	Never	103	2,49	,725			
Lack of Interest	Always	27	2,63	,609	3,644	,027	1-2, 1-3
	Sometimes	172	2,25	,722			
	Never	103	2,22	,739			

4. **Discussions and Conclusion**

Our sample group's participant, despite most of them are members of fitness centers for more than a year (%78.1), 65% of them stated that they are having difficulties to evaluate their leisure time; and it has been determined that %54 of them evaluating their leisure time at home with passive activities. There are many studies worked with different sample groups which supports our study (Oktik, 2001; Deffner and Syrakoulis, 2004; Karaküçük, 2005; Koçak, 2005; Gürbüz, 2006). For example, Gürbüz (2006), as a result of his study, it has been determined that the teaching staff often participates in the activities at the home environment (67.1%). Another example is the study of Deffner and Syrakoulis (2004) with 119 participants. As the result of the study, the participants of the sample group prefer to stay at home and watch TV/video.

When the t-test analysis results were studied, it has been determined that the participants, besides the subdimension of "lack of partner'' according to "gender'' variable, the occurrence of differences ($p<0.05$) in all other factors has been found (facilities/services & accessibility, social environment & lack of knowledge, Individual Psychological, time, and lack of interest) and as a result it's determined that this difference is originated from the "woman" gender participants. Our study is in line with some studies in literature (Archer and McDonald, 1991; James, 1995; Henderson et al., 1996; Alexandris and Carroll, 1997; Culp, 1998), for example, James (1995) has determined that for some reasons the outlook of some women can limit some of their outdoor activities and Archer and McDonald (1991) has determined that depending on their gender, some adolescent girls don't prefer to participate in some sports.

Tolukan's study (2010) on 498 university students about the factors which limits the participation to the recreational activities, he has determined a difference in "lack of knowledge'' factor and he has determined also that as a result of his study the all subdimensions factors' average there are more constraints/restrictive factors for woman participants than man participants.

ANOVA analysis results concerning "welfare level'' shows us that Leisure Constraints Scale has a difference only in "Lack of Partner'' factor and this difference has been determined to be between the participants who state their welfare level as "low'' and the participants who state their welfare level as "normal'' and "high''. There is no literature to a study of the lack of partner in relation to the welfare level however there are studies revealing that the welfare level and lack of partner effect in participation to recreational activities (Gürbüz, 2006; Karaküçük and Gürbüz, 2007; Kyle and Mowen, 1998). For example Gürbüz (2006), in his study, has determined that the participation to the recreational activities of the teaching staff differs according to the period of living in the city and this difference only exists at the subdimension of the "Lack of Partner''. Karaküçük and Gürbüz (2007), in their study, have shown that the more the welfare of the teaching staff get higher the less they get affected by the factor of welfare level factor while participating recreational activities. Kyle and Mowen (1998), in their study, they have been determined that the money and time are the basic factors to participate in the recreational activities.

According to the ANOVA analysis Leisure Constraints Scale's variable of "having difficulty to evaluate leisure time'' factor shows differences with the "facilities/service and transportation'', "time'' and "lack of interest'' factors and it has been determined that people who has difficulties to evaluate their leisure time are mostly effected by these factors. In literature, there are many studies that these factors are mostly effective in participating to the recreational activities (Alexandris and Carroll, 1997; Kay and Jackson, 1991; Güngörmüş and Gürbüz, 2012, Emir et al., 2014). For example Emir et al., (2014) in their study with 650 participants have determined that the facility problem concerns constraints/restrictive factors in participating to the recreational activities. Kay and Jackson (1991) in their study with 366 adult participants, they have determined that money for 53% and time for 36% are constraints/restrictive factors in participating to the recreational activities. Koçak (2005), in his study with 435 participants, he has determined date lack of time factor is the most important one.

In conclusion, it can be stated that individuals who receive services from fitness centers have difficulties in utilizing their leisure time and the "facilities/services & accessibility" factor is the most important constraint/restriction for men and women in their participation to recreational activities.

In accordance with these results,

- Special managements, local authorities and private enterprises have to take the necessary measures as soon as possible for the increase of the recreational activities
- In our country, to live in various geographic locations in our country, either doing sports or not, and in the terms of similar variables, we should perform different necessary quantitative and qualitative

analysis on the subject of determining of the constraint/restrictive factors to the participation in recreational activities

- We can advise to raise politics to educate people about the efficient use of time, informal and formal way

Appreciations: We like to thank sincerely to the Foundation of İbrahim Çeçen for their financial support during the study and also for the support for the presentation at the congress.

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ERPA
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Laboratory applications in sciences: What do prospective science teachers think?

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Abstract

The aim of this study is to determine the thoughts of third grade prospective science teachers about the laboratory applications. Within the meaning of this aim, at the end of the 2013-2014 spring term, semi-structured feedback form was applied to 60 prospective science teacher who completed the course of Science Laboratory Applications I-II. According to the results of analysis of data, it was determined that the experiment of prospective science teachers enhanced many skills of students. It was stated that the experiments can mainly be used for the fields of physics and chemistry. Prospective teachers think that individual experiments are more effective than the group experiments and they also think that they can use simple and cost-economic experiments in their professional life. Prospective science teachers expressed that during the analysis of the experiment they individually carried out, they had difficulty in carrying out the experiment, classroom management, excitement control, attracting attention, making connection with daily life and lack of field information. Most of the prospective teachers consider themselves sufficient enough to design an experiment without being helped.

Keywords:
Experiment laboratory; applications in teaching science; prospective science teachers, science

1. Introduction

Many things in daily life can be explained with the content of the course of Science (Demircioğlu, Özdemir, Özmen, Çındıl & Yıldız, 2012). However, the content and concept of the course of science are mostly abstract, students cannot understand it and cannot make a science-daily life connection (Akdeniz, Ayas & Çepni, 1994). The experiment is indispensable factor for explaining the relation between daily life and the course of science. The experiments enable students to carry out experiments and learn at first hand. It enables to turn the abstract thing into concrete things (Güneş, Şener, Germi & Can, 2013). It has been known that in comparison with memorizing the information, carrying out experiments makes a positive effect on using the knowledge, understanding the concept of science, remembering, thinking critical, creating new ideas, interpreting, adopting the knowledge into the daily life, developing skills and personal features (Böyük & Kaya, 2011). In order for the experiments to provide these positive effects, they need to be well organized. During the planning phase, prospective science teachers have key roles. It has been determined that, the faith and attitude of teachers on the effectiveness of the experimental applications have also been important (Cansaran, Karaca & Uluçınar, 2004; Hofstein & Lunetta, 2004). Thus, the purpose of this study is to determine the views of third grade prospective science teachers who took the laboratory courses on laboratory applications.

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2. Procedures and Research Methods

In the course of Laboratory Application in Teaching Science for Prospective Teachers I, prospective teachers carried out theoretical and applicable researches on the aim and importance of laboratory, skills of scientific method and scientific process, survey and error, experimental study sheets and experiment report and assessment and evaluation in laboratory. In the course of Laboratory Application in Teaching Science for Prospective Teachers II, they carried out theoretical and applicable studies on experiments with simple and cost-effective material, computer-based laboratory studies and security in science laboratory. Moreover, within the content of both courses, they designed individual and group experiments by benefiting from the programme of the course of 2013 teaching science and they proposed these experiments to the students in the level of laboratory and secondary school. After each and every presentation, prospective teachers filled peer assessment form, self-assessment form and the form of observation by the teacher. Prospective teachers also prepared product selection files that included the experiment reports. The process assessment was carried out in this way. The data of the study were collected at the end of the 2013-2014 spring term by applying semi-structured feedback form to 60 prospective science teachers who completed the Laboratory Applications for Teaching Science I-II successfully.

3. Results

Table 1. Percentage-frequency values for the answers of prospective teachers to the question of "Which skills of students do you think are affected by the use of experiment in teaching science?"

Codes	f	%	Sample Statements
Manipulative Skills	15	25	*It affects the cognitive and manipulative skills. Student (S)-2*
Psychomotor Field	18	30	*Skills such as scientific process, carrying out experiment, hypothesizing, observation, number-space relation, satisfying-regression, evaluating the data. (S-53)*
Scientific Process Skills	12	20	*Experiments help students to use the materials and develop new concepts and developing their cognitive and psychomotor skills. (S-44)*
Establishing a relationship with daily life	10	16.66	*They enable students to develop their physical, affective and psychomotor skills. (S-15)*
Cognitive Area	8	13.33	*They develop students' skills such as hypothesis, observation and researching.*
Affective Field	6	10	*They develop students' skill of thinking analytically and creating relation between phenomenons.*
Research	6	10	*….solving problem…(S-37)*
Creative thinking	6	10	*Experiment in teaching science enhances the creativity of students. (S-13)*
Analytical thinking	4	6.66	
Problem solving	4	6.66	
Self-confidence development	3	5	
Imaginative Power	3	5	

According to the analysis of data, nearly all of the prospective science teachers think that experiments enhance the scientific process and manipulative skills of students. They also stated that experiments contribute their cognitive, affective and psychomotor fields. Apart from those mentioned above, they emphasized that experiments enhanced their skills of establishing a relation between the content and daily life, researching, analytical thinking, problem solving, and creative thinking and also increased their self-confidence and imaginary power.

Table 2. Answers of prospective teachers to the question of "Which of them among the fields of physics, chemistry and biology do you thing you can mainly use in the experiments?"

Codes	f	%	Sample Statements
Physics and Chemistry	26	43.33	*Experiments in the field of biology are rather restricted. More experiments can be carried out in the fields of physics and chemistry*
Physics, Chemistry, and Biology	7	11.66	*Biology is mainly used. The reason of this is that students are more close to Biology in their daily life. (O-21)*
Only Chemistry	7	11.66	*I think I will carry out further experiment in the field of Chemistry. Because of the fact that the experiments are more interesting. (O-9)*
Only Physics	6	10	
Physics and Biology	6	10	
Chemistry and Biology	5	8.33	
Only Biology	3	5	

Prospective teachers think that they can carry out the experiments mainly in the fields of Physics and Chemistry.

Table 3. Percentage-frequency values of the answers of prospective teachers to the question of "What kind of experiments do you think you can use in your teaching process?"

Codes	f	%	Sample Statements
Experiments with Simple and Cost-effective Material (SCM)	24	40	*I use SCM experiments. They enable all of the students to participate and they are simple and cost-effective. (S-25)*
Open-Ended Experiments	17	28.33	*I think of using semi-open-ended and open-ended experiments. The reason of this is that I want the students to find how to do something. I do not want to give all the information in advance.(S-12)*
Semi-Open-Ended Experiments	17	28.33	
Demonstration Experiments	14	23.33	
Hypothesis Testing Experiments	4	6.66	*I can use demonstration experiments. I carry out very dangerous experiments by demonstrating.(S-4)*
Closed-Ended Experiments	2	3.33	

Most of the prospective science teachers think they can use simple and cost-effective material (SCM) experiments. Apart from those, open-ended, semi-open-ended and demonstration experiments are among the types they can use in the future.

3.1. The answers of prospective teachers to the question of "Compare the pros and cons of the individual and group experiment (on the basis of the experiment in our courses)."

When the prospective teachers compare the pros and cons of the individual and group experiments, 58,33% of them (f=35) were of the opinion that the individual experiments have more positives effect. Sample statements of prospective teachers take place below:

During the experiment, since we control all phase of the experiment, it was easy for us to carry out and get the results; however, in group experiments, since we cannot control all phase of the experiment, I do not think it was efficient enough. (S-60)

In individual experiments, as we are responsible for all phase of the experiment, I am always prepared for the course and experiment. Nevertheless, group experiments are much more comfortable since the responsibility is divided into everyone. (S-11)

I think, it is more appropriate that everyone carry out his or her own experiment. The reason of this is that in group experiments, not each of students has a responsibility. Some of them stay out of being effective. (S-23)

In group experiment, nearly everyone participate into the experiments since it is interesting and entertaining. Individual experiments are carried out with one. Every other student watches. (S-15)

In group experiment, peer learning is happening which strengthen the relation. (S-20)

While group experiment is easy, the individual one is relatively hard. While carrying out group experiment, I learn team work. In individual experiment, I feel myself as teacher. (S-34)

Table 4. Percentage-frequency values of the answers of prospective teachers to the question of "What are the deficiencies you think there are in the course of laboratory in teaching science?"

Codes	f	%	Sample Statements
I have never seen any deficiency	50	83.33	*There are no deficiencies. The reason of this is that I think we carry out a sufficient number of experiment in laboratory. Thus, I consider ourselves lucky. (S-28)*
Lack of Material	7	11.66	*I had difficulty in finding material. Apart from it, there are no considerable problems.(S-57)*
Finding Original Experiment Problem	5	8.33	*I do not think there are deficiencies. It was a good course for my future professional life. We had difficulty in finding experiments and so many experiments sometimes bothered us but I think it was very beneficial for the most of the students.(S-29)*
That It Is Time-consuming	2	3.33	*There are no deficiencies in laboratory in teaching science. I think the course got its aim with sufficient materials and experiments. (S-14)*
Experiment Errors	1	1.66	
Peer Assessment	1	1.66	
Similarity of Experiments	1	1.66	
That there are so many experiments	1	1.66	
Group Work Problems	1	1.66	

Majority of prospective teachers stated that there were no deficiencies in the functioning of the course of laboratory in teaching science. Apart from this, they expressed that laboratory material supply and peer assessment are among the problems they experienced during the course.

Table 5. Percentage-frequency values of the answers of prospective teachers to the question of "During the experiments, you are in the position of teacher. How can this situation affect your skill of carrying out experiment. What do you think about this?"

Codes	f	%	Sample Statements
Gain Experience	40	66.66	*My experiment repertory enhanced and this situation will have a very positive effect in my future professional life.(S-11)*
Gain A Sense of Confidence	6	10	*It enhanced my skill of designing experiment. In this term, it was very beneficial.*
Overcoming Excitement	4	6.66	*I enabled me to see the negative side when I made a mistake during the experiments. (O-29)*
Development of Lab-Class Management	4	6.66	*When we cannot find an experiment, we could design our own experiments. It enhanced our creativity.(S-56)*
Establishing a Connection With Daily Life	2	3.33	*We had some many experiments. Sometimes, this bothered us all.(S-39)* *It affected me in many positive ways. I realized that there are steps in designing the experiment and I also realized that just carrying out experiment is not enough.*
Enhancing Creativity	2	3.33	

Prospective teachers stated that during the experiment they carried out in the courses, they gained experience, overcame the excitement, gained confidence, enhanced the skill of lab-class management, increased communication skills and found opportunity to know the laboratory materials better.

Table 6. Percentage-frequency values of the answers of prospective teachers to the question of "What is the phase you had difficulty at most during the individual experiments?"

Codes	f	%	Sample Statements
When I Am Insufficient For Subject Field Knowledge	18	30	*I was insufficient in assessment. (S-4)* *I was insufficient in controlling the class. The reason of this is that they are so distracted and I had difficulty in making connection.(S-52)*
In the Assessment of Experiments	13	21.66	
During the Experiment	12	20	*I think during the perform of the experiment. . (O-45)*
In Class Management	10	16.66	*I was very excited and I think it was because I did it for the first time.(S-36)*
In Excitement Control	3	5	*I had difficulty in answering the questions student asked since I was insufficient in subject field knowledge.(S-10)*
In Attracting Attention	2	3.33	
Establishing a Connection With Daily Life	2	3.33	*I had difficulty in class management and transferring subject field knowledge.(O-23)*

Prospective science teachers expressed that during the analysis of the experiment they individually carried out, they had difficulty in carrying out the experiment, classroom management, excitement control, attracting attention, making connection with daily life and lack of field information.

Table 7. Percentage-frequency values of the answers of prospective teachers to the question of "Do you think you received enough education to design an experiment draft?"

Codes	f	%	Sample Statements
I received sufficient education	44	73.33	*Yes, I think so. I received education better than I expected and I do not think I will have a problem about this.(S-32)*
My Knowledge On the Field of Teaching Is Insufficient	13	21.66	*I do not think I received sufficient education. I need to carry out more research for being proficient.(S-2)*
I Received Insufficient Education	3	5	*I can design experiment without any help and assess it. I received sufficient education.. However, my lack of knowledge on subject field may put me in difficult situation in answering the students' question.(S-53)*

Most of the prospective teachers consider themselves sufficient enough to design an experiment without being helped. They think they received sufficient education. However, many of them are of the opinion that they are insufficient in subject field knowledge.

Table 8. Percentage-frequency values of the answers of prospective teachers to the question of "What is you criteria for choosing the right experiment when you are designing an experiment?"

Codes	f	%	Sample Statements
Being Interesting	15	25	*Suitability for Gains. . (S-14)*
Student Development Level	15	25	*If it can be observed in daily life...(S-54)*
Suitability for Gains	13	21.66	*Easily and cost-effectively suppliable materials.(S-16)*
Its Relation With Daily Life	12	20	*If it is interesting or if students can participate I look for answers for aforementioned questions. (S-37)*
Using Simple and Cost-effective Materials	5	8.33	

Prospective teachers stated that when they are designing an experiment, they take into consideration if the experiment is interesting, suitable for gains, related with daily life, carried out with simple and cost-effective materials and suitable for student development level.

4. Discussion

Prospective teachers stated that experiments contribute to cognitive, affective and psychomotor fields. Apart from those, prospective teachers emphasized that experiments enhanced the skills of establishing it with daily life, researching, analytical thinking, problem solving, creative thinking and it also enhanced self-confidence and imaginary power. Çeken (2010) expressed that as a result of experiments carried out with simple and cost-effective materials, cognitive and manipulative skills of students enhanced and they learn permanently.

Prospective science teachers think that they can carry out the experiments mainly in the fields of Physics and Chemistry. It is also interesting that the number of the prospective teachers who suppose they can carry out experiments mainly in the field of Biology is low.

Most of the prospective science teachers think they can use simple and cost-effective material (SCM) experiments. Apart from those, open-ended, semi-open-ended and demonstration experiments are among the types they can use in the future. Önen and Çömek (2011) stated that prospective teachers expressed their positive opinions on science experiments carried out with simple materials. Collison (1993) stated in his study that science teachers have positive opinions on experiments carried out with simple materials.

Prospective teachers compared pros and cons of individual and group experiments and they concluded that individual experiments have more positive effect on students.

Majority of prospective teachers stated that there were no deficiencies in the functioning of the course of laboratory in teaching science. Apart from this, they expressed that laboratory material supply and peer assessment are among the problems they experienced during the course. Pekbay and Kaptan (2014) considered laboratory management restriction as teacher-based, learner-based, supply-based and laboratory-based restrictions. Moreover, they emphasized that time and costs are the restrictions for laboratory. Yeşilyurt (2005) stated in his study in which he examined the problems of Biology laboratory that supply-based restriction is primary restriction.

Prospective teachers stated that during the experiment they carried out in the courses, they gained experience, overcame the excitement, gained confidence, enhanced the skill of lab-class management, increased communication skills and found opportunity to know the laboratory materials better.

Prospective science teachers expressed that during the analysis of the experiment they individually carried out, they had difficulty in carrying out the experiment, classroom management, excitement control, attracting attention, making connection with daily life and lack of field information.

Most of the prospective teachers consider themselves sufficient enough to design an experiment without being helped. They think they received sufficient education. However, many of them are of the opinion that they are insufficient in subject field knowledge. Kocakülah and Savaş (2011) revealed in their studies that laboratory course enhanced the students' skill of designing experiments. In addition, the lack of self-confidence and knowledge can be eliminated with laboratory studies. Aydoğdu (1999) acquired a similar finding in his study. Moreover, Ayas et al. (2005) revealed in their studies that lack of knowledge prevent students from being proficient in experiments.

Prospective teachers stated that when they are designing an experiment, they take into consideration if the experiment is interesting, suitable for gains, related with daily life, carried out with simple and cost-effective materials and suitable for student development level. All these are parallel with the studies which emphasized that laboratory studies need to establish a connection with daily life (Yıldız, Akpınar, Aydoğdu & Ergin, 2006; Akkuş & Kadayıfçı, 2007; Önen & Çömek, 2011). Kocakülah and Savaş (2011) concluded that the criteria for applicability of the experiments which are prepared by prospective teachers need to be suitable for target attitudes or gains and age level of students.

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ERPA
International Congresses on Education
4-7 June 2015
Athens/Greece

Pre-service chemistry teachers' understanding of size-dependent properties

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Abstract

Nanoscience is the study examining the properties of structures/materials at the nanoscale (1-100 nm). Various properties of materials such as color, melting point, reactivity etc. become size-dependent at the nanoscale and differ from those of bulk form. Rapid development of nanoscience and numerous nanotechnology applications in everyday life ranging from consumer goods to medicine require that science teachers have sufficient knowledge of nanoscience and make their students gain nano-literacy. Revealing understanding of pre-service science teachers about nanoscience is expected to contribute to how the integration of nanoscience should be included in their education programs. Therefore, the purpose of this study is to examine pre-service chemistry teachers' understanding about size-dependent properties. This study was conducted with 60 pre-service chemistry teachers studying at Balikesir University in Turkey by performing two tests (A and B) one by one which involve open-ended questions. The responses obtained by using of the two tests were classified as well as the analysis of their percentages to verify whether it correspond to the qualitative information. It was found that the pre-service chemistry teachers have most difficulty in explaining the reasons of the colors of gold nanoparticles and quantum dots and the differences between semiconductor and conductor and in imagination of the changes in the interactions and the surface area at nanoscale and self-assembly of nanoparticles. They have also some alternative conceptions on these topics. Some suggestions for teacher education were given based on the result obtained in this study.

Keywords:
Nanoscience; size-dependent properties; pre-service teachers; nanoscale; alternative conceptions

1. Introduction

The field of nanoscience deals with objects and structures in the range of 1–100 nm, a size range that is rarely considered in everyday practice (Swarat, Light, Park, Drane, 2011). Nano-sized systems have been used in various fields, in our daily lives. The emergence of novel mechanical, optical, electrical, magnetic, thermal, chemical and biological properties at the nanoscale as compared to bulk form requires a reconsideration of science education (Greenberg, 2009; Hingant, Albe, 2010). Different approaches and educational implications have been developed and supported in many countries with regard to the development of human capacity in nanoscience and nanotechnology (Gököz, 2012). Many studies (Greenberg, 2009, Hingant, Albe, 2010; Blonder, 2010; Newberry, 2013) have performed on the integration of nanoscience to secondary and high school science programs/courses, students' conceptualizations of nano-related concepts, the use of haptic tools to teach nanoscience and

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nanotechnology, professional development for secondary school teachers and various activities to teach nanoscience.

In Turkey, nanotechnology has been considered as one of the strategic technology fields according to Vision 2023 developed within the scope of the National Technology Foresight Program by the Scientific and Technological Research Council of Turkey. Various institutes and research centers such as Institute of Material Science and Nanotechnology (UNAM), Nanotechnology and Biomaterials Application and Research Center etc. were founded in different universities in Turkey. As the result of this, the number of master and PhD programs provided by the foundations in the field of nanoscience and nanotechnology increased. Turkey has participated in the projects of Nanochannels, NanoYou and The Time for Nano Project including nanoscience studies in high school level (Gököz, 2012). The prefix of nano- and some nanostructures such as carbon nanotube and fullerene were given at high school chemistry books in 2011. The inclusion of some issues on nanoscience to high school books requires training of science teachers in this regard. Nanoscience education presents a unique challenge for teacher educations as Wischow and coworkers stated. There have been few studies on teachers'/pre-service teachers' understanding nanoscience in Turkey until now. Revealing understanding of pre-service science teachers about nanoscience is expected to contribute how the integration of nanoscience should be done to their education programs. Therefore, the study aims to determine pre-service chemistry teachers' understanding of size dependent properties.

2. Method

The present work focuses on pre-service chemistry teachers' understanding of the size-dependent properties at the nanoscale. For this aim two tests (A and B) were performed on 60 pre-service chemistry teachers' (3rd, 4th and 5th years) from the Department of Science and Mathematics Education at Necatibey Faculty of Education, Balıkesir University, Turkey. Test A was prepared to measure which factors have an effect on the properties (reactivity, reaction rate, melting point, conductivity and color) at the nanoscale and to examine the explanations of the pre-service chemistry teachers' on the factors. The examples including size-dependent properties (mechanical, electrical and optical properties, reactivity, reaction rate and melting point) were given to them in order to explain the possible reasons of them in Test B (see Appendix). The examples given for mechanical properties involve hardness of silicon nano-particles, elasticity modulus of polypropylene nanoparticles and load carrying capacity of bone. The appeared colors on CD and colors of gold nanoparticles and quantum dots are the examples of color. The reactivity of aluminum at nanoscale, reaction rate of nano-termite reaction, melting points of gold clusters, conductivity of metal nanoparticles are given in the test for other size-dependent properties. These questions were tested through a pilot study carried out on 17 students. Firstly Test A was carried out because Test B includes some answers for the A one. The responses obtained by using of the two tests were classified as well as the analysis of their percentages to verify whether it correspond to the qualitative information. Many pre-service chemistry teachers give no explanation especially for the test A or answered only with one sentence per question in the test B. Some of them stated that they have no idea about the questions in test B. Therefore, the percentage of the total the pre-service teachers does not equal to 100% for the explanations.

3. Results

Fig.1 shows the percentages of the pre-service teachers related to A1 and A2 which include the determination of the factors affecting the size-dependent properties such as reactivity, conductivity, melting point, reaction rate and color. They usually think that the size-dependent properties vary with only type of metal nanoparticle/reactant. When all of type, size and shape have the highest percentage for reaction rate in the responses of the pre-service chemistry teachers as expected, the percentage values of conductivity and melting point are higher values than that of reactivity. Percentages of the factors affecting on the electronic properties of single-walled carbon nanotubes are 20.0%, 21.7% and 35.0% for the length, the radius and all of the factors (the length, the radius and the direction of rotation of the graphene layer) given in A3, respectively. There is no pre-service teacher who thinks that color of metal nanoparticle can vary with all of the factors, as seen in Fig.1. It seems that color is the most nontrivial one among the size-dependent properties for the pre-service chemistry teachers.

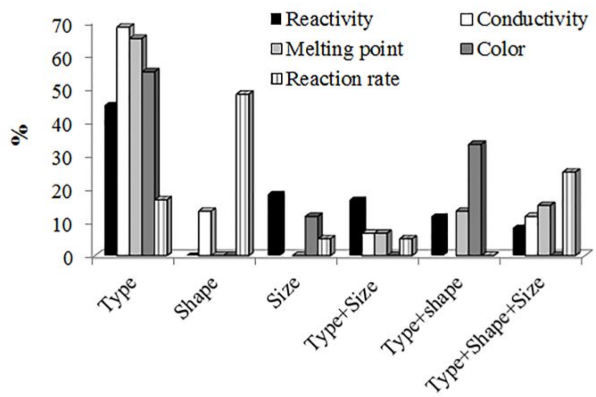


Fig.1: The percentage of total the pre-service teachers related to the factors affecting the size dependent properties

Table 1 presents the explanations of the pre-service teachers about B1, B2 and B3 related to color at nanoscale. 50.0% of the pre-service teachers explain the reason of the appearing colors on CD by using of the concepts of reflection and interference together for B1 question even if they give no details. In addition, two alternative conceptions about the reason are seen in Table 1: Reflection (11.7%) and back reflection of light without absorbing (21.7%). Various explanations have seen in the reasons given for the colors of different sized gold nanoparticles, which include the band gap between the valence band and the conduction band (18.3%), the amount of reflected light (21.7%), the change in the type of matter by decreasing size (10.0%) and having colors of atoms in clusters (23.3%). 15.0% of the pre-service teachers give the change in the band gap between the valance and the conduction bands as the reason of the colors in quantum dot solutions. The change in the size alters the visibility of the color, light refraction and reflection and absorption of light according to other pre-service teachers in Table 1.

The explanations of the pre-service teachers related to reactivity, reaction rate, melting point and conductivity are given in Table 2. In addition, the explanations on test A are given in this table even if they are very limited. It is seen that they related the change in the reactivity of aluminum with the increase in surface area (15.0%), weakened chemical bonds (15.0%), the increase in the ratio of surface to volume (11.7%) and getting stronger of the interactions among aluminum atoms (11.7%) occurring by lessening of the size, the change in the arrangement of the atoms at the nanoscale (15.0%) and higher energy at the nanoscale (5.0%). The increased energy (8.3%), interactions (10.0%) and disorder (10.0%) as a result of the decrease in the size of reactants and the increase in surface area and in the number of effective collision (10.0%) are given as the reasons of being faster and more powerful of the nano-termite reaction compared with the reaction in bulk form. The explanations about B6 include being more unstable (13.3%) and high energy (16.7%) of the particles, the decrease in the interactions among atoms (13.3%), more gaps among particles (26.7%) at the nanoscale and the decrease in the amount of matter (3.3%). It is seen that 42% of the pre-service teachers who give explanation for B7 do not know differences between conductor and semiconductor. Because they connect the semi conductive property of 1 or 2 nm radius metal particles with the space among the particles, the interactions and the surface area at nanoscale.

Table 1: The explanations of the pre-service teachers for B1, B2 and B3 related to color at nanoscale

COLOR (Question no)	**Explanations**	**% of total the pre-service teachers**
CD	The light via the particles on CD reflects and the reflected light makes interference.	50.0
(B1)	Light beam is reflected from the particles on the surface of CD.	11.7
	Light is not absorbed on CD and the light beam including all colours is reflected back.	21.7
Gold	The band gap between the valence and the conduction bands changes with size.	18.3
nanoparticle	*Color varies with the amount of the light reflected from gold nanoparticle.*	21.7
(B2)	An atom is colorless, but atoms gain color in clusters.	23.3
	Clusters contain different atoms.	10.0
	The kind of a substance changes as its dimension decreases.	10.0
Quantum dots	The band gap between the valence and the conduction bands changes with size.	15.0
(B3)	*The smaller the size, the visibility of the color is reduced.*	6.7
	The light beam which is refracted and reflected changes as the dimension changes.	21.7
	The absorbed light changes as the dimension changes.	13.3

Table 2: The explanations of the pre-service teachers related to reactivity, reaction rate, melting point and conductivity (A1-A3 and B4-B7)

Size dependent properties	Explanations	% of total the pre-service teachers
Reactivity (A1, B4)	(A1, B4) With the decrease in size, the surface area expands and thus the reactivity increases.	11.7, 15.0
	(B4) The array of the atoms at nano-size is changed.	15.0
	(B4, B6) Particles at nanoscale have higher energy.	5.0, 16.7
	(B4) *The bonds get weaker as the dimension decreases.*	15.0
Reaction rate (A3, B5)	(A1, B4, B7) *The interactions get stronger as the dimension decreases.*	10.0, 11.7, 8.3
	(B4) Surface area-to-volume ratio increases as the dimension decreases.	11.7
	(A3) The rate of reaction increases if surface area expands.	8.3
Melting point (B6)	(A3) The rate of reaction increases if the shapes of particles conform to each other.	21.7
	2. (B5) Energy increases as the size decreases.	8.3
	(B5, B6) Interaction among atoms decreases at nano-size.	10.0, 13.3
	(B5) *Disorder increases towards nanoscale.*	10.0
Conductivity (A2) **and electronic properties** (B7)	(B5) The surface area and active collision number increase at nano-size.	10.0
	(B6) Particles at nanoscale are more unstable.	13.3
	(B6, B7) *The space among particles is further at nanoscale*	26.7, 5.0
	(A2) *Conductivity increases as the amount of electrons increases.*	10.0
	(B7) The conductivity of the metal changes/decreases as its dimension decreases.	6.7/5.0
	(B7) *Surface area decreases at nanoscale.*	15.0

Table 3 shows the explanations of the pre-service teachers on B8, B9 and B10 related to the mechanical properties at nanoscale. The reasons why the elasticity modulus of polypropylene nanoparticles was higher than that of the bulk material are given as the size (20.0%), the interactions (23.3%) and the increased surface area (6.7%) at nanoscale by the pre-service student teachers, as seen on Table 3. The pre-service teachers give the explanations including the size, the increased interactions and surface area at the nanoscale for B9 related to the hardness of silicon nano-particles as in previous question. In addition, some of them thought that getting bigger of silicon particles with the decreases in size and the space among atoms at the nanoscale cause having greater hardness of the silicon particles than the value of bulk silicon. It is seen that 11.7% of the pre-service teachers gave almost correct answer for B10 related to the load carrying capacity of bone. Some of them connected the increase in the loading capacity with the increase in strength as the result of more free space at micron size (11.7%) and the increase in the number of molecules at micron size (8.3%). The explanations including alternative conceptions are given in italics at Table 1, 2 and 3. They focused on color, the interactions, disorder, the space among atoms and surface area at nanoscale, conductivity and semiconductivity.

Table 3: The explanations of the pre-service teachers related to mechanical properties (B8, B9 and B10)

Mechanical properties (Question no)	Explanations	% of total the pre-service teachers
Elastic modulus (B8)	(B8) Size has effect on elastic modulus.	20.0
	(B8, B9) *The interactions among atoms at nanoscale increases.*	13.3, 23.3
	(B8) The interactions among atoms at nanoscale decreases.	10.0
	(B8, B9) Surface area at nanoscale increases.	6.7, 10.0
Hardness (B9)	3. (B9) Size influences hardness.	41.7
	(B9) *Silicon particles get bigger as their size decreases.*	3.3
	(B9) *The space among atoms at nanoscale decreases.*	5.0
Load carrying capacity (B10)	4. (B10) Decreases.	15.0
	5. (B10) Increases.	35.0
	(B10) *Strength at micro level increases due to the increased space.*	10.0
	(B10) Interaction at micro level decreases and so it decreases.	11.7
	(B10) *The number of molecules at micro level increases and so the load carrying capacity of bone increases.*	8.3

4. Discussion and conclusions

It was found that the pre-service chemistry teachers have most difficulty in explaining the reasons of the colors of gold nanoparticles and quantum dots and the differences between semiconductor and conductor. Even if the pre-service teachers did not mention that nanomaterials have a significant proportion of atoms existing at the surface and so surface atoms are more easily removed than bulk atoms, some of them figured out unstable structure of nanomaterials, the decrease in intermolecular forces among atoms in nanomaterials, high energy, high surface area and the change in the arrangement of the atoms at the nanoscale by considering the given examples of reactivity, reaction rate and melting point in the test B. However, they tried to explain the reasons of the examples on semiconducting, elastic modulus, hardness by using these patterns.

Although they think of the role of interactions at the nanoscale on the elasticity modulus of polypropylene nanoparticles, they did not transfer the knowledge to the glass transition temperature and crystallinity affecting the deformation of the polymer chain for the question even if they take Physical Chemistry II course. They could not consider the dislocations or line defects inside the particle, the changes of the lattice strain and the bond energies of nanoparticles to the compressive stress when they were making comment on the hardness of silicon nanoparticles although they saw the lattice structures in Inorganic Chemistry II course.

It was also seen that some of the pre-service chemistry teachers have the alternative conceptions which arise from the difficulties in imaging nanomaterials in their mind and the differences between nanomaterials and bulk materials, the problems on their previous learnings on the absorption of light, color, conductivity and semi conductivity and on transforming previous learning to nanoworld.

These results show that the size range (1-100 nm) and the size-dependent properties should be considered in chemistry, biology and physics courses from first year for science teachers in education faculties. Every course should be reorganized in order to provide discussing how any property or phenomenon changes as the size of the matter decrease. The formation of surface plasmons, color and quantum fluorescence should be given in detail at Inorganic Chemistry, General Physcis and Instrumental Analysis courses, respectively. The instructors should have worked together to integrate nanoscience to their courses because of the interdisciplinary nature of nanoscience.

Acknowledgments

This project is supported by Balikesir University, Turkey under Grant no BAP 2015/140.

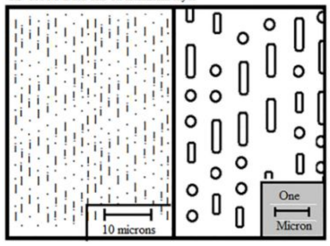
Appendix A. Sample questions from Test A and Test B

A1- Which of the following do the colour, the reactivity, the conductivity, and the melting point of a metal nanoparticle depend on? Explain your answer.

I. The type of metal nanoparticle II. The size of metal nanoparticle III. The shape of metal nanoparticle

A2- Which of the following does a reaction rate depend on? Explain your answer.

I. The grain size of the reactants II. The shape of the reactant particles III. The type of reactant



B1- A CD is made up of two layers of plastic protecting a thin layer of aluminum on which is stored the actual information. This is stored in pits in the aluminum organized in a series of concentric circles, as seen the figure on the right. It is possible to see all the colors of the rainbow on a CD, what can be the cause of the observation? Please explain.

B2- Cluster is a stable structure formed by a wide range of the same or different kinds of atom or molecule (1-100 nm). While the gold in bulk form is seen yellow, 12 nm-sized gold clusters are seen red. What do you think might be the cause for this change taking place when the substance passes from macroscopic scale to nanoscale? Please explain.

B3- A quantum dot is a nanocrystal made of semiconductor materials. With the changes in their size, they can emit light of different colors as given on the right. What do you think might be the reason for this fact?

B4- While aluminum cans are used in food and beverage packaging; aluminum is very strong explosive at nanoscale. What do you think is the reason? Please explain.

B5- Termite reaction is a reaction in which aluminum react with another metal oxide (especially ferrous oxide). As a result of the redox reaction, which occurs at an average of 2370 °C (4200 F), aluminum oxide, the element state of the other metal, and a large amount of heat appear. Obtained by mixing these two components nanoscale, the nano-termite reaction is much faster and powerful. What do you think might be the cause of this condition? Please explain.

B6- The melting point of clusters changes according to the cluster's size. For example, while the gold melts at 1064 °C in macroscopic scale, a 2.5 nm-sized gold cluster melts at 600 °C. What do you think might be the reason? Please explain.

B7- While the bulk metal is a conductive, the 1 or 2 nm radius metal particles are semi-conductive. What might be the cause? Please explain.

B8- The hardness of the 40 nm diameter silicon nano-particles is four times more than that of the macro-sized (bulk) silicon. What do you think might be the reason? Explain.

B9- Modulus of elasticity is a measure of elastic deformation of the material under the force. By definition, it shows the force to be applied to increase the length of the unit size in a material having a unit cross-sectional area (1 mm^2). Modulus of elasticity of the polypropylene nanoparticles is bigger than the macro-sized polypropylene. What do you think might be the cause? Please explain.

B10- In bone tissue, three-dimensional crystals of hydroxyapatite (HA) with 2-5 nm wide and 50 nm length are dispersed among collagen fibrils as a filling material. If the size of the HA crystals in natural bone tissue were increased to micron size, how would this affect the load carrying capacity of the bone? Please explain your answer.

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ERPA
International Congresses on Education
4-7 June 2015
Athens/Greece

The effects of game activities on empathy skills of elementary students in Turkey

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Abstract

The purpose of this study is to investigate the effects of game activities for 8 weeks on empathy skills of elementary students in Turkey. For that purpose, 60 elementary students were recruited from an elementary school in Turkey. Empathy index developed by Bryant (1982) was used in the study. The data was analyzed using SPSS 16.0 Package Program, and level of significance was determined to be 0.05. There was not a statistically significant difference between pretest score of empathy skills and posttest score of empathy skills (p>0.05) for experimental and control groups

Keywords:
University; sport; study; empathy

1. Introduction

Bryant (1982) has defined empathy simply as the ability to share and understand the perceived feelings of others. Empathy is generally seen by the researchers as an emotion or an affective response that stems from the comprehension of another's emotional state and that is similar to what the other person feels or is expected to feel (Eisenberg, 2000). Historically, empathetic development in children has been viewed as consisting of an affective (i.e., emotional responsiveness) and cognitive (i.e., accuracy of cognitive social insight) components. Several decades ago, a popular approach conceptualized empathy as a vicarious emotional response to the perceived emotional experiences of others (Mehrabian & Epstein, 1972). An important distinction to make in the process of understanding empathy is the differentiation between empathy, sympathy (Baron-Cohen & Wheelwright, 2004; Singer & Lamm, 2009). Sympathy is generally described as an appropriate response to the emotions of another that is not necessarily congruent with the target‟s emotional state (Eisenberg et al., 1998; Eisenberg, 2000). Vaish et al. (2009) argue that sympathy and empathy are present early in development and rely, at least partially, on cognitive perspective-taking abilities.Moreover, empathy is a quality and this quality enables a person to understand and feel concern for others situations or feelings. Empathy means to identify with the problems or situations of people. Indentifying the problems of people enables a us to understand thoughts and conditions of people. Freud stated that empathy is being able to be same as the person in front of us and imitate him later. That mechanism helps us to understand different ideas and worlds (Kolayiş & Yigiter, 2010; Yigiter & Ustaoglu, 2013). The presence of empathy in adolescents was a necessary component of healthy functioning, compared to lower levels of empathy being associated with an increased display of anti-social behaviors (Thompson & Gullone, 2008).

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McKay, Davis and Fanning (1983) asserted that empathy skill is the most important listening and communication skill. Also, some researchers agreed with the idea that the empathy ability improved interpersonal relationships (Spiro, et. al, 1993; Nightingale, et. al, 1991; Olsen, 1996). The parant effectiveness program developed by Gordon (1970) stressed empathy is a important key to solve problems in social life. Mostly, studies showed that empathy skill is a very important factor to communicate with people and understand others.

2. 2. Method

2.1. 2.1. Subjects

The sample of study was consisted of 60 students from an elementary school in a city of Turkey. All kids joined voluntarily to the active program for 8 weeks in the study, and were chosen voluntarily. The game activities of this study consisted of 6 educational games for children.

2.2. 2.2. Measures

Empathy was assessed by the Bryant (1982) Index of Empathy for Children and Adolescents. The Index of Empathy for Children and Adolescents is a 22-item with a 5-point likert-type scale that requires respondents to agree or disagree with statements presented; scores range from 0 (low empathy) to 22 (high empathy). Internal consistency or reliability estimates for the scale were calculated by computing Cronbach alpha coefficients of .54 for first-graders, .68 for fourth-graders, and .79 for seventh-graders (Bryant, 1982). Empathy index for children and adolescents was adapted to Turkish by Biryan (2006). Cronbach alpha is found to be .70 on fourth-grade students in Turkey (Yigiter & Kuru, 2014).

2.3. 2.3. Data Analysis

All data of the study were analyzed with SPSS 16.0 Package Program. Descriptive statistics, paired simple t test were used to analyze the data, and for all data, level of significance was determined to be 0.05.

3. 3. Results

Table 1. Difference between pretest and posttest of experimental group

Group	N	Mean	SD	P	
Pretest	30	11,55	3,57587	,755	P>0.05
Posttest	30	11,95	3,84537		

Table 2. Difference between pretest and posttest of control group

Group	N	Mean	SD	P	
Pretest	30	12,2000	3,03662	,675	P>0.05
Posttest	30	12,6000	3,81686		

4. 4. Discussion

The aim of this study is to investigate the effects of game activities on empathy skills of elementary students in Turkey. In this study, 60 elementary students were recruited from an elementary school in Turkey voluntarily.

Gleason et al., (2005) found that children with higher empathy had better friendships and lower levels of victimization. Stanger et al., (2012) suggested that empathy may help reduce aggressive behavior and highlight the potential mediating role of guilt. In their study, participants in the high-empathy group experienced stronger negative emotional reactions to images of aggressive acts and reported lower likelihood to aggress than did those in the low-empathy group. Children who are more empathic are more socially competent and demonstrate more prosocial behaviors and less aggression (Findlay, Girardi, & Coplan, 2006). Also, both cognitive and affective empathy play a role in promoting healthy social interactions, and dysfunctions in social interaction have been attributed to deficits in empathy (Miller & Eisenberg, 1988).

Some researchers of sports participation and exercise have reported that when people are physically active, this has potential benefits both psychologically and physically for them (Barnett et al., 1992; Yigiter, 2014). In their study, Yigiter & Ustaoglu (2013) investigated the relationship between the sport training and empathy ability of the vocational school students in Turkey, and the findings of their study showed that the sport training has an important impact on the empathy ability of the students. Yigiter (2013) tried to improve the empathy ability of university students by participating in recreational activities as group, and the results of that study showed that participants in the experimental group improved in empathy ability than those in the control group. These studies did not supported the results of the present study. Children's sports should be done on children's own conditions with playfulness and avoiding unnecessary competition. Testing one's own psychic and physical limits and overcoming onself are the source of inner motivation which has necessarily nothing to do with competing others (Kalliopuska, 1987). Yigiter and Kuru, (2014) stated that sport participation can affect the empathy levels of the children. Moreover, Yigiter, (2014) stated that sport participation can affect some parameters of the students positively.

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A comparative study on self-esteem of German and Turkish students attending school of physical education and sport

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Abstract

The purpose of this study is to compare the self-esteem levels of German and Turkish students attending School of Physical Education and Sport. For that purpose, a total of 189 students attending School of PE in two countries. Rosemberg (1965) Self-esteem Scale was used in the study. The data collected from the German and Turkish students were analyzed by using SPSS 16.0 Package Program, and level of significance was determined to be 0.05. There was not a statistically significant difference between self-esteem scores of German students and self-esteem scores of Turkish students.

Keywords:
Students; self-esteem; sport; university

1. . Introduction

Self-esteem may be defined as an overall self-evaluation, a belief about one's own self-worth based on an overall evaluation (Elavsky et al., 2005). Self-esteem is the evaluative component of self-concept and can be either positive or negative (Bandura, 1993; Coopersmith, 1981; Rohner, 2008; Rosenberg, 1965). Self-esteem receives much attention due to its relationship with psychological well-being and association with mental and social adjustment (Marsh, 1993; Paradise & Kernis, 2002). Self-esteem was evaluated as a multidimensional construct a global construct or domain representing the overall appraisal or gauge of one's self-worth without consideration of the possible components of self-esteem (Coopersmith, 1967; Rosemberg, 1965).

Self-esteem is often used as an indicator of the well-being of individuals, such that individuals with high self-esteem are presumed to have better mental health than those with low self-esteem, and those with low self-esteem are believed to be always unhappy about all aspects of their lives (Coatsworth & Conroy, 2006; Yigiter, 2014b). Individuals with low self-esteem lack self-confidence, whereas those with high self-esteem have elevated self-confidence. People with high self-esteem reported fewer complaints regarding social problems and a lower level of perceived stress than those with low self esteem (Gerber & Pühse, 2008; Yigiter, 2014b). Also, People with high self-esteem have been characterized as possessing self-respect and self-worth, whereas those people with low self-esteem are thought not to respect themselves, feel unworthy, inadequate, or inefficient (Rosenberg, 1965). Brown (1998) stated that individuals with high self-esteem were happier with their lives, which resulted in fewer interpersonal problems and in a higher consistency of achievements. Moreover, people with high self-esteem are more capable of forming satisfying love relationships and are less susceptible to social pressure. Physical activity helps with controlling weight and improving psychological well-

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being (AHA, 2011). Some researchers have reported that when people are physically active, this has potential benefits both psychologically and physically for them (Barnett, Smoll, & Smith, 1992; Yigiter, 2014b).

2. 2. Method

2.1. 2.1. Subjects

The sample of study was consist of 189 students attending School of PE from Germany and Turkey. All students from two countries joined voluntarily to the present study.

2.2. 2.2. Measures

The RSES score ranges from 0 to 30 with higher scores indicating higher self-esteem. Scores between 15 and 25 are within normal range; scores below 15 suggesting low self-esteem and above 25 suggesting high self-esteem (Murphy, 2012; Yigiter, 2014a). The test-retest reliability was in the range of .85 to .88 and Cronbach's alpha was reported at .89 (Rosenberg, 1965; Williams and Galliher, 2006). Cuhadaroglu (1986) reported test-retest reliability coefficients of .71 during a 4-week period on the Turkish version (Coskun, 2009; Yigiter, 2014a).

2.3. 2.3. Data Analysis

All data of the study were analyzed with SPSS 16.0 Package Program. Descriptive statistics, paired simple t test were used to analyze the data, and for all data, level of significance was determined to be 0.05.

3. **3. Results**

Table 1. Difference of self-esteem scores of the students

Grup	N	Mean	SD	P	
Turkey	98	23,86	4,03	,017	P>0.05
Germany	91	22,62	2,93		

As can be seen in Table 1, there was not a significant statistically difference between Turkish and German students attending School of Physical Education and Sport in self-esteem scores (0.017, p>0.05).

4. 4. Discussion

The purpose of this study is to compare the self-esteem levels of German and Turkish students attending School of Physical Education and Sport. For that purpose, a total of 189 students attending School of PE from Germany and Turkey. Physical activity helps with controlling weight and improving psychological well-being. When compared with inactive people, both children and adults who are active have a higher self-concept and more self-esteem, therefore a higher quality of life (AHA, 2011). Perceived physical self-esteem is a predictor for BMI, and a possible way to increase physical self-esteem has been proposed as a physical activity program (Raustorp, Mattsson, & Svensson, 2006).

In their study, Streland et al., (2003) investigated two groups, those who exercised and those who did not, and then focused on group differences. In the same way, Maltby and Day (2001) investigated two groups, those who exercised for less than six months and those who had been exercising more than six months. Yigiter, (2014b) investigated the relationship between sport participation and self-esteem, and the results of his study showed that sports participation affects the self-esteem levels of the university students. Those who participate in sports are more likely to have healthy self-esteem and higher physical selfperception (Asci, 2004). Bailey et al., (2009) reported that adolescent sport participation is positively associated with higher levels of self-esteem. Bowker (2006) identified physical appearance and physical competence as components of physical self-esteem which, in turn, was found to be a component of global self-esteem. Bowker (2007) investigated the relationship in extracurricular activities and self-esteem. In his study, males and females extracurricular exercise activities showed higher levels of self-esteem than others. Yigiter, (2014a) compared with American and Turkish students' self esteem in terms of sport participation. Results of the study showed that there was a significant statistically difference between American and Turkish university students. According to results of these studies, it can be said that exercise has been linked to self-esteem parameter. Therefore, self-esteem may be elevated by sports participation.

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The effects of game activities on stress levels of elementary students in Turkey

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Abstract

The purpose of this study is to investigate the effects of game activities for 8 weeks on stress level of elementary students in Turkey. 60 elementary students were recruited from an elementary school in Turkey. Empathy index developed by Bryant (1982) was used in the study. The data was analyzed using SPSS 16.0 Package Program, and level of significance was determined to be 0.05. There was not a statistically significant difference between pretest score of stress levels and posttest score of stress levels ($p>0.05$) for experimental and control groups.

Keywords:
University; sport; study; stress

1. Introduction

Stress is a complex psychobiological process with biological, emotional, mental, and behavioral consequences, all of which influence one another (Gunnar and Quevedo, 2007). Lazarus and Folkman (1987) explained that one's primary appraisal of environmental conditions, either as threatening or challenging, will determine the degree of stress experienced and the mode of coping employed. Abidin (1983) stated that it can be critical to the child's emotional and behavioral health when there is stress in the parenting system during the first three years of a child's life.

Stress is inevitable for people and stress produces headache, neck crick and causes many health problems that include depression, anxiety, heart disease and stroke (Bulo, 2014; Clark, 2013). Stress leads to the production of cortisol, which may be harmful to health of people. Nearly everyone experiences stress at some point in their lives but the causes and stress levels vary between teens and adults (Bickerstaff, 2006). Stress affects brain regions that are responsible for complex cognitive functions, and persistent stress can seriously harm neurons. Brain function, hormone production and immune responses are all vulnerable to the deleterious effects of stress on the brain (Sapolsky, 1996; McEwen, 2005). Stress is strongly associated with psychopathology; stress is a significant risk factor for many mental health disorders, such as anxiety and depression (Jaser et al., 2005; Brooks et al., 2002). When children experience manageable stress, their developing biological systems are not disrupted. Children need such experiences to help these systems become adaptively self-regulating (Dienstbier et al., 1987). Mild stress levels can motivate students to complete assignments and meet deadlines, achieve success on exams, and increase creativity and inspiration (Clark, 2013).

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2. 2. Method

2.1. 2.1. Subjects

The sample of study was consisted of 60 students from an elementary school in a city of Turkey. All kids joined to the program for 8 weeks in the study and they were chosen randomly. The Stress Level Scale II was distributed among the students in the classrooms. The game activities of this study consisted of 6 educational games for children.

2.2. 2.2. Measures

In this study, the Stress Level Scale I-II developed by Leighton (1989) was used to analyse the levels of stress of the kids. Stress Level Scale I-II was adapted to Turkish by Baltas (1994). In this study, stress scale II was performed on the kids. Stress scale II was consisted of 25 items (Yigiter & Kuru, 2014).

2.3. 2.3. Data Analysis

The results of the study were analyzed with SPSS 16.0 Package Program. Descriptive statistics, paired simple t test were used to analyze the data. Level of significance was determined to be 0.05.

3. 3. Results

Table 1. Difference between pretest and posttest of experimental group

Group	N	Mean	SD	P	
Pretest	30	43,5500	7,03731	,651	P>0.05
Posttest	30	44,4500	5,92475		

Table 2. Difference between pretest and posttest of control group

Group	N	Mean	SD	P	
Pretest	30	44,4000	4,38178	,930	P>0.05
Posttest	30	44,5500	4,38178		

4. 4. Discussion

The purpose of this study is to investigate the effects of game activities on elementary students in Turkey. In this study, 60 elementary students were recruited from an elementary school in Turkey.

Investigation of Kleiber and Roberts (1981) tried to reconsider the "character" construct, to isolate its social elements, and to establish its susceptibility in childhood to the influence of organized sport experience. Using prosocial behavior as one manifestation of evolved social character, the influence of organized sport was assessed in a field experiment with 54 4th and 5th grade children. Although the general assumption that "sport builds character" was neither refuted nor strongly supported in this investigation, some evidence, at least with males, showed that prosocial behavior may be inhibited by sport experience. Implications are drawn for facilitating prosocial behavior in children's sports. Yigiter and Kuru (2014a) investigated the relationship between swimming competition and stress. In their study, there was not a statistically significant difference about swimmers' stress levels before and after the swimming competition.

Stress is a normal, desirable, and beneficial part of our lives that can help one learn and grow. Most people are more active, invigorated, creative, and productive because of stress. Conversely, stress can cause significant problems. Prolonged, uninterrupted, unexpected and unmanageable stress is damaging. Mood deterioration premenstrually is less in regular exercisers than non-exercisers (Choi & Salmon, 1995). Regular participation in such activities is associated with a longer and better quality of life, reduced risk of a variety of diseases, and many psychological and emotional benefits (Sallis and Owen, 1999). When encountered problems, people have some psychological talents, and if they use them efficiently, a various problems like social, cognitive, individual and many others could be solved easily (Yigiter, 2013; Yigiter and Kuru, 2014b).

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4-7 June 2015 Athens/Greece

Leisure benefit scale: A study of validity and reliability

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Abstract

The aim of this study was to develop a Turkish version of the "Leisure Benefits Scale" and to examine its validity and reliability. The Leisure Benefit Scale contains 24 items, which are expressed on a 5-point Likert scale. The scale was tested in two separate samples comprising a total of 421 Turkish over 20 years of age individuals. The sample group (n=421) was used to test data using confirmatory factor analysis. Confirmatory factor analysis confirmed this 3-factor solution (confirmatory factor analysis, GFI=0.97, , NFI=0.94, CFI=0.96, IFI= 0.96, SRMR= 0.04) Cronbach's alpha coefficient values ranged .91 and the 3 sub-dimensions ranged from 0.80 to 0.86. These results demonstrate that this Turkish version of the scale is a valid and reliable instrument for individuals.

Keywords:
Leisure benefits; scale; factor analysis; Turkish people

1. Introduction

Developments in technology and economy have given people more time and opportunity to participate in recreational activities for the uses of leisure and entertainment. Benefits of leisure can be widely indemnified and studied by physiology, psychology, sociology and economics. Driver, Brown and Peterson (1991) defined a benefit as an 'improved condition'. According to this definition, an individual's heightened cardiovascular fitness is a consequence (goal), he/she will participant in the activities of swimming , biking or running to improve his/her social skills (benefits). Ajzen (1991) stated that benefits of leisure are the goals of leisure activities, in which people believe that they can reach these goals by participating in leisure activities. Chen (2001) considered Leisure Benefits as individuals subjectively evaluating the satisfaction demand for improving the physical and mental conditions during and after participating in leisure activities. Hsiesh (2009) regarded Leisure Benefits as the subjective perception after individuals participating in various activities in the free time for improving personal conditions and satisfying individual demands. Consequently, everyone perceives distinct Leisure Benefits because of the background or the participated activities. Hung (2012) classified Lesiure Benefits into Physiological Benefits, Psychological Benefits, and Social Benefits with thirty items. Bammel and Burrus-Bammel (1996) stated that benefits of leisure are divided into six aspects, which include: 1) Physicological benefits; 2) Social benefits; 3) Relaxation benefits; 4) Educational benefits; 5) Psychological benefits; and 6) Aesthetic benefits.

According to the Chen (2001) (1) Physiological benefits contained physical maintenance, abundant energy, activity skill enhancement, proper rest, fatigue removal, potential development, personal activity capability test, and extra energy release. (2) Psychological benefits contained included

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releasing living pressure, relaxing emotion, creative thinking, releasing emotion and relaxing body and mind, acquiring achievement, pleasant mood and living pleasure, balancing spiritual emotion and being independent. (3) Social benefits covered understanding surrounding affairs, promoting harmonious relationship, making friends, being considerate of others, understanding the feelings of companions, sharing ideas with companions, getting well along with companions, receiving supports from companions, supporting companions' ideas, and acquiring trust from others. (4) Relaxation benefits from leisure are derived from elements of escape, relief, refreshment, novelty and expending physical energy. A greater effort is being made to view individuals and their well- being from holistic perspective that considers all aspects of their mind, body and spirit (Bammel, 1996). (5) Educational benefits from leisure can be widely divided into the areas of arts, humanities, social sciences, and recreational skills. The learning process might occur in a formal or informal group experience (a classroom learning or group leisure activity) or one's own (Bammel, 1996). (6) Aesthetic benefits can help people to enhance their quality of spirited- life (Bammel, 1996).

Finally, in the field of leisure benefits, many researchers and scholars state that people who participant in leisure activities will gain various benefits. Driver (1996) has proposed an applied conceptual framework, the Benefits Approach to Leisure (BAL), which attempts to avoid much of the theoretical confusion generated by earlier studies. Philips (1997) followed the BAL definition of leisure benefits and improved the lists and seven leisure benefits areas were selected. This scale 14 questions and these questions were separated into 7 aspects as mentioned before. On the other hand, Kuo (2013) modified the scale of leisure benefits developed by Kao (1995) and Huang (2007), (cited in Kuo, 2013). This scale was divided into two factors: balanced life experience and sound philosophy of life.

Ho (2008) used the Leisure Benefits Scale (LBS) (Ma, 2002; Chen, 2001), (cited in Ho, 2008) as a reference for measuring the subject's leisure benefits on Physical, Psychological and Social aspects. Physical Aspect measures the subject's physical benefits (such as disease prevention and control) from leisure and sport activities participation, psychological aspect measures the subject's psychological benefits (such as self-growth and mental stres relieving) and social aspect measures the subject's social benefits (such as social relationship and family bonding developments).

While many studies related to leisure attitudes, leisure satisfaction, leisure constraints etc. have been conducted in Turkey, where the concept of leisure benefits has recently been a popular topic, there is a shortage of studies related to the concept of leisure benefits. This need motivated the present study. Furthermore, it is believed that by measuring what kind of benefits individuals derives from participation in leisure experiences and examining their goals of leisure, would serve as a contribution to the leisure literature. Within this scope, the aim of this study was to test the reliability and validity of the Leisure Benefit Scale for Turkish people.

2. Methodology

2.1. Participants

The participants of the study were selected amongst individuals from over 20 years of age in Ankara and Konya in 2014. Structural Equation Modelling is a large sample technique. That is,model estimation and statistical inference or hypothesis testing regarding the specified model and individual parameters are appropriate only if sample size is not too small for the estimation method chosen. A general rule of thumb is that the minimum sample size should be no less than 200 (preferably no less than 400) or 5–20 times the number of parameters to be estimated, whichever is larger (Kline, 2005). The present study's sample group consisted of 421 adults, of which 209 were female and 218 were male. The ages of the participants ranged between 20 and 83 and their mean age was 37.52.

2.2. Data Collection Tools

'The Personal Information Form' and 'Leisure Benefit Scale' were used as data collection tools.

2.2.1. The Personal Information Form. This form was developed by the conductor of the study in order to gather information about the participants subjected to research by asking questions on independent variables such as gender, age, educational and marital status and the working sector.

2.2.2. The Leisure Benefit Scale. This study used 'Leisure Benefit Scale' designed and modified by Ho (2008) to measure the subject's leisure benefits on Physical, Psychological and Social aspects. Physical

Aspect had 7 multiple choice questions (questions 1 to 7). These questions were used to measure the subject's physical benefits (such as disease prevention and control) from leisure and sport activities participation. Psychological Aspect had 9 multiple choice questions (questions 8 to 16). These questions were employed to measure the subject's psychological benefits (such as self-growth and mental stress relieving). Social Aspect had 9 multiple choice questions (questions 17-25). These questions were used to measure the subject's social benefits (such as social relationship and family bonding developments). In total, there were 25 questions. The range of Cronbach's alpha in these aspects was from 0.83 to 0.89. In addition, the consistency in whole LBS was Cronbach's alpha 0.903. Participants responded on a 5-point Likert Scale and the highest score that can be derived from the scale is 125 and the lowest score is 25.

2.3. Language Adaptation Process

In the adaptation process, translation-back translation and reverse translation methods were used. Firstly, the scale was translated into Turkish by three academic referees who have well command of English, each doing the translation indepedently of each other. The output was submitted to the review of three academicians. Next, they were asked to select the best translations among the three versions of translations that fit the most to the statements in the original scale. Based on the feedback from the academicians necessary changes were made on the scale items and the Turkish form was prepared. This form was reverse translated into English by an English instructor in order to minimize the loss of meaning during the translation process. This step also served to provide consistency of meaning for each scale item with those of the original scale. The Turkish form obtained was then submitted to the scholars of scale development and the clarity of the items were tested by applying on a test group of twenty. Finally, after all these procedure, the adapted Leisure Benefits Scale was made ready for reliability and validity test.

2.4. Procedure

The application of the data collection tools used in the research was executed in the leisure time of the participants with respecting the principle of voluntary participation. Before the application of the questionnaire, necessary explanations about the purpose of the study and the application of the questionnaire form were made. The participants filled out the forms in five minutes in average. After the application of the forms the ones that were not completely filled out or that were filled wrong were reviewed and out of all forms 421 questionnaire forms were coded and transferred to digital environment for evaluation.

2.5. Data Analysis

The Confirmatory factor analysis (CFA) was performed on the data from sample, using LISREL 8.7(Joreskog and Sorbom, 2004). The purpose of the CFA is not to identify the number of factors, but to confirm the factor structure of the scale. Consequently, CFA is more of a theory- testing procedure, in which variables can be specified to be loaded onto certain factors and the number of factors is fixed in advance. In addition, It can be suggested for adaptation of intercultural scale studies to commence with confirmatory factor analysis, since the factor pattern of aforesaid measure instrument is revelaed within original culture and the construct validity of the instrument is identified by empirical evidences. In such circumstances, the factor pattern of instrument can be investigated by confirmatory factor analysis whether the instrument has the original construct in original culture (Cokluk, Sekercioglu ve Buyukozturk, 2010). A large number of fit indices are used in the CFA to assess the validity of the model including: chi-square (χ^2/sd), RMSEA (Root Mean Square Error of Approximation), SRMR(Standardised Root Mean Square Residual), CFI(Comparative Fit İndex), GFI (Goodness of Fit Index) and NFI (Normal Fit Index). It is desirable that this ratio(χ^2/sd) is below 5 (Klem, 2000; Sumer, 2000). On a scale, values of 05<RMSEA<.08; .95≤NFI≤ .97; .95≤CFI≤.97; .90≤GFI≤.95 and. 90≤NFI≤.95 indicate an acceptable fit (Kline, 2004; Sumer, 2000).

It is calculated Cronbach's alpha reliability coefficients to test reliability and internal consistency of the LBS.

3. Results

3.1. Validity of the Leisure Benefit Scale

The factor pattern of Leisure Benefit Scale was examined by confirmatory factor analysis within the study. According to CFA results, the factor loads of physical benefit were between 0.46-0.78, psychological benefit were between 0.16-0.69 and social benefit were between 0.59-0.68, as analyzed the factor loads of the model. The fit indices obtained after CFA showed that three-aspect structure of the scale could be verified (χ^2/sd= 3.54, RMSEA=0.078, SRMR=0.05, CFI=0.95, GFI=0.95, NFI=0.94). Although the factor loads of the model were good as generally, the low factor load of item r11 (Factor load: 0.16) impacted the model's goodness- of fit negatively so r11 was removed from the scale in Turkish version. The confirmatory factor analysis was then re-tested in order to verify the factor structure of the three-aspect structure that was made of 24 items. Figure 1 shows the CFA (Confirmatory Factor Analysis) results of 421 participants, who are performed Leisure Benefit Scale. Then, LBS is 24 items totally and three sub-dimensions.

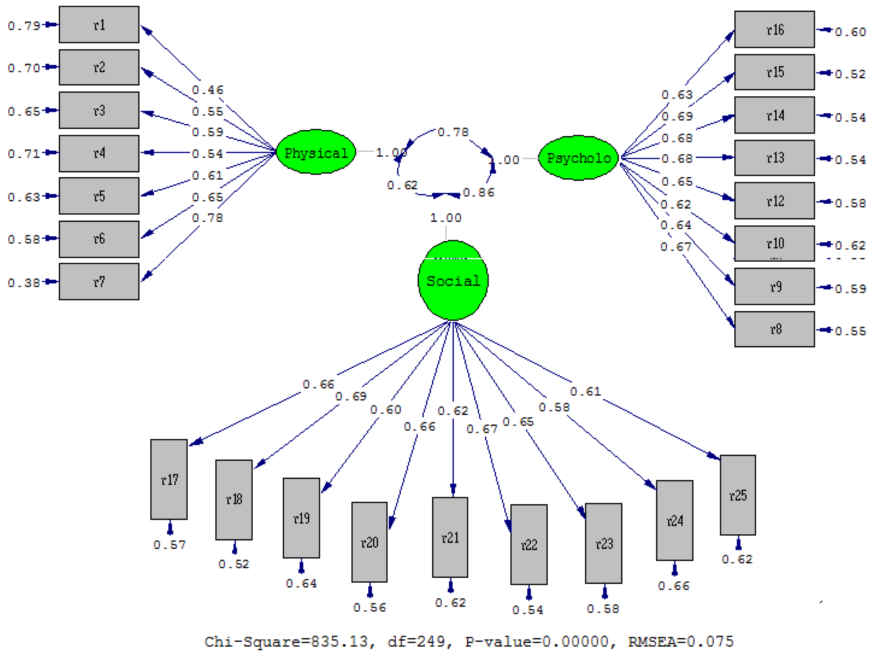

Figure 1. CFA Model for the LBS

χ^2/sd ratio, which is used for evaluating general goodness- of fit of the model, ,s 3.35, accordingly the model has acceptable fit, as observed in Figure 1 (Marsh and Hocevar, 1985). Besides, RMSEA value, which is another important fit index, is 0.075 hence the model shows acceptable fit (Jöroskog and Sörbom, 1993). The factor loads of physical benefit are between 0.46-0.78, psychological benefit are between 0.62-0.69 and social benefit are between 0.58-0.69, as analyzed the factor loads of the model Other important indexes that show the fit of the model are shown in Table 1.

Table 1. Model Goodness-of Fit Values of LBS

Fit Index	Calculate Value	Critical Value (Hu ve Bentler, 1999)
SRMR	0,04	≤0,08
NFI	0,94	≥0,90
IFI	0,96	≥0,95
CFI	0,96	≥0,95
GFI	0,97	≥0,90

As examined Table 1, the fit of the model is good. In the light of these results, it can be stated that factor construct of LBS is confirmed and the construct validity is provided.

3.2. Reliability of the Leisure Benefit Scale

According to the statistics derived, overall alpha reliability for the LBS was .91. Alpha reliabilities for the physical, psychological, and social aspects were .81, .80, and .86, respectively.

4. Conclusion

The purpose of this study was to examine the validity and reliability of the Turkish version of the LBS for adults. This study used 'Leisure Benefit Scale' designed and modified by Ho (2008) to measure the subject's leisure benefits on Physical, Psychological and Social aspects. The factor pattern of LBS was examined by confirmatory factor analysis within the study. According to CFA results, although the factor loads of the model were good as generally, the low factor load of item r11 (Factor load: 0.16) impacted the model's goodness- of fit negatively so r11 (item: My mood will stay stable by participation in leisure or sport activities) was removed from the scale in Turkish version. After that, the confirmatory factor analysis was then repeated in order to verify the factor structure of the three-aspect structure that was made of 24 items. Thus, LBS is 24 items totally and three aspects. In addition, it is observed that the fit of the model is good ((χ^2/sd= 3.35, RMSEA=0.075, SRMR=0.04, CFI=0.96, GFI=0.97, NFI=0.94). Furthermore, the internal consistency coefficient for the scale was .91 in present study, which was consistent with the reliability coefficient for the scale was (.90) obtained by Ho (2008). Tezbasaran (1997) reported that a reliability coefficient that is considered adequate for a Likert scale is required to approximate 1 as closely as possible. Thus, the reliability of the LBS in present study can be considered as high.

In conclusion, the results of this study demonstrated that the Turkish version of the scale is a valid and reliable instrument for Turkish people. It is recommended that scholars, particularly those who desire to conduct research in this field in Turkey, should study the experience of different sample groups' (university students, retired people etc.) Leisure benefits and LBS that is confirmed as reliable and valid in this study.

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ERPA
Educational Researches and Publications Association
ERPA International Congresses on Education
4-7 June 2015 Athens/Greece

The relationship between lifelong learning tendency and self – directed with technology in education faculty students

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Abstract

The aim of this study is to examine the relationship between lifelong learning tendency and self-directed learning with technology of education faculty students. The study group of the survey model research consists of 1st and 4th grade studying at Sakarya University Faculty of Education. In line with this study, lifelong learning tendency scale developed by Demirel and Coşkun (2010) and self-directed learning with technology adapted to Turkish by Tercan, Horzum and Uysal (2014) was applied to the study group. Being examined lifelong learning tendency of the education faculty students in terms of gender and using technology level variables, the relationship between lifelong learning tendency and self-directed learning with technology of education faculty students was determined. It was found in the research that lifelong learning tendency of the female students are significantly higher than males'. It was seen that the lifelong learning tendency increases while the technology using level of students increases. It was also found that lifelong learning tendency of the purposeful learners in technology oriented learning was higher.

Keywords:
Lifelong learning tendency; self-directed learning with technology; faculty of education students

1. Introduction

Lifelong learning is a concept which describes learning activities emerging in every moment of life notwithstanding age and space limitations identified for the school system and with the aim of giving the possibility to participate actively in all phases of social life by adapting rapidly changing economic, cultural, social and technological environment (Polat & Odabaş, 2008; Bağcı, 2011; Tamer, 2011). Bligh (1982) represents the concept of lifelong learning as a capacity for overcoming flexibly changing situations and as combining theory and practice to achieve individual's learning and do this during his/her career (Cited from: Gür Erdoğan, 2014). People who can access to the required information for any problem's solution, adapt the information reached to their structure, add new ones to these are the people who can learn lifelong (Polat & Odabaş: 2008). Nowadays because gaining and producing information is gaining more importance as well as constantly and rapidly changing information, people who can take responsibility for their own learning throughout life and have lifelong learning skills are needed (Konakman & Yelken, 2014).

It can be said that one of the key concepts located at the core of lifelong learning skills is self-directed learning (SDL). As the result of their literature study, Cresson and Dean (2000) stated that self-directed learning is one of the twelve basic concepts of lifelong learning. According to Merriam (2001), the basics of self-directed learning were introduced in 1920's especially with the aim of adult

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learning and it has always been an important dimension in adult learning until today (Tercan, Horzum & Uysal, 2014). In such a world in which there is information and technology growing with a unprecedentedly rapid as well as worldwide sudden development and intense global competition, lifelong learning self-directed has become more imperative than ever in order to survive (Candy, 2004). Bolhuis (2003) also points out that one of the reasons for self-directed lifelong learning is globalization. Gradually increasing interactions of the people having different beliefs, opinions and habits force individuals to constantly researching and learning.

As a result, digital media has now become an important part of our daily lives. Devices such as especially rapidly expanding portable computers and GPS systems or touch screens are becoming learning supporters for individuals, and also form a valuable resource pool of which they can take advantage in informal learning framework (Schwan, 2011). Because technology provides convenience for access to both information sources and online expertise, it has a direct effect on self-directed learning. Through information acquisition, storage, processing and display, it provides the opportunity to communicate with friends and experts worldwide without formalities, pushing a button (Candy, 2004). It would not be wrong to say that SDL is now a necessary skill for people who want to develop themselves because we live in the era of widespread and rapidly changing digital technology (Demir & İbanoğlu, 2011).

Digital competence one of the eight basic life-long learning competences is directly related with technology and self-directed learning. Digital competencies is supported by basic ICT skills which include the use of computers information bringing, evaluation, storage, producing, delivering and sharing (Tortop, 2010). Multiple information literacy as digital, visual, textual and technological has remained among the extremely important skills. Continuous growth of information requires all individuals to get thinking skills which will provide them self-learning (Köğce, Özpınar, Şahin & Yenmez: 2014).

The aim of this study is to examine the relationship between lifelong learning tendency and self-directed learning with technology which are the forefront two concepts in the literature.

2. Method

In this study, cross-sectional survey model including instant data collection was used with aim of determining the current situation. The participants consist of (N=797) junior and senior students of each department studying at Sakarya University Faculty of Education, and the sample was determined with stratified sampling method. In the stratified sampling method, junior and senior grades were designated as layer, and to the sample size determined for each layer, units (n = 40) were selected.

Table 1. The participants of the study

	Female		Male		Total	
	n	%	n	%	n	%
JUNIOR (1st Grade)	304	71,0	124	29,0	428	53,7
SENIOR (4th Grade)	262	71,0	107	29,0	369	46,3
TOTAL	566	71,0	231	29,0	797	100

In the study, lifelong learning tendencies scale developed by Demirel and Coates (2010) and self-directed learning with technology scale developed by Teo, Tan, Lee, Chai, Koh and Chen (2010) adopted to Turkish by Tercan, Horzum and Uysal (2014) was applied to the students. Voluntary participation of students was based on in the phase of data collection. In the phase of data analysis, it was used multiple linear regression analysis which is one of the parametric tests to be used in case of normal distribution of the data if the number of participants is more than (N>300). Both dependent and independent variables must be continuous in order to apply multiple linear regression analysis. The dependent variable in this study is lifelong learning tendencies while the independent variables are gender, grade, technology use level, self-directed learning with technology and purposeful learning with technology. While gender and class is nominal data, dummy coding was applied.

3. Findings

Regression analysis with lifelong learning and self-directed learning with technology, class, technology using level and gender as predictor variables result presented in Table 2.

Table 2. Regression analysis with lifelong learning and self-directed learning with technology, class, technology using level and gender as predictor variables.

	B	Std. Error	β	T	Significance
Constant	96.308	4.006		24.039	<.001
Gender	**-5.119**	**1.600**	**-.114**	**-3.200**	**≤.001**
Grade	2.372	1.420	.058	1.670	.095
Technology Use Level	**.725**	**.360**	**.073**	**2.014**	**.044**
SDL with Technology	.262	.310	.035	.845	.399
Purposeful Learning with Technology	**1.244**	**.175**	**.298**	**7.129**	**<.001**

When examined the Table 2, it is seen that female students' lifelong learning tendencies'scores are significantly higher than the male students' in terms of gender variable. This result is supported by the study carried out by Coşkun (2009) in which girls' lifelong learning tendencies are also higher than the boys'. However, it was found that gender is not important for teachers' lifelong learning tendencies in the study carried out by Arsal (2011). It was observed in the study that lifelong learning tendency has increased while technology use level increases. It is seen in the study of Gorard, Selwyn & Substance (2003) about the evaluation of technology impact on participation in lifelong learning that the access to technology of especially the individuals who participate in lifelong learning (42%) is more than those who do not participate in lifelong learning (36%). It is also observed in the study of Yavuz Konakman & Yanpar Yelken (2014) that there is a positive, significant, low relationship between technology use level and lifelong learning competencies perception level of the teaching staffs. It is observed in the above regression table that the lifelong learning tendencies of the people who learn purposeful in technology-oriented learning seems to be higher.

4. Results and Discussion

It is possible to explain the reason why lifelong learning tendencies are generally meaningful in favor of female students with the Jenkins' (2004) statement "Lifelong learning concept is a feature needed particularly by women." (Cited from: Coşkun, 2009). Considering the gender factor in education, it is seen that the presence of women is quite limited in higher education until 1970s. That women have the necessary training facilities has taken quite a long time in most societies (Scott-Metcalfe & Slaughter, 2007). Consequently, it can be stated that women cares about education, learning and lifelong learning activities more than men due to the need for closing the gaps in basic training (Jenkins, 2004; Cited from: Coşkun, 2009: 155).

Edwards (1993: 76) emphasizes that technology makes lifelong learning real, and makes it special and personal experience, thus technology is seen as a motivating factor for learners. As Klamma and his friends (2007, p. 72) underlies, especially Web 2.0 concepts and technologies open the door to more effective learning and it has the potential to support the lifelong competence development. Therefore, it can be said that lifelong learning tendency increases while technology use level increases.

Purpose learning term is expressed as cognitive processes with the purpose of learning rather than a random results (Bereiter and Scardamalia, 1989). That people are engaged in purposeful learning throughout their lives in order to fulfill their personalities and vocation , and to upgrade their life qualities is a lifelong learning (Dunlap and Grabinger, 2003). Educators use the term of lifelong learning to express more clearly the fact that people continue to learn throughout their lives. Also this statement refers to individuals with a commitment to lifelong learning who aim their learning objectives at the highest level and prpose to manage their important life plans (Bereiter and Scardamalia, 1989).

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ERPA
International Congresses on Education
4-7 June 2015
Athens/Greece

The errors for scientific content competence in textbook writing (Sample of geography lesson)

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Abstract

A textbook is one of the educational and teaching tools used in teaching a course and constitutes a base on development of it. The textbooks prepared for submission to Chairman of the Board of Instruction and Education of the Ministry of National Education in accordance with the educational programs described by Chairman of the Board of Instruction and Education for purpose of educating at primary and secondary schools, , have been considered in accordance with the relevant provisions of article 19 of The Ministry of National Education Textbooks and Educational Tools Regulations . Four criterias have been used by related presidency in examining and evaluating the draft textbooks: Conformity of the content with constitution and laws, sufficiency of the content in terms of scientific, sufficiency of content in respect of ensuring acquisitions of education and teaching programs, being sufficient quality of visual design and content design to support learning, suitability for the development characteristics of the students. It is important to use the general applicable information which has been accepted by everyone, in the context of the draft textbook. The knowledge, having quality as an opinion or idea and not basing on a scientific resource, or not certain which resource that belongs to ,are often included in draft textbooks . While the textbooks have been prepared, this issue should be observed , and even the reliability of knowledge that will be used through quote or reference, should be checked by specifying its sources. Many of the authors of the textbook are inexperienced about how they reflect the scientific content knowledge to their books. In this study, in the context of sufficiency of content in terms of scientific, the errors resulting from being issued of a scientific knowledge by an author of textbook, have been instantiated with a subject from geography lesson. In writing of the geography textbook, it is very important to use scientific data properly, correctly and completely. Quite popular geographical text, diagrams, graphics, statistics, tables, images and photos for which numerous resource can be found specially in internet, must be reliable and carefully examined.

Keywords:
Textbook; geography; geography education; education programs

1. Introduction

The efficiency of education services depends on realistically determination of behaviors which will be acquired by individuals, arrangement of appropriate educational environments to allow behavior changes, and determination of what extent the behavior changes designed to occur. The whole process requires a detailed planning and control and education programs ensures the education being a planned and controlled process in this way. Ornstein ve Hunkins (1988, 6) express the educational programs as a plan or a written text in which required strategy exists in order to achieve the desired objectives relating to an activity.

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The most important materials used in the planned educational applications are textbooks. The textbooks, are one of the educational and teaching tools used in teaching a lesson and essential for developing a lesson. The textbooks are tools affecting the knowledge that students will learn and which and what extent teachers will teach. Yalın(1996, 61) stated that textbooks had significant effect on decisions about classroom learning-teaching activities. Textbooks have a different place and importance comparing to other books in terms of fulfilling different functions. Qualifing a book as a textbook indicates that the program, featuring completely to the acquisitions which have to be studied in lessons, is a convenient tool for using the strategy , methods and techniques required by objectives and behaviors.

The textbooks prepared for submission to Chairman of the Board of Instruction and Education of the Ministry of National Education in accordance with the educational programs described by Chairman of the Board of Instruction and Education for purpose of educating at primary and secondary schools, , have been considered in accordance with the relevant provisions of article 19 of The Ministry of National Education Textbooks and Educational Tools Regulations. Four criterias have been used by related presidency in examining and evaluating the draft textbooks: Conformity of the content with constitution and laws, sufficiency of the content in terms of scientific, sufficiency of content in respect of ensuring acquisitions of education and teaching programs, being sufficient quality of visual design and content design to support learning, suitability for the development characteristics of the students. It is important to use the general applicable information which has been accepted by everyone, in the context of the draft textbook. The knowledge, having quality as an opinion or idea and not basing on a scientific resource, or not certain which resource that belongs to , are often included in draft textbooks. While the textbooks prepared, this issue should be observed , and even the reliability of knowledge that will be used through quote or reference, should be checked by specifying its sources. For this reason, for the contemporary and realistic information being reflected by the author of the textbook,not compromising from scientific quality during this process,studying carefully the textbooks in terms of these criteria will prevent concept mistakes due to reflecting scientific knowledge wrongly.

2. Method

In this study, in the context of sufficiency of content in terms of scientific, the errors resulting from being issued of a scientific information by an author of textbook, have been instantiated with a subject from geography lesson.

On the scope of this work, instruction of a geographical information to the students is explained with scanning technique.

3. Findings

In writing of the geography textbook, it is very important to use scientific data properly, correctly and completely. Quite popular geographical text, diagrams, graphics, statistics, tables, images and photos for which numerous resource can be found specially in internet , must be reliable and carefully examined.

For example, you can find the following image relating with atmospheric layers, during a search in the internet

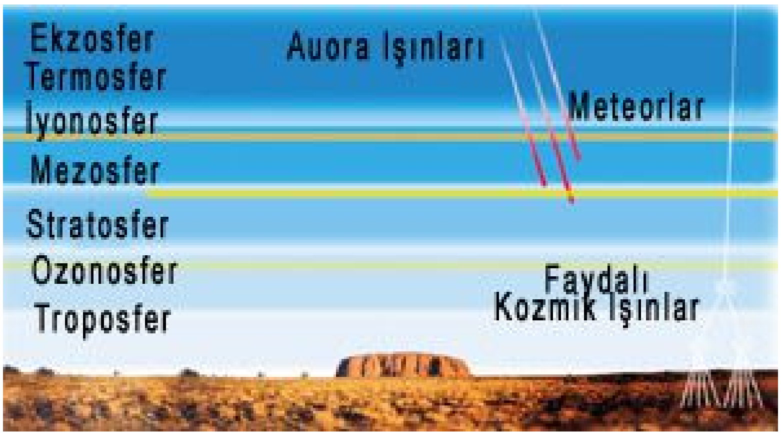

Fig 1. The Atmospheric layers

If textbook author use the above image (fig 1.) in his book, many shortcomings and fault will be presented in his book. The Atmospheric layers are listed respectively as troposphere,stratosphere, semophere, Ionosphere and eksophere in Turkey's most important and reliable scientific sources. (Prof. Dr. Erol, O., General Climatology).

In this case,even the combinations which aren't included in atmospheric layers has been shown as an atmospheric layer in Figure 1. (like ozon layer) and semophere which has to be shown as an atmospheric layer hasn't been included in this image.

Also the information located on picture and haven't related with subject (useful cosmic rays, auora rays and meteors) cause studen's confusion and raises questions in people's minds about if these are atmosphere layers ?"

In addition to all of these,in order to have a reliable scientific source,the data that you will use must be examined in detail. The textbook author,who prepares the below image using the data in the book of general climatology of Prof. Dr. Oğuz Erol and uses it in his book , still will make a scientific mistake.

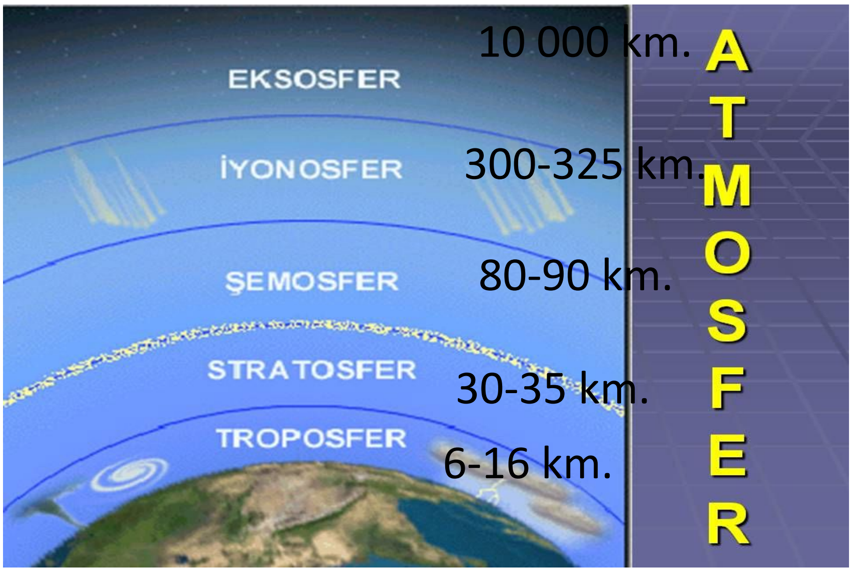

Fig 2. . The Atmospheric layers

The cause of the error here is that classification of the Atmospheric layers was made in three different ways in the book of Prof. Dr. Oğuz Erol

According to this,

A) atmospheric layers are classified as follows according to the gas contained;

1) Molecular oxygen layer
2) Atomic oxygen layer
3) Helium layer
4) Hydrogen layer

B) atmospheric layers are classified as follows according to temperatures;

1) troposphere
2) stratosphere
3) Mesosphere
4) Thermosphere

C)atmospheric layers are classified as follows according to the physical and chemical properties;

1) Troposphere
2) stratosphere
3) Şemosphere
4) Ionosphere
5) Eksophere

If a textbook author using the figure 2 in his book writes as ''The Atmospheric layers'' considering physical and chemical properties of the atmosphere in the figure 2,in this case, the mentioned scientific source will be used in the most accurate and complete form.

4. Discussion and Suggestions

As seen, since The textbooks have been edited for students, the students must have superior properties,such as learning and reinforcing the knowledge . For this reason, Review and evaluation of the textbooks prepared according to a specific education program have been critically important.Since the textbooks have important tasks such as complete of teachers ' oral lessons, eliminate non-alignment between the information,recovery the education being bored,making the students become more active-minded individuals, it is important to determine if they prepare appropriately attentive and careful for educational program. For a textbook to be more effective , it must be a material ,presenting proper and accurate knowledge compatible with the criteria of language and expression, taking into account the principles and elements of design, in which visual and tutorial tools used sufficiently and properly and of physical structure properties have been taken into account. (Arslan ve Özpınar, 2009).According to a research performed by Shannon, the students have spent approximately 80 per cent of their time in the classroom for textbooks and activities related with textbooks. . (Akt. Tertemiz vd, 2001: 1). Therefore it is important that the textbooks should reflect the knowledge in correct and effective way. The textbook authors must evaluate the scientific data with its all aspects and transfer it to their studies.

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ERPA Educational Researches and Publications Association
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International Congresses on Education
4-7 June 2015
Athens/Greece

The level of training and vocational competencies of local media employees: The case of Antalya

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Abstract

Despite the rapid increase in the number of communication faculties in Turkish universities, this increase is not mirrored in the sector. This situation requires an examination of education in the field of communication in the country and also leads us to question the approach of the sector towards communication faculty graduates. Moreover, the sector continues to be dominated by those who learn on the job and have not received any formal vocational training regarding communication. None of the media organizations in Turkey, including those who recruit employees through examinations, have contingency systems designed to ensure positive discrimination for communication faculty graduates. In the world of today, where journalism and the media are under the microscope, journalism ethics are case aside, news pieces include a number of intentional and non-intentional errors and some news is not even broadcast, the training and vocational competencies of media employees are of great importance. With the development of communication technologies and the paradigm shift in journalism, the reporter of today must be able to gain both knowledge and technical competencies to be able to work in the media. This issue is experienced most pronouncedly by local media organizations, that encounter numerous difficulties while trying to sustain their activities. This study aims to measure the levels of training and the vocational competencies of media employees working at various media organizations (newspapers, television channels, magazines, radios, websites) in Antalya. The study is based on field research and data will be gathered using a questionnaire. As a result of the study, the levels of training and competencies of local media employees in the city of Antalya will be identified, together with the issues experienced and suggestions will be made to remedy the deficiencies.

Keywords:
Journalism training, media, vocational training, news

1. Introduction

The rapidly increasing number of communication faculties in Turkish universities offer programs such as journalism, public relations and promotion, radio, television and cinema, advertising, new media and visual communication design. According to the data of the Higher Education Council, as of the 1st June 2015, there were 66 communication faculties in Turkey, with 50 journalism departments offering education. Besides communication faculties is more that need, the contingents for these faculties is over than the requirement (Gezgin,2005). We need to think journalism education from the point that journalists are the important milestones in democratization of the society (Yıldırım,2006:125). The sudden increase in the number of communication faculties may seem to be nothing out of the ordinary, considering the increasing importance of communication and media in daily life with the development of new communication technologies. However, the development of

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technology has created an effect opposite to expectations in terms of the communication and media sectors, leading to the decrease of employment. Media sector is very willing for the education of journalism but they do not find sufficient communication education and make difficulties to employ communication education (Tokgöz,2003:12). The media and the communication sector, as well as the cinema sector have moved towards the mentality of having fewer employees performing more tasks, justifying this shift by the change in economic structures. Consequently, the sector has preferred to choose cheaper labour and employ staff members who may or may not be communication faculty graduates without the necessary qualifications. This situation has two main drawbacks; Firstly, employees who do not have the necessary knowledge, skills or competencies, who do not know the sector and are learning by doing the most menial tasks, are keeping the sector afloat. Secondly, thousands of communication faculty graduates finishing university each year remain unemployed or move into different sector. The alumni of the Akdeniz University faculty of communication are working in various jobs, such as waiting tables, cookery, banking, private security, sales consultancy, tourism guidance or management and secretarial positions. As well as these two issues, communication students become disillusioned with the indifference and negligence of the sector and believe that they will not be able to find work or be employed with low salaries and levels of welfare, leading them to move away from their studies or graduate without the necessary skills.

Despite our assessment of the communication sector and university education, the main focus of the study was to measure the levels of training, knowledge and competencies of sector employees. Vocational training is a need for both media personnel who are accepted to this profession with anyway and to be accepted personnel (Korkmaz,2012:14). These issues are experienced most frequently by local media organizations who lack the fortitude to endure in the face of economic, political and other pressures. For this reason, the study has focused on the training, knowledge, skills and working conditions of journalists working in the local media in Antalya.

2. Methodology

Questionnaires were filled out by 73 of the 150 accredited journalists working in the local media in Antalya. The study is based on field research and data were gathered using a questionnaire. The main assumption was that the journalists working in the local media in Antalya had insufficient training and knowledge. The aim of the study was to take a picture of the levels of training and vocational competencies of the local media employees in the Antalya province. The data gathered was analysed using the SPSS software package.

3. Findings

Of the participants, 57.5% were male, while 42.5% were female. 52.1 of the participants were between the ages of 26 and 35, 26% were between 18 and 25, 17% were between 36 and 45 while 4.1% were between 46 and 55. These results show that the local media in Antalya is composed of the younger generation. On the other hand, this finding may indicate that experienced journalists are leaving the sector.

56.2% of the participants had bachelor's degrees, 12.3% had associate degrees while 2.7% had graduate degrees. Only 35.6% of the participants were graduates of the faculty of communication. The Akdeniz University faculty of communication, with thousands of alumni over its 15 year history, together with the graduates of the other communication faculties in Turkey, only represents 35.6% of the journalists working in the local media.

Many of the participants were working as reporters (47.9%). 31.5% were part of the editorial staff (editors in chief, page secretaries, editorial). The study was carried out in the province of Antalya in general and showed that 21.9% of journalists were earning less than 1000 TL per month. 35.6% were earning between 1000 and 1500 TL per month, while 37% were earning between 1500 and 3000 TL. The proportion of those earning over 3000 TL was very low (2.8%). When evaluated together, these results show that the majority of the local media employees in Antalya are reporters earning less than 1500 TL per month.

45.2% of the journalists had been working in the sector for 5 years or less, 21.9% for between 6 and 10 years, while 27.4% had been working for more than 10 years. 54.8% of the journalists had been working in the sector in Antalya for 5 years or less, 15.1% for between 6 and 10 years, while 23.3% had been working for more than 10 years. 64.4% of the participants were working at newspapers while 13.7% were working at news agencies, 12.3% at television channels, 5.5% at news websites and 2.7 at magazines.

34.2% of the journalists worked between 40 and 49 hours a week, 23.3% worked between 50 and 59 hours while 41.1% worked 60 hours or more a week. According to the Press Labour Law the weekly working hours for journalists is 48 hours, being 8 hours a day. However, we see that 65% of the media employees in Antalya work for more hours than legally allowed. It is noteworthy that 9.2% of the employees, a significant proportion, are showing superhuman effort by working more than 80 hours a week.

89% of the employees working in the written and visual media in Antalya say that they do not speak a foreign language. Of those that do, 5.8% speak English, 2% speak German, 2% speak French and 1.2% speak Arabic.

While in the past journalists were educated through apprenticeship, by just practising the profession, the emergence of journalism as an academic discipline at universities was accompanied by the strengthening of the theoretical bases of the phenomenon of communication in society. In some cases, however, this has been done at the expense of a decline in the development of technical skills (Patrão & Figueiredo:2011). The use of various computer programs in the media sector, especially in design and editing, is increasing. 34.2% of the participants use Microsoft Office, 28.8% use Adobe Photoshop while 9.6% use the Edius software proficiently. The other design and editing software that requires expertise is used by a very small proportion of the participants.

65.8% of the participants have attended a course, training or certificate program regarding their professions. Only 34.2% are making an effort to develop themselves vocationally. Once more, we see that only 37% of the participants have received awards.

43.8% of the participants are members of professional organizations. Only 12.3 of the journalists are union members. 87.7% are not members of any unions. This shows the severity of the lack of organization among journalists. In fact, many of the issues regarding working conditions and employee rights are caused by this lack of organization.

69.9% of the journalists participating have social security under the Press Labour Law no. 5953, 20.5% have social security under the regular Labour Law no. 4857. This situation shows positive developments when compared with previous figures.

Only 41.1% of the participating journalists have travelled abroad. Not having travelled outside the country, lacking the experience of the world is a significant issue when drawing from experience while practising a profession.

The results of the attitude scale are reported in the following section.

The majority of journalists completely agree that there are deficiencies in the field of working conditions and professional rights (80.8%). This result is in line with the salary levels and working hours previously reported.

The journalists in Antalya feel that their greatest disadvantage when compared with European counterparts is the inability to speak a foreign language (95.9%). 79.5% agree that there is a lack of training. 64.4% think that they lack knowledge and competencies. Only 1.4% of the participants believe that they do not have and deficiencies when compared to their European counterparts. This data should be read as the self criticism of journalists. More than 80% of the journalists in Antalya are aware and accept that they need training.

87.6% of the journalists believe that in service training is a requirement for local media employees. We see here that the journalists are willing to receive training to gain the necessary skills.

78% of the participants believe that journalism is learned in the field, regardless of training. 63% of the participants reported that they did not believe that it is necessary to study at a faculty of communication to be a journalist. This figure is roughly the same as the proportion of journalists who have not graduated from a faculty of communication, who are working in the local media of Antalya. On the other hand, a significant portion (53.4%) believe that an increase of the number of communication faculty graduates working in the sector would increase vocational esteem.

23.3% of the participants are happy with the working conditions and professional rights. A much larger proportion of the participants are unsatisfied in this regard. This situation also is in line with results previously reported.

15 of the participants believe that they have the knowledge, competencies and language skills to practice journalism anywhere in the world. The majority do not consider themselves qualified and opt to stay at the local level.

Despite all these issues, journalism is a magical vocation and 46.6% reported that they would make the same choice if given the option.

4. Conclusion and Discussion

According to the statistics of the Higher Education Council from 2015, journalism department alumni have the highest unemployment rate among university graduates in Turkey. On the other hand, there are many issues plaguing the Turkish media in terms of press freedom, monopolisation, influence of power structures, as well as those related to working conditions and professional rights.

As illustrated by the results, the employees of the local media in Antalya are experiencing a serious lack and need for training. The lack of training impacts on everything from salaries, working hours, the reputation of media employees and almost every other aspect of the profession.

On the other hand, the members of the Antalya local media criticise themselves for being insufficient and accept that they lack the skills, knowledge and foreign languages of European counterparts, acknowledging that would not be able to practise journalism in the international arena.

One possible solution for the issue would be joint action to be taken by the faculties of communication in coordination with the media. Communication faculties must ask why their graduates have such a high rate of unemployment and take action for a solution. Media organizations in turn must question why cheap labour is being preferred over the large number of graduates of communication faculties and accept that the lack of education and training is the basic cause of a number of issues that are experienced in the media today.

This would be the only way to ensure that the Turkish media is able to convey more information to the public, question and carry out its basic functions, as well as to provide more opportunities to the graduates of communication faculties.

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ERPA
Educational Researches and Publications Association
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International Congresses on Education
4-7 June 2015
Athens / Greece

Computer-based cognitive tools in mathematics and operations research: The process of scientific inquiry

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Abstract

The main objective of this paper is to propose a didactic model / framework based on the Process of Scientific Inquiry (PoSI) for the undergraduate course "Mathematics and Operations Research" for the module of solving constrained and unconstrained optimization problems. The paper describes the structure of the framework, while several applications are implemented by software packages such as GNU Octave and CMAP for programming and constructing concept maps, respectively. A WebQuest scenario is also included, which presents students with challenging problems to solve, involving internet resources. Introducing these tools to the design of the proposed didactic model provides considerable potential of knowledge consolidation with reference to solving complex numerical models by using efficient algorithms.

Keywords:
process of scientific inquiry; applied optimization; educational scenario; concept map; computer programming; algorithms

1. Introduction

Operations Research - an existing area of Applied Mathematics - is a discipline that deals with the application of advanced analytical methods to help make better decisions (Hillier and Lieberman, 2010). The opportunity to learn Operations Research, effectively, is dependent upon wide range of factors, but among the most important are those which are associated with activities and practices within the classroom. A review of the history of Operations Research pedagogy was provided by Cochran (2009) who examined recent and current trends, as well as, ongoing activities and initiatives in Operations Research pedagogy. An active academic interest has been observed into the area of Mathematics and Science Education in which literature emphasizes the use of computer-based learning environments as cognitive tools (Herrington and Parker, 2013; Borchelt, 2007; Iiyoshi et al., 2005). In particular, researchers appear to focus mostly on the students' engagement in active discovery learning and learning in environments that include characteristics of active participation, self-action, exploration and experimentation (Psycharis, 2011; Kyriazis et al., 2009). As a consequence, the course content and teaching strategies used to teach an Operations Research course should be effectively aligned with the students' objectives and course goals in an academic department.

The purpose of this paper is to provide a didactic model based on the Process of Scientific Inquiry (PoSI) (National Institutes of Health, 2005) for the undergraduate course "Mathematics and Operations Research" for the module of solving constrained and unconstrained optimization problems. Inquiry-

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based learning has been widely promoted to increase literacy and skill development (Gormally et al., 2009). "Inquiry" reflects classroom practices that promote student learning through guided and, increasingly, independent investigation of complex questions, problems and issues. Actually, inquiry is a way of organizing a learning context such that students learn through a process of engagement (Justice et al., 2007). Therefore, students attempt to find answers to questions through observation, exploration, and/ or experimentation (Richardson, 2008). The aim of the paper is threefold: (i) it helps students to understand the basic aspects of Applied Optimization, (ii) it provides students with an opportunity to practice and refine their critical-thinking skills and (iii) it conveys to students the purpose of scientific research. Since optimization practice is mostly through digital computation, in the context of an inquiry lab instruction, students themselves function as designers using technologies as tools of analyzing the problems, accessing information, interpreting and organizing their personal knowledge, and representing what they know to others.

The structure of the proposed didactic model is based on PoSI and consists of five stages: Engage, Explore, Explain, Elaborate and Evaluate (National Institutes of Health, 2005). Each stage of the model focuses on the usage of cognitive tools which are intended to engage and facilitate cognitive processing. Three are the most important cognitive tools that refer to learning with technology: (i) GNU Octave (similar to MATLAB software package), (ii) CMAP (iii) and WebQuest. GNU Octave is a high-level programming language in which students implement a range of numerical methods through group-based projects work to get hands-on experience with modern scientific computing for solving constrained and unconstrained optimization models (Hanselman and Littlefield, 2006). CMAP software package empowers students to construct, navigate, share and criticize knowledge models represented as concept maps (Novak and Gowin, 1984). WebQuest scenario (Dodge, 1995) presents students with challenging problems to solve, involving internet resources. Introducing these tools to the design of the proposed didactic model provides considerable potential of knowledge consolidation with reference to solving complex numerical models by using efficient algorithms.

The rest of the paper is organized as follows. Section 2 deals with the topic of cognitive tools. Especially, GNU Octave for computer programming, CMAP for constructing concept maps and WebQuest, as an inquiry-oriented approach in web learning, are presented. Section 3 attempts to show the five stages of the PoSI (Engage, Explore, Explain, Elaborate and Evaluate), as well as, examples using cognitive tools. Finally, in Section 4 some concluding remarks are discussed.

2. Cognitive Tools

According to Jonassen (2000), cognitive tools are computer-based tools and learning environments that have been adapted or developed to function as intellectual partners with the learner, in order to engage and facilitate critical thinking and higher order learning. Cognitive tools engage learners in using a variety of tools for constructing models. There are several classes of cognitive tools, including (1) semantic organization tools such as databases and semantic networking, (2) dynamics modeling tools (e.g. spreadsheets, expert systems, systems modeling tools), (3) information interpretation tools (e.g. visualization tools), (4) knowledge construction tools, as well as, (5) conversation and collaboration tools (Jonassen et al., 1998).

There is an increasing pressure on higher education institutions to keep up with the information age. Given the popularity of cognitive tools, educators are interested in exploring the potentials of using cognitive tools for teaching and learning (Van Joolingen, 1999; Hokanso and Hooper, 2000; Ozcelik and Yildirim, 2005; Kirschner and Erkens, 2006; Kong, 2008; Dror et al., 2011). The primary purpose of this paper is to explore the use of a cognitive computer tools such as GNU Octave, CMAP and WebQuest by undergraduate students as they work cooperatively on Operations Research tasks.

2.1. GNU Octave

GNU Octave was selected for two main reasons. Firstly, it is an open source software package and secondly it is similar to MATLAB, which is a standard tool for introductory and advanced courses in mathematics, engineering and science in many universities around the world. GNU Octave, as MATLAB, is an integrated technical computing environment that combines computation, visualization, and programming in an easy-to-use environment, where problems and solutions are expressed in familiar mathematical notation. Davidovich and Ribakov (2010) using MATLAB in an undergraduate program for ten years concluded that MATLAB has proved itself to be a very effective tool in the educational process because it offers a simple and powerful tool for analyzing and visualizing results.

More recently, Leavline and Singh (2014) proposed the use of MATLAB on teaching digital image processing. In addition, several research papers in literature recognize the significance of using MATLAB for undergraduate courses such as Mathematics and Operations Research (Cretchley et al., 2000; Liang and Pan, 2009; Jain et al., 2010; Costica, 2015). In this study, undergraduate students used GNU Octave as to implement numerical optimization algorithms.

2.2. CMAP

Concept maps are tools for organizing and representing knowledge. In general terms, they reflect student's understanding of a topic by mapping concepts and their relationships in a hierarchical way, where more general concepts are placed higher in the map and concepts at the same level of generalization are grouped together (Vazquez-Cano et al., 2013). Concept mapping is a method to visualize the structure of knowledge (Pia et al., 2011). Hey et al. (2008) developed the concept-mapping method as a tool for enhancing teaching quality in higher education and enabling the engagement of teachers and learners in the process of discovery. For a comprehensive review of this literature until 2014 see Kinchin (2014). The main elements of a concept map are: (a) concept, (b) proposition and (c) link words. Concept is understood by the word or term that expresses, proposition corresponds to the main unit of meaning and linking words are words that connect concepts and identify the types of relationship between them. CMAP software was selected for constructing and modifying concept maps.

2.3. WebQuest Scenario

WebQuests provide the opportunity to combine technology with educational concepts, and to incorporate inquiry-based learning (Vanguri et al., 2004). In this study, a WebQuest was implemented for the module of solving constrained and unconstrained optimization problems available at http://zunal.com/webquest.php?w=287970. The WebQuest reflects problem solving activities for students that incorporate the Internet, computer-based materials, and other available resources. In particular, the WebQuest helps students to learn through gathering, analysis and evaluating information from teacher-nominated Internet websites (Hassanien, 2006). A WebQuest should consist of seven main sections (Goktepe, 2014): Introduction, Task, Resources, Process, Evaluation, Conclusion and Teacher Page. Introduction orientates learners and raises awareness of the topic, while Task describes the activity and the final outcomes. Resources includes addresses of web sites or other sources (e.g. PDFs files) determined by the teacher to help the student carry out the activity. Process outlines steps of the activity and may also include recommendations for reading. Evaluation explains grading or assessment of the activity, which is performed using grading scale (rubric). Moreover, Conclusion reminds learners of the purpose and the outcomes, while the Teacher Page provides instructions to help other educators adapt the quest.

3. The Process of Scientific Inquiry

Inquiry-based learning is related to the educational theory of constructivism, where students learn through a process of engagement. The structure of the proposed didactic model is based on PoSI and consists of five stages: Engage, Explore, Explain, Elaborate and Evaluation (National Institutes of Health, 2005). In the first stage, students come to learning situations with prior knowledge. Afterwards (second stage), they investigate the nature of the problems and try to construct their understanding and they continue (third stage) by connecting their previous experiences with current learning. Then (fourth stage), students apply or extent previously introduced concepts and experiences to new situations. The last stage reflects a "snapshot" of what the students understand and how far they have come from where they began. Since WebQuest is an inquiry-oriented approach, their sections include the stages of the PoSI, promoting the usage of cognitive tools in the context of Applied Optimization (Introduction: Engage; Task: Explore; Process: Explore, Explain, Elaborate; Evaluation: Evaluate).

3.1. Engage

Designing online educational environments through WebQuest scenario requires special attention to interactivity. Students are engaged in activities that encourage and facilitate learning. Java applets can provide a number of advantages for online use, including interfaces with various media formats (text, graphics, animation and sound). In combination with multimedia (video, images) and, probably, some lecture slides can provide interactivity to engage students in active learning.

3.2. Explore

At this stage, students should recognize that optimization is an important tool in decision science and in the analysis of the physical systems. In order to make use of this tool, they must first identify some *objective* which is a quantitative measure of the performance of the system under study. In addition, the objective depends on certain characteristics of the system, known as *variables*. It should be noted that the crucial point here is to find *values of the variables* that optimize (*maximize* or *minimize*) the objective. Mention should also be made of the fact that often variables are restricted or *constrained*, in some way. On closer examination, students should recognize that the process of identifying objective, variables and constraints for a given optimization problem, known as *modeling*, is the first and the most important step in optimization process. Once the model has been *formulated*, an *optimization algorithm* can be used to find a solution. In reality, there is a collection of algorithms depend on the nature of the optimization problem (*constrained* or *unconstrained*). Often the responsibility of choosing the appropriate algorithm for a specific application falls on the user. Students should study optimization algorithms for unconstrained optimization problems with one variable function (e.g. golden section method) and multivariable functions (e.g. steepest descent method, newton method), as well as, constrained optimization problems (e.g. penalty function method).

3.3. Explain

All participants are able to use CMAP software as to construct their concept maps. Concept maps help learners clarify their knowledge and make that knowledge explicit through the structural arrangement and linking of concepts and their relationships to generate meaningful propositions. All concept maps for the Applied Optimization are available at https://www.dropbox.com/s/3st02bimuuxb7oc/ConceptMaps.zip?dl=0.

3.4. Elaborate

Optimization practice is mostly through digital computing. Nowadays, the astonishing power and speed of personal computing allow the designers to embed optimization ideas in their practice. Once the model has been formulated, the knowledge of the optimization technique (algorithm) is necessary so that if required, techniques can be modified to yield a solution. In addition, the knowledge of computer programming will make the problem solving process easier. After an optimization algorithm has been applied to the model, students must be able to recognize whether it has succeeded in its task of finding a solution. At this step of the scenario, students should implement a range of numerical optimization methods and solve problems that have been uploaded to the WebQuest. In addition, a visualization of problems' solutions is necessary (Fig. 1).

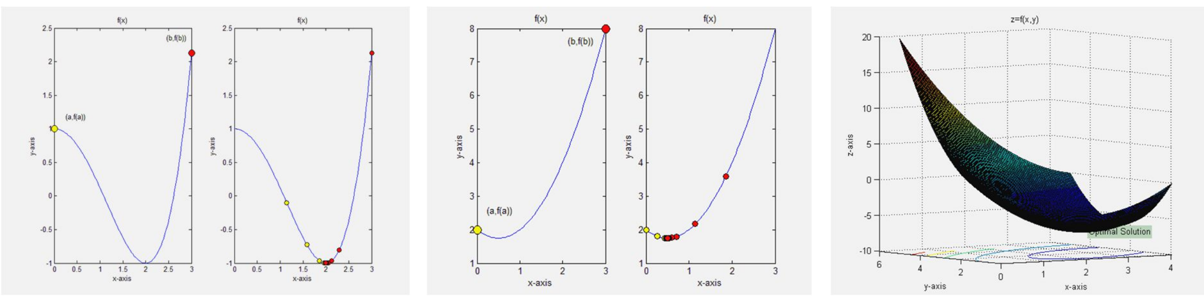

Fig. 1. (a) Golden search method (single variable function – example 1); (b) Golden search method (single variable function – example 2); (c) Newton method (multivariable function).

3.5. Evaluate

An important aspect of effective teaching is careful assessment. The CMAP software can be used as a tool to assess student's understanding of a given concept. In addition, optimization algorithms and source codes (in GNU Octave) can be evaluated with respect to structure, convergence criterion, rate of convergence, computing error and computational results. Furthermore, rubric was implemented as the main grading criteria for each WebQuest assignment (Table 1). Total score is calculated by taking into account (a) the overall quality of the team project (70%) and (b) the cooperation among the members of the student groups (30%).

Table 1.Criteria.

Criteria to assess the overall quality of the team project	Criteria to assess cooperation among the members of the student groups
Learning outcomes, completeness, structure-organization, fluency, connectivity, images and tables, GNU Octave files, computational results	Participation, responsibility, behavior

4. Conclusions

The proposed didactic model reflects the integration of technology, pedagogy and content in the teaching and learning Operations Research. It is not suggested as to replace the conventional methods of teaching in higher education (lectures, tutorials, seminars, etc.). However, the quality of conventional university teaching can be considerably improved by its use. The proposed model was applied in the Department of Management Science and Technology of Athens University of Economics and Business, during the spring semester of the academic year 2014-2015. Results indicate that there is a strong shift on students' conceptual understanding. The proposed model helps students to develop managerial skills such as strategic thinking, communication and conflict resolution by participating in group-based project works, presentation skills, as well as, computer programming skills. Moreover, experienced students are likely to identify links between optimization techniques and problems that arise in several areas, beyond the Operations Research.

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International Congresses on Education
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Semiotic function of pictograms in social life and suggestions for the health field

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Abstract

Pictograms which are defined as showing an idea or a thought with texts or symbols; assumed to create the same meaning in every people regardless of effect of the parameters like religion, language or race. It can also be deduced that pictograms could function as a universal language despite people's education levels and cultures. Thus, in this study, the evolution of pictograms until present and the themes which pictograms are built on are pointed out with theoretical data. It's obvious that the existence of indicators has a crucial part in communal life's maintenance and arrangement; moreover the guiding role of indicators is also making the social life easier. Thus, picking pictograms, which have a semiotic value, as a lead topic and using their way of transferring the message and the decrypting the codes, this study, focuses on creating new pictogram suggestions for hospitals which have both public and institutional identity. Focusing on the thesis that, especially in public areas, pictograms are making the life easier for people, it's considered that the study's experiential dimension will be of help to the field.

Keywords:
Pictogram; semiotics; health; social sife.

1. Introduction

Graphic as a term consists of recognized objects and images. Communication is the exchange of every kind of information between people. Graphical communication provides a communication via pictures and various kinds of drawings. According to Sillars, schematics, tables, drawings are based on graphic principals and they aim to direct the statistical information. Two people who don't speak each other's language, can communicate using mostly hand-arm-face movements or visual communication icons which are more advanced. Sociology, which disciplines the social life, undoubtedly has properties which shapes and guides individuals' public processes. Chaos, sociologically, is one of the most crucial problems of becoming socialized and not having problems is proportional in parallel with guiding's accuracy. In this kind of guidance, "pictograms" has an important role. Naturally, *"pictograms are based on artistic or scientific principles with their guiding properties"*. As structural properties of pictograms; *"pictograms are formations which inform people, not creating illusions, prepared with an objective setting and plain and clear" could be mentioned*. The purpose of pictograms is conserving the order by informing people and without guiding them to

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misunderstandings. The utilizations of pictograms which guide people are substantial to prevent a possible chaos in public areas where the crowded human circulations occur.

The sizes and the designs of pictograms which are to be used in social life are open-ended inquiries. Beside sizes, the place of utilization is surely important. Thus, with the aim of making this kind of designs more comprehensible, they need to be placed on more visible areas, recognized easily and uninterpretable. In social life, a person with low levels of education could be able to find the way effortlessly and complete the process easily within a hospital. Thereby, pictograms must be designed appropriately to every single citizen in social life.

Especially in places like hospitals, which are public domains and have vital importance, pictogram utilizations are mandatory. Pictograms, for example, can help patients move without panic and accurately and also without requiring any other person's assistance, consequently making the patients' reach to their aims easier. In an event which the pictograms will be used in places like these, it's certain that they will provide positive results unless they are designed unrecognizable and incomprehensible. Therefore, the pictograms which are planned to be used in hospitals, which are public domains, must be designed carefully by professionals, have a semiotic function and dynamic and placed in crucial places.

This study is prepared with the aim of finding out whether the pictogram suggestions which are designed to be used in public places where communication is vast, like hospitals, are convenient in semiotic ways. In this regard, this study focuses on, expressing the term pictogram in theoretical groundings, determining the suitability of pictograms in semiotic value which are considered to be supporting the usage of pictograms in public places. The pictogram suggestions which are designed in accordance with the research's aim are examined with semiotic analysis method and investigated whether they are applicable in hospitals. The academic and sectoral importance of the study is revealed when the ease of communication is taken into account in an event which designed pictogram suggestions are applied in hospitals and other public domains.

1.1. The Place of Pictograms in Public Places

Visuals, symbols and pictograms in hotels, cinemas, airports and every moment of life provides a fast transfer of the message and an easy understanding. In most of actions and behaviors, visual elements, symbols and signs are effective. The failure of visual communications in daily life leads to unimaginable chaos and mayhem. Pictograms shows what is placed where and through what aim, in other words; pictograms are visual signs or sign systems that help a place's, an action's, a warning's, enforcement's or a service's aims reach people. They are communications tools which use little or no texts, mostly with a visual image, providing people a quick and an easy understanding. For instance, an individual who can read the informing, guiding signs and pictograms can easily find the destination in any in the world. Thus, an individual who lives in a city makes the transportation easier by reading the information which is presented.

It should be noted that understanding the visual communication tools is related closely to human behavior. The people who are always in contact with their environment react to the environment's stimuli. This is determined by psychological and physical factors. According to semiotics, graphics are figural, meaning they compel the viewer and trailer. Traffic signs, the indicators which are used for usage of heavy construction vehicles and equipment, interior or exterior venue guiding signs and indicators which are on products have the aim of informing. Accordingly, it's required to point out the three properties of indicators;

1) Indicators must have a physical form.
2) Indicators refer to something else than themselves.
3) Indicators must be accepted as same by people and must be used accordingly.

The most common indicators in daily life are drawings. The most basic difference between signs and indicators is that indicators carry a meaning which is the result of their inner nature. Signs possess a meaning which is extrovert. A painting which we call as an art system differs from indicator series, which has a communication purpose. The paintings reveal the world which is beyond what is seen. The indicators which have a communication purpose differ completely according to the artist's inner world in painting. Indicators have warning characteristics. In public places, this warning directs people with the perception it creates in people's minds. Only then, It would be possible to say that the indicator or the symbol is completely helpful to the people in a public space. Concordantly, the language of the symbols gains importance.

2.2. Pictogram and Semiotic Analysis

In a closer look at the basis of pictograms, it's clear that the semiotic analysis methods are worth mentioning. Semiotic analysis is a production of the three dimension idea of Charles W. Morris and can be summarized as:

1) Semantics: Establishing a connection between the indicator and meaning.
2) Syntax: Relation between an indicator with other indicators and the integration of the combination.
3) Pragmatics: Origin of the indicator and the effect on the receptor.

2. Research

2.1. Purpose, Importance, Extent and Restrictions

The purpose of this study is to promote the importance of using pictograms in hospitals and polyclinics and determine the suitability of pictogram suggestions in semiotics which are designed for polyclinics. In this regard, the study is based on the required infrastructure which will support the suitability of the designed pictogram suggestions in semiotics.

The main point of the study; promote the necessity of the pictograms which are not commonly used in public places via the inferences and suggestions which are provided by the unique pictograms which are used in public places like hospitals and polyclinics where the human circulation is high. Another matter which makes this study important and providing a scientific basis, is determining the semiotic suitability of the designed pictograms. The study covers pictogram suggestions which are designed for several polyclinics. These polyclinics are limited with Gynecology and Obstetrics, Urology, Brain and Nerve Surgery, Pulmonology, Cardiovascular Diseases, X-ray, Laboratory, Pediatric Surgery and Internal Diseases departments. The main criteria of the limitation are to include the most active clinics in the study and analyse them in semiotics. In this regard, some other polyclinics are excluded.

3. Methodology of the Study

The applications of the pictograms in this study are designed in Adobe Illustrator CS6 software which is a vectorial drawing software. Vector graphics are a type of graphics which are consist of objects that are created by mathematical expressions and can be resized in any other dimensions without losing any detail. There is plenty of software which is created to produce vector graphic. The most common one among these is Adobe Illustrator software. Adobe Illustrator's file extension is "ai ". Semiotic method is chosen as the analysis method. "Semiotics assumes that people approach everything which is related to them over indicators and studies that fact". "Semiotic knowledge provides placing of consignments for a designer which would reach to the audience over many layers. Thus, analysis of pictograms with semiotic method is essential. In this regard, the reactions of people in the polyclinics, the evoked sense and whether the accurate guidance is occurred are investigated.

4. Pictogram Suggestions and Semiotic Evaluation

The suitability of the utilization of pictograms which are suggested in accordance with the semiotic analysis in the study in institutional working places is evaluated scientifically. In this regard, the first suggested pictogram utilization is designed for Pulmonology polyclinic. Pulmonology is a branch which is related to diseases which occurs owing to the effects of nutrition habits, age, substance abuse and in the rib cage area; pneumonia, pleurisy, tuberculosis, bronchial stenosis, lung cancer, pleural diseases, chronic obstructive pulmonary disease (COPD) and asthma alike diseases which are diseases of the lower respiratory tract.

Figure 1: Pictogram suggestions for pulmonology polyclinic

Table 1. Pulmonology diseases polyclinic suggestion's semiotic analysis

Indicator (sign)	Indicant (significant)	Indicated (signifié)
Pictogram	Stylized Human Anatomy	Pulmonology Diseases Polyclinic

In the pictogram utilization which is designed as an indicator, stylized human anatomy includes the indicative elements and the "Pulmonology Diseases Department" includes shown indicated elements. The stylized human anatomy in the pictogram is used with the purpose of evoking "Related to Humans" in the visitors' minds. The dominant element in the indicator is the symbol of "Lungs" which is placed in high in perceptual view with the use of color "white". The dominant placement of the lungs, which is one of the main organs which is associated with Pulmonology diseases, characterizes the lexical meeting point which is required for the accurate guidance of the visitors.

Figure 2: Pictogram suggestions for internal diseases

The internal diseases department, which has a wide research area, provides treatments for illnesses like tension, diabetes, heart, kidney, thyroid illnesses and also may research complex cases like struggling with obesity.

Table 2. Internal diseases polyclinic suggestion's semiotic analysis

Indicator (sign)	Indicant (significant)	Indicated (signifié)
Pictogram Utilization	Stylized Human Anatomy	Internal Diseases Polyclinic

In the pictogram utilization which is designed as an indicator, stylized human anatomy includes the indicative elements and the "Internal Diseases Polyclinic" includes shown indicated elements. The dominant element in the indicator is the symbols of "stomach, liver and innards" which are placed in high in perceptual view with the use of color "white". The dominant placement of the organs which are related to Internal Diseases, characterizes the lexical meeting point which is required for the accurate guidance of the visitors.

Figure 3: Pictogram suggestions for urology polyclinic

Urology is a branch which research and treats the diseases of the urethra, bladder, prostate, penis and testicles.

Table 3. Urology polyclinic suggestion's semiotic analysis

Indicator (sign)	Indicant (significant)	Indicated (signifié)
Pictogram Utilization	Stylized Human Anatomy	Urology Polyclinic

In the pictogram utilization which is designed as an indicator, stylized human anatomy includes the indicative elements and the "Urology Polyclinic" includes shown indicated elements. The dominant element in the indicator is the symbols of "kidneys, ureter and bladder" which are placed in high in perceptual view with the use of color "white". The dominant placement of the organs which are related to Urological Diseases, characterizes the lexical meeting point which is required for the accurate guidance of the visitors.

Figure 4: Pictogram suggestions for brain and nerve surgery polyclinic

Brain and Nerve Surgery is known as neurosurgery or neurological surgery. This field of specialty uses surgical methods in the diagnosis and treatment of disorders which occurs in the central and peripheral nervous system.

Table 4 Brain and nerve surgery polyclinic suggestion's semiotic analysis

Indicator (sign)	Indicant (significant)	Indicated (signifié)
Pictogram Utilization	Stylized Human Anatomy	Brain and Nerve Surgery Polyclinic

In the pictogram utilization which is designed as an indicator, stylized human head includes the indicative elements and the "Brain and Nerve Surgery Polyclinic" includes shown indicated elements. The dominant element in the indicator is the stylized human head which is placed in high in perceptual view with the use of color "white". The dominant placement of the stylization which evokes the brain, characterizes the lexical meeting point which is required for the accurate guidance of the visitors.

Figure 5: Pictogram suggestions for cardiovascular surgery polyclinic

Cardiovascular surgery includes mostly the treatment of endocarditis, rheumatic heart disease, heart attack due to embolism, natal heart diseases or diseases of the art valves and also heart transplant.

Table 5 Cardiovascular surgery polyclinic suggestion's semiotic analysis

Indicator (sign)	Indicant (significant)	Indicated (signifié)
Pictogram Utilization	Stylized Human Anatomy	Cardiovascular Surgery Polyclinic

In the pictogram utilization which is designed as an indicator, stylized human body includes the indicative elements and the "Cardiovascular Surgery Polyclinic" includes shown indicated elements. The dominant element in the indicator is the stylized heart and veins which are placed in high in perceptual view with the usage of color "white". The dominant placement of the stylization which evokes the heart, characterizes the lexical meeting point which is required for the accurate guidance of the visitors.

Figure 6: Pictogram suggestions for laboratory

Laboratory unit has a vital importance in early diagnosing the problems in the treatments of patients of emergency, in-patient and polyclinic patients. These abilities are possible with the modern technology.

Table 6 Laboratory suggestion's semiotic analysis

Indicator (sign)	Indicant (significant)	Indicated (signifié)
Pictogram Utilization	Tubes and Microscope	Laboratory

Figure 7: Pictogram suggestions for x-ray

X-rays are the most basic diagnostic tools that are used in medicine. This technique is used to detect and monitor the structural disorders of the tissues excluding the soft tissue. It's named as Radiology Unit in most of the hospitals.

Table 7 X-ray suggestion's semiotic analysis

Indicator (sign)	Indicant (significant)	Indicated (signifié)
Pictogram Utilization	Human Skeleton	X-ray Room

Figure 8: Pictogram suggestions for pediatric surgery

Every individual who is between the age of 0 and 18 is considered as "pediatric patients". Apart from the Pulmonology surgery, general surgery, urology and gynecology problems of these individuals, head, neck and extremities related surgeries are also possible.

Table 8 Pediatric surgery suggestion's semiotic analysis

Indicator (sign)	Indicant (significant)	Indicated (signifié)
Pictogram Utilization	Child Silhouette	Pediatric Surgery

Figure 9: Pictogram suggestions for gynecology and obstetrics

Women's health and gynecological diseases are examined in this department. The field of interest for this department consists of keeping track of pregnancy and obstetric period and checking the health of mother and child during obstetrics.

Table 9 Gynecology and obstetrics suggestion's semiotic analysis

Indicator (sign)	Indicant (significant)	Indicated (signifié)
Pictogram Utilization	Stylized Human Anatomy	Gynecology and Obstetrics Polyclinic

In the pictogram utilization which is designed as an indicator, stylized mother and child figure includes the indicative elements and the "Gynecology and Obstetrics Polyclinic" includes shown indicated elements. . The dominant element in the indicator is the stylized mother and child, which are placed in high in perceptual view with the use of color "white". The dominant placement of the stylization which evokes women and obstetrics, characterizes the lexical meeting point which is required for the accurate guidance of the visitors.

4.1 Pictogram suggestion's field research results

A survey was applied on 06.03.2015 in Fırat University Research and Application Hospital with randomly chosen people who were present at the time of the survey to determine whether the pictograms which were mentioned above are working in accordance with their purposes, whether they were designed by responsible people and to test whether they were understood by the target audience. After a survey of 384 people, 88.5 % (336 people) of respondents expressed the pictograms correctly which were shown visually. It was determined that the remaining 11.5 % (48 people) expressed similar or approximate answers. According to the gathered data, it can be said that the designed programs are consistent with their purposes.

5. Conclusion

Pictograms have a directing value owing to their artistic and scientific principles. Today, the production of new and unique pictograms is unavoidable, which would provide an international language, especially in places like hospitals and polyclinics where a vast amount of human circulation occurs. In this regard, the semiotic suitability of these pictograms is pointed out. Another core element of the study, "The reactions of people in the polyclinics to the pictograms and whether the accurate guiding occurs in accordance with the meaning they provide" showed the confirmation of the research questions with the support of the survey which was done with that purpose. The gathered data concluded that the produced pictograms are meaningful in semiotic ways and they would also prove useful in a case which they were designed for the other polyclinics apart from the ones that were mentioned.

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ERPA
International Congresses on Education
4-7 June 2015
Athens/Greece

Considerations and solution offers for training period in tourism education

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Abstract

Developing quickly and growing gradually, tourism industry increases the necessity of educated persons in this sector. To cater this necessity, schools that give tourism education are increasing day by day. There are universities, vocational high schools and vocational high school of tourism in order to provide development in tourism sector in our country. Post graduate education is given to train as a senior manager. Compulsory training education that is given by educational institution mentioned above take an important place about the sector's future and employment in tourism establishments. Experiences and practices of students provide an opportunity to be qualified personnel and to get to know better the tourism sector.This study is about the problems of students and tourism institutions during in-service training in tourism education. The aim of this study is to specify the importance of training vocationally, problems of trainees and tourism establishments and attitudes of managers about trainees, by making literature review. In addition this, it is tried to consider overall situation and offer plausible solution.

Keywords:
Tourism education; training; employment; tourism sector

1. Introduction

One of the main problem of tourism is lack of qualified labor-force as a labor-intensive sector. While %5,10 of total employment work directly in tourism sector in Turkey, this rate reaches to %12,76 when indirect employment is taken into account [1].

Compared with other sectors, tourism that is a service industry provide much employment opportunity than the other sectors because of the fact that technology is not used very common in other sectors [2].

Generally there are two methods to give someone practice: First, applications that are received in application areas and facilities of institution where take education; second, training that is done in occupational institution [3].

Having limited application opportunity in educational institutions raises the difficulties to put into practice what they learned theoretically. Training is an important part of education in behalf of both application opportunities and employment in future and sector that they decide to do a career for students who are taking tourism education [4].

There are a lot of studies that were done about training education of students. But research of literatures related with any discipline in definite period is important to suggest the development

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which is in that science branch. Finding out the growth line in discipline that is a subject of study can be possible by carrying out a research periodically. Findings which are obtained may provide discussion chance for not only understanding the dominant tendency and development in time but also bringing out the troubles and regulations to solve these problems. Being researched on academic studies ensures that you can reach more objective finding and results [5].

1.1. The Importance of Compulsory Training Application In Tourism Education

Being raised the competitive power in tourism field constantly, producing technology and information and training adequate and qualified labor-force for high quality in tourism sector is essential for today and future of tourism in Turkey [6].

Educated labor force is a factor that contributes to the quality meaningfully and comes to the force to physical elements that places in tourism activities. Sufficiency of educated human factor is important to get satisfactory service by foreign and local tourists. Besides, there is a quality environment about tourism at international level. Both sufficient number of qualified personnel and understanding importance of tourism generally are necessary to enter world tourism market where there is fierce competition with conformant and quality product and service. Training qualified personnel is only possible by increasing the quality of tourism education [7].

While education period in tourism sector was carried via in service training and courses in the early years, education period started to be carried out at secondary school, high school, vocational school and university levels because of increasing tourism awareness and increasing customer expectation. While intermediate staffs required for tourism sector are trained at secondary schools and high schools, top executives are trained at universities [8].

Knowledge acquired at school is generally theoretical. Training in formal education period gives students the opportunity to practice and put their knowledge into practice while their knowledge is fresh. Within this scope, mention of learning's features may be useful during working. During training period, students not only improve their technical competence by observation and application but understand how theoretical knowledge complies with real working life, as well. They learn where they are in the system and how they affect and learn the importance and system of work, so they can be more capable and flexible thanks to broadening perspective, and they can enormously contribute to overall productivity in their workplace. Employers would rather to hire them willingly because of their high motivation and developed behavior [9].

Students who are receiving education of tourism and hotel management at vocational high schools undergo training in tourism institutions in order to know the sector, to turn theoretical knowledge into practice, to see innovations in sector at application level. In this sense, training is an important part of education program. Students undergo training within the scope of 'training regulation' to carry out theoretical and practical knowledge in workplace, because education of tourism and hotel management is an education period that is vocational. Training regulation involves the processes related training period of students who receiving education of tourism and hotel management in higher education institution [10].

It is compulsory that students must be equipped with practical knowledge and skills at every level of tourism education. It must be carried out to form completeness by successfully finishing the theory and practice at any level of tourism education, what the purpose is and which vocational level is. Since, tourism sector is a dynamic structure; the education period is required to be dynamic in structure. In other words, only theoretical knowledge is not sufficient. Applied training is also required for quality education.

2. Problems in training application

Problems, arising from institutions: If students work as inters who are doing jobs relevant to purpose of training and they are treated as colleagues, it is possible to train them as a qualified personnel who enjoys doing the job. Whereas training is perceived by education institutions and students as a part and continuation of education, practicing theoretical information, getting knowledge, gaining ability and experience and on-job-training, some institutions see them as cheap and temporal workforce. It is not important to be in institutions for practicing and on-job-training in different department and works alternately in training period [11].

Lack of harmony in regional distribution of schools that giving tourism education reveals the problems about students' applications. Generally, curriculums have theoretical lessons in schools so there is not enough time allocated for applied courses. The time separated for training is insufficient. Trainees are not controlled enough by educational institutions. Generally, controls cannot be done well, due to financial problems, inadequacy of teachers and the location of institutions as they are in different province or district, too. Students have some difficulties in finding institution for training.

Sector believes that applied education is important for future but it does not earn the attention it deserves. In training period, easy tasks are done by trainees as unqualified personnel. They are not provided with the opportunity to learn these tasks in this period. So, trainees may be fed up with these conditions, become uninterested and turn towards other fields after graduating from school [12]

Not comprehending the importance of training, perceiving training as a hindrance, training in unqualified institutions under favor of contacts, instead of convenient and qualified institutions and fake training due to the lack of control mechanism are the problems, arising from students [13]

3. Results and Solution Offers

In today's conditions, there are several competences that are required to develop in tourism as in many professions. Most of these competences are evaluated in various progresses such as job descriptions in institutionalized and large scaled tourism institutions, personnel selection, staffing, promotion, performance evaluation, and charging.

Training period is known as a way of making social and business circle easily and actively engage in work life. If a trainee performs well, being employed by the same institution will be easy, orientation period may be short and easy because an extra training period will not be necessary. This situation leads trainees to be preferred for two reasons; time and cost. If we look from the viewpoint of tourism institutions, training is thought on one hand as benefiting from important advantages economically, on the other hand as helping to increase quality, production and service standards with efficient working of young, dynamic and qualified personnel. Trainees are seen as low-cost labor by institutions. Because workforce salaries cover an important place in general expenses of institutions. It is required to pay attention to this issue by considering employing trainees after school. Managers at institutions should express the importance of on-the-job training and be subjected to orientation. So motivation will be high at work.

It is quite important that schools which are giving tourism education should be located in tourism centers for applied training and training opportunities. Academic course content should be updated by regarding the developments in tourism sector. Supporting hotel-school system and theoretical and applied lessons with on-the-job training will make adaptation easier when they start working after graduation. Problems of finding training place can be solved by throwing career days by school and institution. Fake training is mostly seen at the level of higher schools. In order to monitor training regularly, a budget should be allocated for instructors in higher school that are giving tourism education.

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ERPA
International Congresses on Education
4-7 June 2015
Athens/Greece

National musical instruments in Azerbaijan

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Abstract

National musical instruments of Azerbaijan is the integral part of musical culture which has ancient history and rich traditions. Performance of national musical instruments and instrumental national music are taught in oral form, in other words, through method of teacher and student in early and middle centuries, they kept in the memory of the nation and transfered from generation to generation by this method. These ancient musics are valuable heritage of our musical culture in our days. Azerbaijan would not have ancient and modern musical culture without these instruments.System of instruction of modern music is established in 20s of XX century in Azerbaijan. Advanced musical education of European instruments, as well as national musical instruments, in the frame of modern conception, was started at the result of establishment of Azerbaijan State Conservatory by the Government in 1921 in Baku.Instruction of national musical instruments has been carrying out in 3 phases beginning from 20-30s of XX century up to date: 1.Primary musical education; 2.Secondary professional musical education; 3. Higher musical education. National instruments, included to the musical education in Azerbaijan are tar, saz, kemancha, kanun, balaban, ney, accordion, naghara.

Keywords:
Training traditional music culture; national music instruments; musical education

1. Brief view of musical instruction in Azerbaijan

National musical instruments of Azerbaijan is the integral part of musical culture which has ancient history and rich traditions. Performance of national musical instruments and instrumental national music are taught in oral form, in other words, through method of teacher and student in early and middle centuries, they kept in the memory of the nation and transfered from generation to generation by this method. These ancient musics are valuable heritage of our musical culture in our days. Azerbaijan would not have ancient and modern musical culture without these instruments.

System of instruction of modern music is established in 20s of XX century in Azerbaijan. Advanced musical education of European instruments, as well as national musical instruments, in the frame of modern conception, was started at the result of establishment of Azerbaijan State Conservatory by the Government in 1921 in Baku. This Conservatory became sole art center, providing higher musical education in Azerbaijan throughout XX century. Very famous professional composers, conductors of orchestra, musicians, performers of national music, specialist on music, teachers grew for our nation,

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world and former soviet union from this Conservatory. This Conservatory has rich history of education, traditions and achievements.

For the first years, State Conservatory consisted of the faculties of piano, orchestral performance, wind instruments, vocal and musical theory. Inclusion of tar and kemancha, which are widely spread ancient national musical instruments in Azerbaijan, to the educational program of State Conservatory is very important. Founder of Azerbaijan professional music, founder of national and modern compositional art, composer of first opera- “Leyli and Majnun” in oriental musical history, known artist and national intellectual Uzeir Hajibayli did his best in order to include these national musical instruments to the program of Consevatory. Several intellectuals, writers and musicians of Azerbaijan supported Uzeir`s efforts as well. However, this educational issue was met with protest and scientific disputes by some professors of State Conservatory, as well as, some educational specialists of the official bodies of the Government.

What was the result? Various works of compsers, notes, textbooks, ready programs are brought to Baku from Moscow, other Conservatories of Russia on the purpose of instruction of European instruments. There were every possibility, teachers and professors, who were alumi of Conservatories of Russia and Tblisi, for the instruction of these instruments. However, works, notes, textbooks and programs were completely absent for tar and kemancha. Net response and distinct solution with which note system, terms, performance details and with what kind of program tar and kemancha should be instructed on the level of advance musical education was not provided. Although instructon of tar and kemancha started at the Oriental Department of State Conservatory in 1921, these serious problems arose.

What was the other problem? Specialist teachers and teorists of the Conservatory, graduated from known conservatories of Moscow, Russia, appealed to the Government and assertive Sir Uzeir with such a question: Could works of European and Russian composers be performed in national musical instruments? No. Since, there is complete difference in sound arrangement and timbre of national musical instruments, it is impossible to perfom works of European timbre with these instruments, we would hear strange sounds and unsuitable performance. On the other hand, since tar and kemancha are monohord instruments, European instrument, piano can not accompany them in harmonic mannner.

Azerbaijan State School of Turkish Music was established by the Government in 1922 in Baku in order to solve these serious problems. School targeted to provide musical education for Azerbaijani turkish people. School provided elementary education, as well as, middle professional education on tar and kemancha at the same time. Instruction was provided on the basis of Mugham and note lessons.In addition to these lessons, students of this school learned musical theory and musical literature. Uzeir Hajibayli carried out instruction of tar on notes. He wrote first programs and methods for tar and kemancha at this school. He created first note system for national instruments, made and composed note works.

Being responded to the requirements of the Conservatory, Alumnis of State School of Turkish Music began to get higher musical education in 1926. However, discussions, protests, pretexts regarding with inclusion of national musical instruments to the educational program of the Conservatory were continued still.

Sir Uzeir established orchestra of national instruments, performing on notes, jointly with his friend, composer, Head of newly established Musical Department of Azerbaijan Radio Muslum Magomayev. Young musicians, who got musical education, started their activity at this orchestra. Tar, kemancha and balaban are included to the orchestra of national instruments. Piano, national instruments like saz, tutak, kanun, zourna, gosha-naghara are added to the orchestra of national instruments during following 30-40-50 years, Sir Uzeir composed his first works for this orchestra during first years of establishment of this orchestra. Known composer`s first works for the orchestra of national instruments of Azerbaijan are followings:

1. Jahargah Fantasy or First Fantasy
2. Shur Fantasy or Second Fantasy

Title of Fantasy bore meaning of Rapsody during that time and referred to the composers` works on the topics of national music. First one from these works is written on Jahargah mugham, second one on Shur Mugham and they created on the basis of mugham melodies and tones. Uzeyir Hajibayli added piano to the orchestra of national instruments, as well as added piano to the relevant song while creating these two works, He wrote solo part for piano instruments in his two works. In this conditon, discussions and protests on instruction of national instruments, continued for several years, completely ceased at the result of Uzeir Hajibayli`s efforts. As a composer he proved the possibility of performance of tar, kemancha and balaban, national instruments of Azerbaijan, jointly with piano in the form of orchestra on the basis of note works from theoretic and practical point of view. In this case, their joint performance of the work within orchestra is not unsuitable. So, as national music is performed on European instruments with corresponded sounds and tones, European works or works of Azerbaijani composers can be performed completely with national instruments with accompaniment of piano and on the basis of notes as well.

Uzeir Hajibayli, who worked at Musical Department of Educational Commissariat-Governmental Body, beside the activity of teacher, achieved to write first note textbooks for instruction of national instruments in 1930s. Note Textbooks under titles of “Tar School”, “Kemancha School”, “Balaban School” were published in Baku in 1935. Among them, book under title of “Tar School”, which`s author is Said Rustamov, known composer, teacher, professor and national artis, was published several times throughout XX century. This valuable educational-methodic resource is included to the program of musical schools for children, musical lyceums, conservatory on the purpose of instruction of tar. We want to outline that Azerbaijani composers, experienced and leading teachers of musical schools composed various works, technical practices, methods, etudes, programs and books for the instruction of national instruments during XX century and new history.

2. Instruction of national musical instruments in Azerbaijan as sole system

Instruction of national musical instruments has been carrying out in 3 phases beginning from 20-30s of XX century up to date: primary musical education;secondary professional musical education; higher musical education.

National instruments, included to the musical education in Azerbaijan are tar, saz, kemancha, kanun, balaban, ney, accordion, naghara.Primary and early musical education are provided in majority of the schools. Term of education on national instruments is 5 years in these schools. Schools like these are in all cities, settlements and regions of the country. Professional musical education of Azerbaijan consists of two school system:musical colleges; secondary professional musical schools. Instruction of national musical instruments has been carrying out in 3 phases beginning from 20-30s of XX century up to date: primary musical education; secondary professional musical education; higher musical education.Schools like these are titled lyceums, providing professional musical education, in Turkey. Term of education is 4 years in musical colleges, eleven years in musical lyceums in

Azerbaijan. Children in seven, eight and nine years are acceptable to primary musical schools. Children in these ages get study at second, third, fourth classes of eleven year general education school. Pupils, who love music, have high capability, passed exam and accept to musical colleges after graduation of primary musical education, at the same time 9th class in secondary school. Musical lyceums accept capable children from 6 ages, provides musical lessons, at the same time, lessons, included to the program of secondary school, during 11 years. Pupils of musical college, as well as musical lyceum have right to get high musical education after it. Bodies, providing high musical education in Azerbaijan, are followings:

1. Baku Musical Academy named after Uzeir Hajibayov
2. Azerbaijan National Conservatory
3. Azerbaijan State University of Culture and Arts

Faculties, Departments and Programs on instruction of national instruments exist in last two of them. Teachers, professional performers and musicians of orchestra on national musical instruments are grown in these bodies, whcih provide high musical education. These educational bodies have two steps, consisting of bachelor and master levels. Musicians, who have master degree, may act as the teachers in each one of these three steps of musical education. Musicians, who has Bachelor`s degree, may act as the teacher in primary schools, musical colleges and lyceums.

Musical education is managed by two bodies in Azerbaijan. Musical schools for children and art schools for children are under subordination of the Ministry of Culture and Tourism. Schools and bodies of musical education of second and third level are under subordination of the Ministry of Education. Education on music, contemplated in Act of Education of Azerbaijan Republic, is referred to the field which requires special ability.

3. National Conservatories of Azerbaijan

National Conservatory of Azerbaijan is established in 2000 according to the state resolution. National Conservatory began its initial activity on the basis of valuable programs, experience, teachers of the Department of National Instruments of Baku Musical Academy. From national instruments only tar and kemancha were instructed through note lessons at Baku Musical Academy up to the establishment of National Conservatory. In addition to tar and kemancha, kanun, davul, baladan and ney instruments are also included to the high musical program at the result of activity of National Conservatory.

New development starts on the instruction of national instruments through activity of Azerbaijan National Conservatory. If, previously, national instruments are included to the education at the Department of National Instruments only, now Departments of "National Instruments", "Instrumental Mugham", "Musics with rhythm", "National Wind Instruments", "Orchestra of national instruments", "Pedagogic methodical and practical experience", "Concert practice", "Instruction method of national instruments" function at National Conservatory. New programs are written within Bologna system for Bachelor`s and Master levels according to the modern requierements. Beside academic term, solo, orchestra concerts are organized by students and teachers of National Conservatory. They participate at various competitions and festivals at abroad and within the country with sucess, take place at concert tours in addition.

Tar, kemancha, kanun, balaban, ney, naghara-national instruments-are included to the study program of National Conservatory. These instruments are instructed on the basis of program of mugham and note lessons. Issues on inclusion of saz and ud, national instruments, to the study program in prospective future are examining, new programs, written for these instruments, are researching.

Theoretical-methodic and test laboratories on national instruments are established at National Conservatory on the purpose of getting and broadening new diapazones, technical and colour effects of national instruments. This laboratory studies history, sources, structure, form, made-up, performance rules, tone, traditions of national musical instruments, carries out restoration of old national musics, broaden their artistic and technical possibilities. For example, laboratory designed bass type of tar, bas and inferior type of conventional kemancha, tenor, inferior and bas types of conventional balaban instrument. These new instruments are applying in orchestra.

As it is know, mugham art is instructed at secondary musical schools, colleges for students, getting education on national instruments, during XX century. Mughhams are instructed at musical school for children in more brief form, with easy method, on the basis of program without context. However, Mugham Art of Azerbaijan is included to the educational program of Conservatory and advanced musical program from 2001, with start of activity of National Conservatory. Regarding with it, Department of "Singers" is established at National Conservatory. National artists, lovely artists of our nation, singers Alibaba Mammadov, Arif Babayev, Aghahan Abdullayev, Alim Gasimov, Mansum Ibrahimov, Agil Malikov, Nazakat Teymurova, Aygun Bayramova, Zabit Nabizade instruct old and traditional mugham music in its very sense, in professional manner, wide broad programs and on high level for young students at this Conservatory. Students and alumnis of National Conservatory always participate at International Mugham Festivals with success, get awards, show to the world that they get qualitative education at this educational enterprise with their skills.

In conclusion we can state that Azerbaijan nation achieve great success and achievements in several fields, as well as in music after independence. Today, alumnis of musical schools, musical educational enterprises of Azerbaijan carry out successful activity in the field of composers, conductors, musical science, ethnomusicology, instruction, performance on the professional level.

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ERPA
International Congresses on Education
4-7 June 2015
Athens/Greece

Labour market mismatches and vocational training in Turkey

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Abstract

The reasons for a mismatch between labour supply and demand can be cyclical, frictional or structural, which is typically when the educational level of job seekers does not correspond to the qualifications required on the labour market or there is a lack of geographic mobility. Therefore, this mismatch causes the problems of efficiency, economic growth and effective use of resources. Common sight all over the world, it is necessary to regulate the vocational training system in accordance with the qualifications required by the labour market. For used in the production process of constantly changing technology makes it necessary to show this change on the labour qualifications. Today, coordination of these changes is important to gain competitive advantages. This paper researches mismatches in the labour market and investigate how changes were made in the vocational training system to gain a competitive advantage in Turkey.

Keywords:
labour market mismatches, vocational training, educational system, labour market allocation

1. Introduction

Since the end of the twentieth century, national vocational educational systems have been focusing on two main issues. The first one is that change is an important factor for a more successful vocational training. This is a crucial point in terms of international competitiveness especially for newly industrializing economies. However, the main issues here are how to go through this change and how to manage it later. The second one is the necessity of a close relation between economical and vocational training policies in order to achieve economical aims. In Turkey, these processes are conducted according to policies of the European Union (EU) harmonization process that have to be fulfilled. In this context, it has been attempted to reorganize the vocational educational systems and create a link with the labour market via EU funded projects. In this study, the contributions of Turkey's vocational training policies according to EU standards for labour market mismatches will be investigated.

2. Definition of labour market mismatches

The concept of labour market mismatch means the imbalance between supply and demand in the labour market. This imbalance is the result of inadequacy of skill levels towards some certain job requirements (Sala, 2011). The concept of labour market mismatch is a wider term which includes skill, quality and educational mismatches. Connotation of these concepts which are misused interchangeably leads to misdescription in labour market. Thus, one cannot infer that labour market mismatch means uneducated labour is dense in that certain labour market and also it does not give

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any information about the uneducated labour density. Furthermore, overschooled workers do not necessarily mean matching labour. To be able to discuss about mismatch, skill sets of the labour must be compared with the skill sets of requirements of the job in which they are employed (Leuven & Oosterbeek, 2011).

The comparison has been made according to International Labour Organization's (ILO) International Standard Classification of Occupations- ISCO-08 which is identified in 9 main categories International Standard Classification of Education (ISCED-1997) which is developed by United Nations Educational, Scientific and Cultural Organization sets an advanced definition and criteria to be able to provide international comparison in categorizing education programs according to education levels and areas and identifies 4 skill levels. This makes it possible to divide them into groups according to the levels of expertise and skills required by the jobs (ILO, 2012). So mismatch occurs when a person is not employed in one of the occupational groups corresponding to the educational level of the labour.

2.1. Mismatch types

Labour market mismatches are analysed in two ways as skill and quality mismatches. Skill mismatch refers to an incompatibility between the skill requirements of the job and the skills of the labour. Underskilling and overskilling are the types of skill mismatches (EC, 2014a). While overskilling is the result of not being able to use the skills and abilities completely in the job, underskilling is used to refer to the situations in which the labour is deprived of abilities and skills required to meet the standards at an acceptable level (Cedefop, 2010a).

As for quality mismatch, it can be defined as educational mismatch because the quality is gained via education. In this sense, the term overeducation appears commonly in the literature which is used to explain a situation in which the labour is educated more than the job requirements and it is calculated based on the years of training. Undereducation, the opposite term of overeducation, is used to refer that labour is educated less than the job requirements and it is also calculated based on years training (Cedefop, 2010a).

2.2. Mismatch reasons

The reason of mismatch can be frictional (Zimmer, 2012) and that's why asymmetric information lies at the bottom of mismatches. In this sense, it is presupposed that the labour cannot have an exact idea if their skills are compatible with the job's requirements before they start to work. So it takes some time for the labour to understand it and mismatching can be detected after a while.

Additionally, the reason of mismatch can be structural. Generally it is the result of the disruption in vocational mobility (Zimmer, 2012). Transformation with the effects of technological development shows its direct effects in differentiating the demand for knowledge and skills by changing the professional composition. Furthermore, it leads to emergence or disappearance of many jobs as a result of the developments in production process. Despite the new jobs created because of the reasons mentioned above, these jobs do not match with the labour. People who are employed may not have the quality to work in those specific jobs. The deficiency of training is the main reason of the types of mismatches that create a situation that unemployment and job vacancy rates are high at the same time (ILO, 2012). These deficiencies show that investments in education are not enough, the vocational training system is not enriched by skills and there is an inequality of educational opportunities (Cedefop, 2010a).

2.3. Mismatch effects

With the transition to information economy, educational attainments are regarded as a presupposition for employment. This causes misperceptions and unnecessary educational expenses that are independent from labour market that can be interpreted as a waste of both national resources and individual resources. Because of the increase in demand for labour training, public regulations become insufficient and this causes a reduction in educational expenses and makes the quality of education questionable. Passive qualities which are not used in employment lead to underemployment problems. When the labour is not compatible with the education level, it causesjob dissatisfaction and affects the productivity negatively. Dissatisfaction triggers mobility of the labour to other business/jobs. In this sense, labour turnover and as a result of it, the process cost increases in business.

Not only in quality mismatches, but also in skill mismatches there are some negative sides. Especially when the business confront with inadequate skill levels, they tend to compensate it with the investment to technology. Thus, the need for high skilled labour decreases because of the increasing technology. Overskilled employees have underpaid jobs because their positions are filled with technology. This situation decreases the demand for labour that requires high skills and causes underpayment (Cedefop, 2010a).

Two important effects of mismatching on labour are defined as crowding out and bumping down in the literature. Instead of employing underskilled labour to fulfil the job, employing overskilled labour causes crowding out the adequate skilled labour. In such cases, since the jobs in which underskilled labour can work are in minority, this labour is pushed to jobs requiring even less skills and qualities or unemployment. This is defined as bumping down (Cedefob, 2010b).

The labour that suffers from these effects is categorized as gender, immigration status and disability. Young labour is the most disadvantaged group. Especially the asymmetric information that they have when they first start to labour market brings about mismatch among young labour (Boyan, 1979). When we look at the effects of gender on mismatches, we can securely say that women have more problems than men. Researches show that women choose social sciences which require more training and consequently they have more mismatching problems. Also women have less inadequate education level problems than men because they are usually employed in jobs requiring less qualification than they are supposed to have (Quintini, 2011). Immigrant labour usually has skill mismatches. It is reported that they are employed in dirty, dangerous and demeaning jobs that local labour avoids. Therefore, they are not employed in jobs that are matching to their skills even though they have high skills and qualifications. Similarly, the disabled is accepted as a disadvantageous group. They have less chance to be employed and when they are, they experience all kinds of mismatches.

3. Vocational training and its transformation

In developed countries vocational training was at a premium in 1950s. Many young labour used to join either vocational training or labour market after they got their basic education. However, not arranging these training systems homogenously caused a structure with many institutions. The vocational training system that is established with different goals, management structures and traditions by public educational facilities, non-governmental organizations and private organizations lost its importance in 1970s. Especially with the emergence of market economy, the decline in demand for apprenticeship affected the demand for vocational training. Besides, there are differences in regulating the vocational training. Liberalization of output market led to removal of many of the institutional mechanisms that are used to stabilize the vocational training like trade unions (Bosch & Charest, 2008).

The technological transformation in 1980s coexisted with the economic and political transformation of the nations. These transformations brought about the tendency of renovation and that caused an indefinite competition for creating more information. In this sense, science and technology production make it very important to train highly educated individuals (Heymann, Galiani, Dabús &Tohmé, 2006). The increase in unemployment rates is also parallel to these developments. Organizational deficiencies in forming vocational training and qualification gaining activities cause a kind of inadequateness and incompatibility between open positions and the qualifications of the unemployed (Wolbers, 2003). Many governments aim to rise the status of vocational training because of these reasons. New values about working life emerged with the market economy are in the centre of the newly created vocational training systems. Promoting the entrepreneurship, individual competition and independence, flexibility, and having the basic skills that the market needs can be named among these values (Ainley, 2007). So the aim of the training is to prepare the individuals for the needs of a market centred economy.

In line with this aim, training systems are designed to meet the needs of the market via privatized institutions by having closer ties with the economy. National education policies are not homogenous and they need to be structured on harmonization, expansion and standardization mechanisms (Dale, 1999).

4. Vocational training in Turkey

Even though EU countries do not have a common educational model and it is not encouraged, they agree with the policies in spreading vocational training (Ainley, 2007). As part of EU harmonization process, there are some regulations for vocational training in Turkey. To make Turkey participate in EU education programs, National Agency is founded and projects for a modern vocational training system are set up according to employment needs by having more flexible education modules.

Turkey is asked to be closer to EU average by increasing the rate of students who are registered for the training, rising the financial resources spared for technical training, decreasing the number of dismissed students and promoting lifelong learning (EC, 2014b).

Table 1.The Comparison of EU and Turkey on Selected Indicators

Indicators	EU (28 countries)	Turkey
Pupils in upper secondary education enrolled in vocational stream (2012)	% 55,7	% 45,6
Early leavers from education and training (2013)	% 11,9	% 37,5
Lifelong learning (2014)	% 10,7	% 5
Private expenditure on education of GDP (2011)	% 0,74	% 0,39
Public expenditure on education of GDP (2011)	% 5,25	% 4,07

When the data is investigated, Turkey is behind 28 European Union member countries. Projects and national regulations are built on to ensure this development. This is also an important development objective must be specified in accordance with the establishment of the Vocational Qualifications Authority and the organization's certification activities. The structure of educational institutions is also changing in the process of flexibility caused by certificate. It carried out according to the requirements of the market and vocational training is being made to standardize these institutions to be understood that the acquired knowledge meets the requirements of the market. This standardization of the application, make the same output of vocational training at EU level and keeping them under control continuously updated training according to market demand only. In addition, lifelong learning concept which is one of the cornerstones of this transformation is pointed the certification of vocational qualifications lifelong for employment. Lifelong learning provide improving the skills of individuals and these increase is considered to facilitate the mobility of labour within the EU's other main policy tool (Eurofound, 2007).

Thus, vocational training in Turkey, rather than scientific, and cultural function has entered the restructuring process in line with the demands of the international and national capital. In this sense, vocational training has lost its mental development function which is carried out by providing accumulation of knowledge and has gain only labour force training function.

5. Conclusion

The rise in quality level of a labour enables some advantages on production processes and consequently on capital stock. Turkey is trying to get the edge on labour force by meeting the demand of the countries which have the producing power. Yet, this point of view is controversial for Turkey. Policies which aim to train the demanded labour and to provide the training systems which facilitate present technologies seem to be benefitting the developed nations that hold the capital and not Turkey. Although they have a matching education with the labour market, this does not necessarily mean they are all employed. This are needs to be supported with active policies. EU offers a solution to this problem with the notion of lifelong learning and all the trainings received by labour must be documented and financed. Additionally, mobility that EU is trying to provide remains inconclusive for Turkey which is a candidate country now. For these reasons, Turkey should decide about its priorities in terms of vocational training and make regulations accordingly. While doing this, creating qualified labour that can produce information should be the priority target and it would be more affective to determine its policies by taking peculiar qualifications of labour market into consideration.

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ERPA
International Congresses on Education
4-7 June 2015
Athens/Greece

The views of student-teachers of graphics and visual arts teaching about practice teaching courses

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Abstract

One of the most important fundamentals of Turkish education system is teachers. Meeting education goals almost depends on training qualified teachers. In order to train qualified teachers, trainers and teacher training programmes at education faculties must work perfectly. However, several types of problems may emerge during the process of those programmes. This investigation aims to determine, reduce or abolish the problems encountered by student-teachers of Graphics and Visual Arts during practice teaching course. The solutions of the problems will contribute not only to the institutions which train teachers but also the student-teachers who are novice at teaching. In this study, opinions of graphics and visual arts student- teachers about practice teaching course, which is in the academic programme of universities, have been investigated.

Keywords:
Education; teacher education; practice teaching; graphics teacher; visual arts teacher

1. Introduction

Education plays an important role as it directly effects future lives of people and has a crucial impact on social organism. One of the most important fundamentals on progress of education is "Education" and "The quality of teachers" Teachers are very important people who implement education policy of government, effect policies with the results of those implementations, benefit from researches and studies of experts and deal with all these studies in their career (Varış, 1985:32). The education system in a country is as successful as the teachers who put it into practice. In Education Faculties, one of the subjects which supports practise for student-teachers is practice teaching course. Topkaya, Yavuz and Erdem (2008) define that practice teaching is a course which is planned for student-teachers to put all theoretical background into practice in a school environment and gain the qualifications of being a teacher. By this course, student-teachers have chance to correct their mistakes and discover their lacks to improve their career. It is for sure that a number of problems may arise. However, in order to solve these problems, it is needed to detect the problems and find suitable solutions for them. Teachers who graduate from the Faculties of Vocational Educational and Department of Applied Arts Education must have a qualified education on their teaching area,

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especially on practice teaching course and they must be qualified enough to implement the theory into practice while teaching. In the universities; which train art teachers, workshops, facilities in workshops and the equipments are very important. Workshop environment must be much disciplined and students must gain this discipline. It is a must to train student-teachers who are aware of the importance of this profession (Öztürk & Kocabaş, 2003: 21-22). In researches, it is obvious that a number of studies have been done by the help of the views of experts and students, therefore; important outcomes have revealed. However, it is determined that no studies have been done upon practice teaching of Graphic and Visual Arts students-teachers. In this study, the views of student-teachers of Graphics and Visual Arts about practice teaching course have been investigated.

2. Literature Reviews

One of the most important problems of the system is not having an effective education policy for student-teachers who will lead our present to future (Azar, 1998:1). After literature reviews, it has been defined that there are researches on practice teaching and related issues. Güngördü (1999) states in his study "Öğretmenlik Deneyimi ve ÖğretmenlikUygulaması; Fakülte-Okul İşbirliği" that supervisor should know student-teachers closely and inform him/her about the procedure and process at practice teaching course. Furthermore; student-teachers must be informed about rules to obey in the practice schools. According to the study "Okul Deneyimi ve Öğretmenlik Uygulaması Üzerine İlişkin Görüşlerin Yansımaları" by Azar (2003), practice teaching is beneficial but coordination between 2 sides should be well organized and the staff working at practice school should be more informed about the issue. According to result of the study "Öğretmenlik Uygulaması Çalışmalarının Öğretmenlik Mesleğinin Algılanmasındaki Etkisi" by Şişman and Acat (2013), the perception of student-teachers about social status, ethnics, field information of teachers have positively changed. Results of the study "Öğretmen Adaylarının Uygulama Okullarında Karşılaştıkları Sorunlar ve Bu Sorunları Gidermek Amacıyla Hazırlanan Öneriler Üzerine Bir Çalışma" by Sılay and Gök have showed that practice teaching courses are effective for student-teachers, practice teachers are helpful for student-teachers but the number of student-teachers for one practice teachers is too many, there are problems on faculty-school cooperation but Faculty members do relevant analysis about the course. The study group of the research "Okul Deneyimi ve Öğretmenlik Uygulaması Derslerine İlişkin Uygulama Öğretmenleri ve Öğretmen Adaylarının Görüşleri" by Sarıçoban (2008) consist of the student-teachers who took school experiences course I, School Experience Course II, and Practice Teaching Course in English Language Teaching, Department of Education Faculty in Hacettepe University (n=64) and Counsellor Teachers at Public School (n=16). A 40itemed attitude scale has been formed in order to reveal the opinions of faculty members, counsellors and student-teachers. Pilot study of the scale has been done and acquired that it is reliable. This study reveals that a professional counselling is needed for student- teachers, student-teachers should be given systematic feedback for their carrier development and practice schools must be equipped according to needs and expectations of student-teachers. Interview method, which is one of the qualitative research methods, has been used in the study.

"Eğitim Fakültesi Uygulama Okulları İşbirliği Programında Görevli Öğretmenlerin ve Öğretim Elemanlarının Öğretmenlik Uygulamasına Yönelik Görüşleri" by Güzel, Berber and Oral (2010). According to results of this survey, practice teachers and others have not examined the faculty- school cooperation guide properly, they have not found it meaningful, and they have guided student-teachers efficiently in parallel with their needs and expectations.145 female, 36 male 181 students-teachers from Gazi University, Education Faculty ELT department have become the study group of the research "Yabancı Dil Öğretmen Adaylarının Okul Deneyimi ve Öğretmenlik Uygulamasına Yönelik Görüşleri by Özçelik (2012). Opinion scale about School Experience and Practice Teaching

Course has been used as data collection tool. This scale has 2 parts. In the first part, there are 2 statements which questions students' sexes and departments. In the second part, there is an opinion scale related to school experience and practice teaching. According to results of this research, practice teachers have taken over responsibilities and fulfilled the duties and student- teachers have had positive opinions about practice teachers student-teachers also have stated that teaching environment was appropriate for process and pupils were respectfull to them "Resim-İş Eğitimi Öğretmen Adaylarının Okul Deneyimi I Uygulamalarında Karşılaştıkları Sorunlar" by Yılmaz (2006) concludes that goals of activities in School Experience I course have not been stated clearly, because of the weekly course hours student-teachers have not carried out the activities fully and activities to be done are not for all the target group. "Okul Deneyimi I Dersinin Resim-İş Eğitimi Programı Öğretmen Adayları Açısından Uygulanabilirlik Düzeyi" by Şallı (2007) reveals that as weekly course hours of Art classes are not enough, student-teachers have not observed the classes properly, and they have stated that the practicality of this course is low because there are limited course hours and course hours at the practice school and faculty are at the same time.

3. Method

This research is a survey based study. Survey based models aim at defining the situations as it is at present and it was in the past (Karasar, 2013: 77). The studying group of this research consists of 62 student-teachers who took "Practice Teaching Course" at the Division of Graphic Education in Gazi University Faculty of Vocational Educational Department of Applied Arts Education and *98* student-teachers studying at the Department of Fine Art Gazi University, Faculty of Education. Literature review has been done to form conceptual frame of the study. In accordance with the chief objectives of the study, 5 point likert type scale has been submitted to supervision of expert group and been planned according to concepts suggested. 5 point likert type scale consists of 8 parts including opinions of student-teachers about faculty members, practice teachers, school management, teaching-learning period, studying field, teaching learning environment and post-practice teaching course. Strongly agree (5), agree (4), undecided (3), disagree (2), strong disagree (1) have been used as statements. In the analysis of reliability, interior consistency Cronbach Alpha coefficient was found as *a=0,743.*SPSS statistics software has been used for data analysis. The data of the arithmetic mean and Standard deviation values have been calculated as descriptive statistic techniques.

4. Findings

4.1. Opinions of Grapchics and Visual Arts Student Teachers about Faculty Member

The rank of agreement for the statement "He/she made me necessary explanations about practice teaching course" is *x=4, 19.* According to findings, student-teachers' agreement rank is *x=3,62*for the statement "He/she introduced me to the school administrators on the first day of the course." %13,8percent of student-teachers has declared that they are "undecided" on this statement. The rank of agreement is x=3,97for the statement "He/she supported me in order to provide necessary documents for the course". According to findings obtained, student-teachers' agreement rank is 4,3 with the statement " He/she informed me about the mistakes I made."

4.2. Opinions of Grapchics and Visual Arts Student Teachers about Practice Teachers

Student-teachers' agreement rank is *x=4,04*with the statement "He/she informed me about the things to do in the classroom." According the findings obtained, student teachers' agreement rank is *x=3,59*with the statement "He/she informed me about my mistakes after practice teaching course." Student-teachers' agreement rank is *x=3,74*upon the idea "Practice teacher observed and helped me correct my mistakes during my presentation". According to data collected, student-teachers' agreement rank is *x=3,33*upon the idea "Practice teacher encouraged me to teach in the class every week."

4.3. Opinions of Grapchics and Visual Arts Student-Teachers about Scholl Administrators

Student-teachers' agreement rank is *x=2,78*with the statement "He/she introduced me to concerned people on the first school day of me." Agreement rank is *x=2,67*on idea of "Scholl administrators informed me about the management of school". *x=2,88*is the rank for the statement "School administrators showed me interest enough." According to findings obtained, student- teachers agreement rank is *x=2,78*on the statement that "School administrators helped me when I had a problem to solve."

4.4. Opinions of Grapchics and Visual Arts Student-Teachers about the Process of Learning-Teaching

Student-teachers' agreement rank is *x=4,08*upon the statement "I consider myself qualified enough for teaching", *x=4,23* upon the statement "I prepared my lesson plan beforehand, *x=4,23* upon the statement "I chose and prepared appropriate teaching learning tools before the course", *x=4,18* upon the statement "I planned the lesson in such a way as to use various learning-teaching materials."

4.5. Opinions of Grapchics and Visual Arts Student-Teachers about Their Fields

After data rewiev, student-teachers' agreement rank is *x=4,38*upon the statement " I taught the subjects comfortably about my field.", *x=4,33*upon the statement "I put into practice the subjects comfortably about my field." , *x=3,82* upon the statement "I used technological tools in practice school". Graphics student-teachers' agreement rank is *x=3,88*upon the statement "I used the computers comfortably in order to benefit from programmes related to my field.", *x=4,54* upon the statement "I used the computer programmes comfortably (Photoshop, illustrator, Corel etc.) in practice school.

4.6. Opinions of Grapchics and Visual Arts Student-Teachers about Learning-Teaching Environment

When data surveyed student-teachers' agreement rank is *x=2,67*upon the statement "I had difficulty to find a suitable classroom or workshop for teaching. *%53.1*percent of student-teachers declared that they didn't have difficulty to find a suitable classroom or workshop, however; *%38,9*percent of student-teachers declared that they had difficulty to find suitable workshop or classroom for teaching. Student-teachers' agreement rate is *x=2,75*upon the statement "All the necessary tools were applicable in learning teaching environment." On the other hand, Graphics student-teachers' agreement rank is *x=2,59,* which is seen a negative attitude of Graphics student teachers, upon the statement "Each student has a personal computer in practice school."

4.7. Opinions of Grapchics and Visual Arts Student-Teachers about Post- Practice Teaching Course

According to findings, student-teachers' agreement rank is *x=3,95*upon the statement "I had opportunity to put my university training knowledge into practice in teaching school." Student-teachers' agreement rank is *x=4,25* upon the idea " I believe I benefited much from practice teaching course."

4.8. Other Opinions of Grapchics and Visual Arts Student-Teachers about Practice Teaching Course

56 student teachers have answered the open ended questions they were asked. Their answers have been grouped in 3 items.

1. Not practicing teaching but observing during the process of practice teaching course.

2. Inadequate workshop environment or teaching in classrooms which were converted from workshops.
3. Inadequate university education and not practicing teaching in classroom or workshop environment efficiently.

5. Conclusion and Suggestion

5.1. Conclusion

As a conclusion, it was determined that practice teachers have discharged most of their responsibilities but didn't introduce student-teachers to school administrators on the first school day. It has been also stated that all practice teachers have had a good relationship with student-teachers, informed them about teaching-learning process, however; they have had shortcomings about being a guide for student-teachers. When opinions about school administrators considered, it is obvious that school administrators have not informed student-teachers about management of school but they gave student-teachers responsibilities except from education issues, and insufficient for helping them when they had problems. According to this study, Graphics and Visual Arts student-teachers consider themselves well qualified on their fields. Furthermore, it has also been concluded that there were inadequate education tools, technological materials in learning teaching environment. Student – teachers have also agreed that their ideas have changed and gained positive experiences after they have had practice teaching course.

5.2. Suggestion

Faculty member should play an active role in practice teaching course. Practice teacher should be a good model and guide and give feedback to student-teachers. School administrators should show interest and inform student-teachers about school management. Necessary teaching tools should be enriched, technological devices and facilities should be obtainable. Moreover, an experimental study is recommended to see if suggested solutions would be successful or not.

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ERPA International Congresses on Education
4-7 June 2015 Athens/Greece

Teacher beliefs on teaching and evaluating writing

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Abstract

In foreign language education, reliable and consistent measurement of writing abilities has quite often been challenging. As Hamp-Lyons (2002) explains assessment is not value-free and it cannot be separated from who the writer is and from the undeniable effects of "washback" (p. 182) on teaching and learning. Therefore, scoring procedures will always be subject to human judgment; therefore, making fair and accurate assessment of student writing difficult to actually reach (Pearson, 2004, p. 117). This study aims to define attitudes of the teachers in Kocaeli University Prep School in teaching and evaluating writing. The results state that textual coherence is more important than grammar and vocabulary in writing, writing instruction, and writing assessment. However, in their own practice, the teachers mostly focus on grammar while they are helping students to write. Besides, they are mostly concerned with grammar in their evaluation of students' writing.

Keywords:
Writing assessment; writing instruction

1. Introduction

In EFL writing, the potential for subjective evaluation or the interference of the "human factor" has led to questioning of the reliability of the graders' decisions and justifications. There has been some research demonstrating the discrepancies between writing teachers in terms of their judgments of good writing. Brown (1991) investigated the degree to which differences exist in the writing assessment of English Freshman course instructors. He provided the raters with a rating scale involving the broad categories cohesion, content, organization, mechanics, syntax, and vocabulary and asked them to identify the best and worst features of the sample student essays referring to these categories. The results revealed that the features assigned to essays as best and worst varied. As the literature states (Hamp-Lyons, 2002), there are undeniable effects of "washback" (p. 182) on teaching and learning. Writing assessment faces difficulties in attaining the validity and reliability needed because scoring procedures will always be subject to human judgment; therefore, making fair and accurate assessment of student writing difficult to actually reach (Pearson, 2004, p. 117). Leki (2001) criticizes the fact that writing courses in EAP contexts are often based on the false assumption that there is a standard of features of good writing and that writing can be taught and assessed in a non-discipline-specific writing course.

Cumming (2001) asserts that defining the construct of L2 writing specifically is a prerequisite to the formulation of a standard understanding of good writing. Therefore, it would be a valuable endeavor if the individual components of the criteria for good writing were analyzed in terms of how they are interpreted by different ELT teachers. Therefore the variability among raters judgment is a matter of concern in EFL writing instruction. Williams (1998) argues that a language institution cannot afford a

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lack of consensus among its raters because they are accountable for fair assessment of students' writing exams. Possible inconsistencies among graders and their own grading may lessen the respect of the students for the institution as well as endangering a number of assessments, which should never be ignored in education programs, since it affects the learners', and the school's success.

2. Literature review

The assessment of writing skill seeks objectivity, validity and reliability among its practitioners for the benefit of language students and for language program development. EFL writing assessment as a non-native rating context has also been criticized for the prevalence of an impressionistic rating mood (Barkaoui, 2010) in which raters rely on their intuitions (Brown, 1995) and a vague combination of norm-referenced and criterion-referenced rating elements reign the context. In the complex world of language assessment, the presence of raters distinguishes performance assessment from traditional assessment. In contrast to traditional assessment where scores are elicited solely from the interaction between test-taker and the task, in performance assessment variables inherent to the rater significantly affect the outcome (McNamara, 1996). Therefore, along with the increasing prevalence of performance assessment of writing in both large-scale and classroom assessment, considerable attention has been paid to the raters and what they do when involved in the rating task. Investigations into the rating define rating as an indeterminate process (Lumley, 2002) in which raters had different interpretations of the rating task when they evaluated the same texts (Deremer, 1998). These studies which mostly use introspective measures such as think aloud protocols have shown that rating is an unpredictable task which put human rater in interaction with a multitude of rating factors in the assessment context (Huot, 1993; Pula & Huot, 1993, Vaughan, 1991).

Scoring rubrics have been studied to find out if raters using them differ in the levels of leniency or severity (McNamara, 1996). Raters respond to different aspects of writing and they do so with some internal consistency depending on, for example, their experiential background and their views on the students' linguistic and rhetorical backgrounds (Hamp-Lyons, 1989). Raters also judge students' writing ability differently depending on their academic background and sex (Vann, Lorenz & Meyer, 1991); and the training received (Weigle, 1994; Cushing, 1994). Severity effects, halo effect, central consistency effect and bias effects are some of the rater effects. Severity effect implies that raters may differ in terms of their overall severity compared to the other raters. Halo effect occurs when the raters cannot distinguish between different conceptually distinct traits and they instead rate based on their general impression. The third rater variable is central tendency in which raters avoid the extreme ratings and have a tendency for the midpoint of the scale (Landy & Farr, 1983). Finally, biased raters tend to rate unusually harshly or leniently on one aspect of the rating situation (Schaefer, 2008). Rater background including rater's native language, experience, and training is another source of variability among the raters which have been investigated by a good number of scholars (Barkaoui, 2010; Eckes, 2008; Lim, 2009, Lumley, 2002).

In a recent study conducted by Wiseman (2012) 8 raters were examined while rating 78 academic papers. Their ratings were analyzed to describe the degree to which raters were consistent in their ratings of English as a Second Language (ESL) writing by using a mixed methods approach: quantitative and qualitative analysis. The author concludes that think aloud protocols showed that depending on their background, individual raters engaged with the text or prompt type. Rater background, which might be regarded as another facet of ego, seemed to contribute to raters' expectations of criteria for narrative vs. persuasive essays (Ibid, p.169).

The years of L2 writing instruction experience have also been found to have an influence on raters' scorings. In a study conducted by Shi, Wang and Wen (2003), 46 English teachers from three universities in China were asked to evaluate ten essays written by English majors, and to justify their scores for each essay with qualitative comments. Findings indicated that the most experienced writing teachers gave significantly lower scores than the teachers with less experience in 4 out of 10 essays. Analysis of the qualitative comments on the 4 essays suggested that the experienced teachers made more negative comments on organization, language fluency, ideas and general language. In a different study, Khaled Barkaoui (2010) described how rater background and teaching experience in comparison to the type of rating scale influence rating variability. Participants in the study included 11 novice and 14 experienced raters who scored 12 ESL essays with a holistic and analytic rubric. Results suggested that type of rubric had more impact on rating than rater experience. When rating holistically, rater attention focused on written piece while analytic rating focused on rating scales and criteria.

Quintero and Rodriguez (2013) conducted a study to find out if there were differences in the scores given by two Mexican raters to the same papers written in English as a foreign language. Their views on what writing ability is and their views on the use of scoring rubrics to assess writing were also explored. Significant differences were found among Raters' scores in spite of the similarity in their professional backgrounds. First, Rater A assigned higher scores than Rater B. Second, Rater A´s ratings seemed to be more varied and less consistent, while Rater B had less variance in his scores. The findings suggest that rubrics are not enough to produce homogeneous scores and that assessment judgment is influenced by distinct factors.

Ghanbari & Barati (2014) ,as a result of their study to explore the practice of Iranian raters in the EFL writing assessment context of the country, showed that the raters relied on their own rating criteria and the existing rating scales had no place in guiding their rating decisions. The study showed that although Iranian raters followed some general steps in their rating when it came to the main scoring stage, they showed great variations in the aspects of the texts they attended to and the weights they assigned to them.

3. The Study

The starting point of this study was the differences in the assessment of students' writing that came up during the meetings after the assessment process in Kocaeli University Prep School. The difference between the grades of two teachers sometimes rose up to three or four points. This can be considered as indicators of the variety of teachers' views on how to teach and how to assess writing. This study aims to define attitudes of the teachers in Kocaeli University Prep School in teaching and evaluating writing. The study makes use of a questionnaire to elicit information about the following:

1. Teachers' evaluation of students' writing abilities in different aspects of writing;
2. Teachers' beliefs about the teaching of writing.

4. Results

The teachers were asked to respond to a 5-point Likert scale (very good, good, satisfactory, poor, and very
poor) to evaluate their students' abilities in different aspects of writing.

4.1. Teachers' evaluation of students' writing abilities in different aspects of writing

Table 1 shows that the means range from 3.00 to 3.50 (5 being very poor), that is, the majority of teachers tend to find students' writing ability satisfactory or poor.

Table 1: Teachers' views of students' writing abilities: overall means

I think my students' ability in …….. is	Mean	Standard Deviation
developing the main topic of an essay	3.09	0.97
using connectives in writing	3.32	0.83
linking the sub-topics with the main	3.23	0.86
paragraphing an essay	3.09	0.92
developing a paragraph systematically	3.32	0.89
developing the overall structure of an essay	3.00	0.75
establishing the context for an essay	3.23	0.68
maintaining the focus of an essay	3.14	0.71
writing grammatically correct English	3.50	0.74
developing ideas logically in writing	3.45	0.85
using appropriate vocabulary	3.18	1.05

The results suggest that teachers are less satisfied with students' ability to "write grammatically correct English", and by contrast they are more satisfied with students' ability to handle the discourse-related aspects of writing, such as "developing the main topic", and "linking the sub-topics with the main topic of essay". The findings seem to indicate that "grammar" is the teachers' major concern in their assessment of students' writing, and this is consistent with their primary concern in the writing classroom is with students' ability to write grammatical English.

Table 2: Teachers' writing practices: overall means

I teach students how to	Mean	Standard Deviation
use connectives in writing	1.64	0.65
link sub-topics with the main topic	1.59	0.79
develop the main topic of an essay	1.59	0.95
develop topic sentences	1.45	0.73
develop the conclusion of an essay	1.68	0.99
write grammatically correct English	1.68	0.78
structure an essay into paragraphs	1.77	1.23
use appropriate vocabulary in writing	1.73	0.76
develop the overall structure of the text	1.86	0.99
establish a context for writing	1.82	0.95
develop the introduction of an essay	1.55	0.73
foster logical linkage between propositions	2.45	1.01
anticipate reader expectations in writing	2.68	0.99

These findings suggest that the teachers claim that they often teach different aspects of writing. They claim that they teach discourse-related aspects of writing such as "developing the main topic", and "linking the sub-topics with the main topic of essay". By comparison, areas related to the discourse level, such as fostering logical linkage between propositions and anticipating reader expectations in writing are the given the least attention. The teachers state that they often teach their students how to write grammatically correct English. These findings corroborate existing views in the literature that teachers are focusing more on low-level features than discourse features in their teaching of writing.

4.2. Teachers' beliefs about the teaching of writing

Teachers were asked to respond to a number of "yes/ no" questions.

- About 75% of the teachers think that *the focus of writing instruction should not be on helping students produce grammatically accurate English.*
- All the teachers, 100%, think that *helping students understand how a text hangs together as a unified whole is essential to writing instruction.*

Although all teachers think that textual coherence is essential to writing instruction, the teachers' own practices tend to move towards the teaching of grammar. Seeing students' faulty grammar in writing, teachers may tend to focus on the teaching of grammar in the writing classroom. Teachers' insufficient competence in strategies to teach writing in discourse level may be another reason for the focus on grammar.

About 100% of the teachers think that *teaching students how to divide an essay into the introduction, body, and the conclusion is the most useful way to help them structure an essay.* About 80% of the teachers think that *the teaching of connectives is the most effective way to help students create coherence in writing.* About 92% of the teachers think that *the most effective way to help students develop their writing ability is to engage them in frequent writing practice.*

About 90% of the teachers think that *students need very explicit and specific guidance in order to improve their writing.* Rather than leaving students to struggle on their own by asking them to write more, teachers think that students need explicit guidance and help in order to write better. This is consistent with views in the literature that students need "more specific definitions and sequential, task-dependent exercises" (Johns, 1986: p. 248) in order to learn to write effectively, and that teachers need "more extensive treatment of textual concerns" (Silva, 1993: p. 671) in their teaching of writing.

About 90% of the teachers think that *the main goal of writing instruction is to help students express and organize ideas logically and coherently*, and only 10% of the teachers think that *the main goal of writing instruction is to help students acquire a range of vocabulary and sentence structures*.

About 81% of the teachers think that *their major emphasis is on helping students see how the whole text hangs together*. About 9% of the teachers think that *their major emphasis is on helping students acquire a range of grammatical patterns and structures*. About 5% of the teachers think that *their major emphasis is on helping students realize linkage between sentences.*

About 45% of the teachers think that *students' most immediate need in the writing classroom is to learn how to develop coherence in writing*. About 25% of the teachers think that *students' most immediate need in the writing classroom is a variety of language structures.* About 10% of the teachers think that *students' most immediate need in the writing classroom is to learn a variety of text types.* About 5% of the teachers think that *students' most immediate need in the writing classroom is to learn a range of vocabulary.* About 5% of the teachers think that *students' most immediate need in the writing classroom is to learn how to write grammatically accurate English.*

About 80% of the teachers think that *the most important criterion in evaluating student essay is the overall coherence.* About 10% of the teachers think that *the most important criterion in evaluating student essay is the accuracy of language structures.* About 10% of the teachers think that *the most important criterion in evaluating student essay is the originality of content.*

These results consistently show that textual coherence is more important than grammar and vocabulary in writing, writing instruction, and writing assessment. However, in their own practice, they mostly focus on grammar while they are helping students to write. Besides, they are mostly concerned with grammar in their evaluation of students' writing.

5. Conclusion

This survey has revealed thoughts on the teaching of writing in Kocaeli University Prep School. The major findings are:

- There is a gap between teachers' beliefs about writing and their own practice. Although teachers think that textual coherence is essential to writing instruction, their focus in teaching and evaluating students' writing is primarily on grammar.
- Teachers are not giving students sufficient help to attend to the discourse features of writing.

The implications of the results suggest a need of teacher education in teaching of writing. Teachers should provide their students with help to teach discourse features of writing. This may help to fill the gap between the teachers' beliefs about the teaching of writing and their own practices in teaching it.

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ERPA International Congresses on Education
4-7 June 2015
Athens/Greece

A social responsibility project in Turkey with the slogan "journey to art with children": MUZED children's art workshops

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Abstract

Socio-cultural alterations and changes in education in Turkey gave rise to problems in art education. For this reason, there has been a lean towards producing projects with alternative approaches to solve these problems. MUZED Children's Art Workshops, originating from this perspective, was activated in 2012 based on volunteering; by becoming a part of MoNE Let the Schools Become Life project it became institutionalized. The project aims to create equal opportunities for children between the ages of 7-12 who are at risk socio-economically, and reintegration of those children. This study explains the subject, purpose, structure, educational approach, workshops, internal-external problems and outcomes of the project and evaluates the progress of the project in three years..

Keywords:
Social responsibility project, MUZED (music educators association), journey to art with children, MUZED children's art workshops

1. Introduction

In societies where there are rapid socio-cultural changes it is inevitable to experience anxieties about education. In addition, continuously changing education system produces education programs without strong foundations. All of these have their reflections on art education and cause impediments. Deficiency of teachers and class hours, limited teaching environments, technical and equipment insufficiency are only a few of the impediments.

"We have to accept the truth that although there are rapidly renewed and developed programmes, and there has been searches and amendments of politics on the education of music and art educators, there is a failure to reach the predefined objectives and learning outcomes of the music/visual arts education area because of various reasons. Insufficiency of classrooms and workshops, number of students in classes, applications that prevent creativity, partial and defective assessment methods, deficient teaching hours and problems based on teacher inadequacy prevent from reaching goals." (Çevik, 2010)

2. Method

In this research, for the presentation of project named MÜZED Children's Art Workshops, case study method is used. Case studies aim to identify the relations of any unit in universe (individual, family, school, hospital, association etc.) to itself and its environments in width and depth, and aim to make a judgement on that unit. (Karasar, 205:8)

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In the research, data about the presentation of the project are obtained through document analysis of resources such as various leaflets, project activity reports, publicity presentations, websites etc. Data in relation to the problems of the project and parents are obtained through group and individual interview techniques. During the interviews conducted by the researcher data were written and recorded with an audio recorder; open coding method was used while doing content analysis on the data.

3. Findings

3.1. What is MÜZED children's art workshops project?

MÜZED Children's Art Workshops is a social responsibility project with the subject of "Contributing To the Psycho-Social and Cultural Development of Children At the Ages Between 611 Through Music/Art Education."

3.2. Music educators association (MÜZED)

With over a thousand members "Music Educators Association" (MÜZED) is a non-governmental organization consisting of music teachers, academicians and artists. (http://muzedconference.com/?lang=tr&page=about_muzed)

3.3. Purpose of the project

This project aims to contribute to the reintegration of children between the ages of 7-12 who are disadvantaged and at risk socio-economically. According to this aim, the purpose of this project is to communicate common art education not only to individuals but to all sections of the society without any commercial interest; creating new instructional techniques in music and art education in context of socio-cultural changes, and creating equal opportunities through making quality education prevalent.

3.4. Structuring of the project

After the success of the project implemented by Çankın Karatekin University in 2008 with the name "Children's Art Workshops in University," MÜZED Children's Art Workshops put into effect as a different project by Music Educators Association. (MÜZED, 7) It began its work in 2012 as a part of "Let the Schools Become Life."

Education symposiums to continue qualified education were held in relevant departments of various universities with the counsel of faculty members of these universities, and outlines were prepared. Necessary commissioning was made for the relevant subject area teachers and seniors of relevant departments of the universities to be the educators in the workshops. Students were placed in accordance with their interests and wishes, and number of students of each workshop was determined according to the characteristics of each workshop. (http://muzedcocuksanat.org/muzed-cocuk-sanat-atolyeleri/)

3.5. Educational approach of the project

Educational Approach of MÜZED Children's Art Workshops project is as follows (parallel to its general aims):

- Reintegration of individuals through raising them to use their skills fully, respectful to the environment and society, responsible, balanced, intellectual and sensitive.
- Preventing children from having bad habits and tending towards crime through practices. Providing their active participation and developing creative power and potential, raise productive and sharing individuals.
- Facilitate gaining consciousness about teamwork, partnership and communication.
- Raising artistic level to the highest possible quality.
- Raise individuals who are psychologically healthy, participating, entrepreneur, self-confident and able to express himself or herself in society.

- Providing opportunities for children to develop themselves in a sincere, happy, free and encouraging atmosphere.
- As a result of planned and programmed education where they can develop their skills about arts raising sophisticated individuals with artistic knowledge who have developed aesthetic perceptions and judgments, in addition to the ones who choose art as their occupation.
- To be able to create an artistic bridge between east and west. (MÜZED, 2014:7)

3.6. *Target group of the project*

Target group of the project consists of; disadvantaged children (because of social and economic circumstances), disabled disadvantaged children, children who came to the city centers through migration or children who cannot benefit from artistic activities. Accordingly, school name, number of participant students, counselor and voluntary educator number are stated below:

Table 1. Data related to school names and student numbers

SCHOOL NAME	STUDENT NUMBER
Altındağ district Çalışkanlar Primary School	151 student
Ankara Altındağ district Atilla Primary School	65 student
Ankara Mamak district Kazım Orbay Primary School	123 student
Bolu 60. Yıl Primary and Secondary School	127 student
Bolu Köroğlu Primary and Secondary School	65 student
Bolu înkılap Primary and Secondary School	39 student
Bolu Mevlana Primary School	103 student
Bolu YunusEmre Primary School	40 student
Bolu CanipBaysal Primary and Secondary School	64 student
Bolu Saricalar Ozel Egitim Primary School	39 student
Bolu 100. yil Primary and Secondary School	40 student
Van Sempa § Primary School	120 student
Van Eczacilar Birligi Primary and Secondary School	100 student
Van Abdulhamit Han Secondary School	85 student
Istanbul Kadikoy ihsan Sungu Primary School	89 student
General Total	1250 student

Table 2. Data related to educator and counsellor number in the country

Educator Number	65
Counsellor Number	16

3.7. *Workshops*

Children's Choir Workshop: Choirs consist of 20-40 children between the ages of 7-12 and there are 4 hours of education in a week. Voice training, musical hearing-reading training, educational games, song and ballad teaching, and dramatization are a part of choir education.

Individual Instrument (Piano, Violin, "Bağlama"-A Type Of String Instrument-, Guitar, Side Flute, Oud) Workshops: Weekly training hours of these workshops are 2-4 hours depending on number of students and characteristics of training, they are individual or small group workshops depending on circumstances.

Orff Instruction: In Ankara and Bolu there are 4 schools in total with minimum 10 children who have 2 hours of instruction weekly in or off workshops. Rhythm, dance and music creation practices; exercises on finding relations between language, music and dance; applications to develop rhythmic emotion and creativity; practices to develop coordination between brain and senses are a part of orff instruction.

Visual Arts Workshops (Painting, Ceramic): There are groups of minimum 10 people who are instructed 2-4 hours every week. Studies based on observation, analyses of reproductions, exercises to develop children's skills to perceive, shape, color and identify the material, strengthening hand, wrist and finger muscles through three dimensional exercises, practices to develop hand-eye-co- ordination and organizing exhibitions area part of visual arts training.

Drama-Theatre Workshops: In these workshops weekly training hours are between 2-4 hours depending on number of students and characteristics of trainings. There are minimum 15-20 students in the workshops. There are breathing control exercises; diction and emphasis-intonation exercises, body language, movement, role-play, mimics and gestures and play-stage exercises.

3.8. Aims of the project

The aim is to implement this project in 15 provinces and introduce art education to at least 15.000 children in 150 schools in five years. The aim of the project for the next three years is to establish MÜZED Children's Art Workshops Children's Choirs and United Children Choirs, and to have concerts across the country and open exhibitions.

3.9. Outcomes of the project

Partner Meetings: Meeting are organized with the school administrators, project coordinators, project counselors and project educators in the provinces that the project is implemented. In the meetings, those concerned inform about the applications on the music instruction, visual arts instruction and drama-theatre instruction areas, information given on the problems occurred in the schools and solutions are developed.

Parent Meetings: Regular parent and group meetings are organized in the schools that the project is implemented. In a group interview with the parents of students from MÜZED Children's Art Workshops in Ankara Çalışkanlar Primary School, parents emphasized that from the beginning of the students' involvement with the project students' communication skills had improved, they had been able to express themselves better, internet use had developed more about using it for artistic purposes, they had become more organized because of the responsibility to protect their instruments, and their skills to help their parents and siblings had improved. Moreover, parents expressed that they had difficulties making art education available for their children before starting the project, and by means of this project their children had their dreams; for these reasons this project is an opportunity that one should not miss.

Activities: There had been many products at the end of the art education of the project. Ankara Çalışkanlar Primary School and Kazım Orbay Primary School MÜZED Children's Art Workshops activities were at Ankara TRT (The Turkish Radio and Television Corporation) Radio Great Hall. In 29.05.20014, with the partnership of Başkent University Private Ayşeabla Schools and MÜZED Children's Art Workshops Çalışkanlar Primary School and Başkent University Private Ayşeabla Schools had a concert together. In 30.05.2014 Çalışkanlar Primary School Children's Theatre and Drama Activities were at Altındağ Hearing-impaired School's All Purpose Hall. Alongside of these, there have been exhibitions, festivals, concerts and shows in other provinces where the project is implemented.

3.10. Internal-external problems of the project

Data obtained from the personal interview with the project coordinator Prof. Suna ÇEVİK are as follows:

Structuring of the Project: Presenting and initiating the project to the music departments of the universities provide the continuity of it. However these have not been provided in many of the provinces yet.

Presentation of the Project: Presenting the project through social media, websites etc. and carrying it to the international platforms are important with respect to the continuity of the project. However this project has not been presented as much as desired yet.

Creating Financial Resource: Equipment (instruments, costumes etc.) provided for the students of the project are obtained through donations. However, if donations were insufficient, students' education would be impeded.

Finding Volunteering Educators: Continuity of MÜZED Children's Art Workshops project depends on the support of the volunteering educators. Number of volunteering educators is not enough compared to the raising number of participants. The reasons of this are the heavy workload of music teachers, and heavy workload of seniors of the music education departments of the universities supporting the project.

3.11. Supporting and cooperating institutions

Ministry of Interior Department of Association, Ministry of National Education (MoNE), Province National Education Directorates and public education centers named below which are parts of MoNE support MÜZED Children's Art Workshops.

- Bolu Province National Education Directorates
- Van Province National Education Directorates
- Altındağ District National Education Directorates
- Altındağ-Mamak Public Education Centers

Other institutions that cooperate with the project are

- Bolu Municipality,
- Bolu Benefactors ("Bağışçılar") Association,
- Bolu Abant İzzet Baysal University Fine Arts Education Department,
- Van Yüzüncüyıl University Fine Arts Education Department,
- Başkent University Private Ayşeabla Schools.

4. Result and suggestions

It was observed that through the activities (concert, exhibition, show) of MÜZED Children's Art Workshops developed students' skills to work together, and their artistic skills and also they were observed to feel more comfortable and happy. Group interview with the parents also verify this observation. It is understood from the data obtained from group interview that MÜZED Children's Art Workshops Project contributes to students' understanding of responsibility and social development, and diverts them from bad habits. MÜZED Children's Art Workshops project has been effectively implemented since its beginning three years ago. Although the project is effectively implemented, there have been difficulties in the structuring of the project, presenting of the project, creating financial resources and finding volunteering educators.

Printing of activity reports on MÜZED Children's Art Workshops Project, catalogue and leaflets in every two or three months, announcement of interviews and documentaries about the project in social media or public opinion could be effective for the structuring and generalization of the project. To find volunteering educators, contacts could be established with the necessary institutions before the project period begins. Organizing social responsibility seminars in institutions that have art education could increase the interest and sensitivity of the educators and develop social responsibility.

It could be accepted that it is important for the continuity of the project to have a small budget. Although some schools in the scope of the project are supported by Public Education Centres, which are a part of Province National Education Directorates means, are insufficient. For this reason it is thought that there is a need for the support of other civil institutions. Donations to provide instrument, costume, paint etc. for the project could also be supported by the above-mentioned institutions.

While arguments about solving problems in education were continuing, new approaches and orders emerged. One of those is MÜZED Children's Art Workshops Project developed by Music Educators Association of Turkey. This voluntary project agrees upon that education institutions could be actualized with this principal. Presentation of the project with this principal and its progress could play an important role in the continuity and growth of the project.

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A method for integrated design studio education for interior architecture

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Abstract

Technology and Design issue is a developing content in all over the World. Every day a new design and innovation is developing. The design studio education is basic issue in Architecture Faculty. Design Studio teachers searching the ways of developing creativity of the students. There are different methods for design studio will be mentioned in the paper. Interior Design is getting more importance and many architecture faculty developed integrated education with architecture and interior architecture departments. A new method for integrated design studio education for interior architecture and architecture students and the several examples of the studio work will be mentioned.

Keywords:
Interior design education, design studio methods, creativity

1. Introduction

Reviewing the literature related to Design studio, architects are educated through a process that developed by critique at the “studio course”. Characteristics of the architecture studio include: project-based work on complex and open-ended problems, very rapid iteration of design solutions, frequent formal and informal critique, considerations of a heterogeneous range of issues, the use of precedent and thinking about the whole, the creative use of constraints and the central importance of design media (Kuhn, 2001).

Beginning from the 17th century and ‘Ecole des beaux-arts’ at the 19th century architecture education developed master and apprentice relation concept in design studios. According to Chafee (1977); The architecture studio , an American adaptation of the atelier-based training at the Ecole des Beaux-Arts, offers us a teaching model from a design discipline in which the functional and the structural, the social and the technical, must be blended.

2. Studio structure

The architecture education system in Maltepe University is an integrated model education Architecture, Interior architecture and Nautical Design studios for 2 years. Maltepe University Department of Interior Architecture is to provide competence and equality in national and international standards, in theoretical and application fields of education; to train interior architects, who are creative, investigative, having innovative thinking system and the skill and information of theory, design and application, can create interdisciplinary relationships, can accord with the

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contemporary dynamics and have ethical values. To train interior architects and interior designers, who consider the related facts to design spaces which can respond aesthetical, technical, ecological, economic, cultural, historical, social, environmental and etc. requirements.

An Integrated Model is a interdisciplinary education-training model called "Integrated Education-Training Model for Design" has been set up and started to be applied at the beginning of the 2011-2012 Fall semester in Faculty of Architecture. This model gives a common education opportunity to interior architecture students with Architecture and Nautical Design programs. According to this, the students of the Interior Architecture Program take common courses with Architecture and Nautical Design programs for the first year. In the second year, students take common courses only with the Architecture program. All the field elective courses of the three programs in faculty are implemented to this common education model.

Interior Architecture Undergraduate Program is a program which trains interior architects, who have powerful artistic and technical background in the basic fields of interior space organization and appliance, can design contemporary and unique interior spaces and space equipments, have the skill of solving the needed details to apply the space/equipments which they designed, can determine and create solutions for the problems which they confront during the project process, can use the necessary computer programs effectively for the contemporary interior architecture applications, have the information and experience in the fields of interior architecture, art and design, who can work at interdisciplinary subjects, who know how to reach the information, who have adopted themselves to life-long learning, can follow developments in their profession and who can communicate literally and orally.

The education model and the program competences (outputs) have been set according to the orders and criterias of UIA (The International Union of Architects), CIDA (Council for Interior Design Accreditation) and MIAK (Architectural Accrediting Board - Turkey) with a wide perspective and considering the national-international accreditation conditions.

3. Course content of fall term 2014-2015 design studio

Experimental design education curriculum is developed full time students work in the studios 8 hour per day and 2 days a week, total design studio hour per week is 16 hours. Giving 1 week projects and creativity is developed by experimental approach. Creativity is developed by experimenting as if it's a game (Mollaahmetoğlu Falay 2011). Different media can be used during the design process not only technical drawing, making models etc. According to Kuhn (2001); because different design media have different affordances and constraints, designers can productively exploit these differences by using different media at different points in the design process.

- First project of the course was Metro Entrance Project: Students made a research in the real environment and make side analysis and developed a design solution to the problem. See figure 1.
- Second Project of the course is; Different sites are given and an excavation house project for the excavation team at the historical site.
- Third Project is; Different sides selected in İstanbul Ayvansaray.

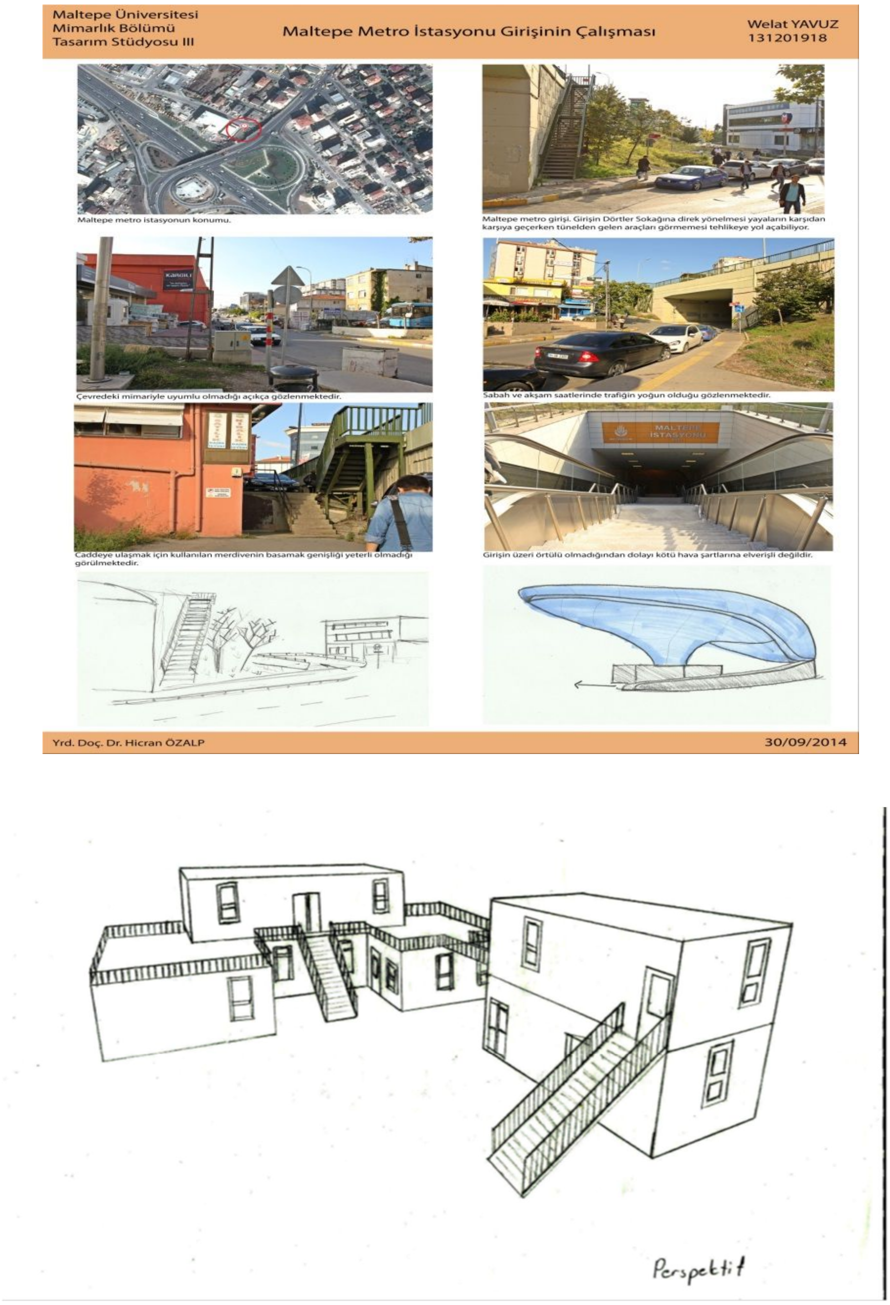

Fig. 1. (a) Maltepe Metro Station Analysis; (b) Sketches of the student.

First project was Metro entrance in Maltepe station, the students analysed the environment. The project duration was one week, time constraint developed designers productivity. Lecture is given on the topic entrances. Experimental design studio approach impacted positively on students, as if they are playing a game.

Fig. 2. House and an atelier project from the site selected in Ayvansaray

Ayvansaray is one of the important historical site in Istanbul. The Ayvansaray project requirement was a house and a atelier in fig.2. Different students work on different ateliers; such as wood work, jewellery etc. Lectures is covering fields such as; history of architecture, historical sites in Istanbul, concept of atelier. Students make poster and tries to develop their project expression techniques.

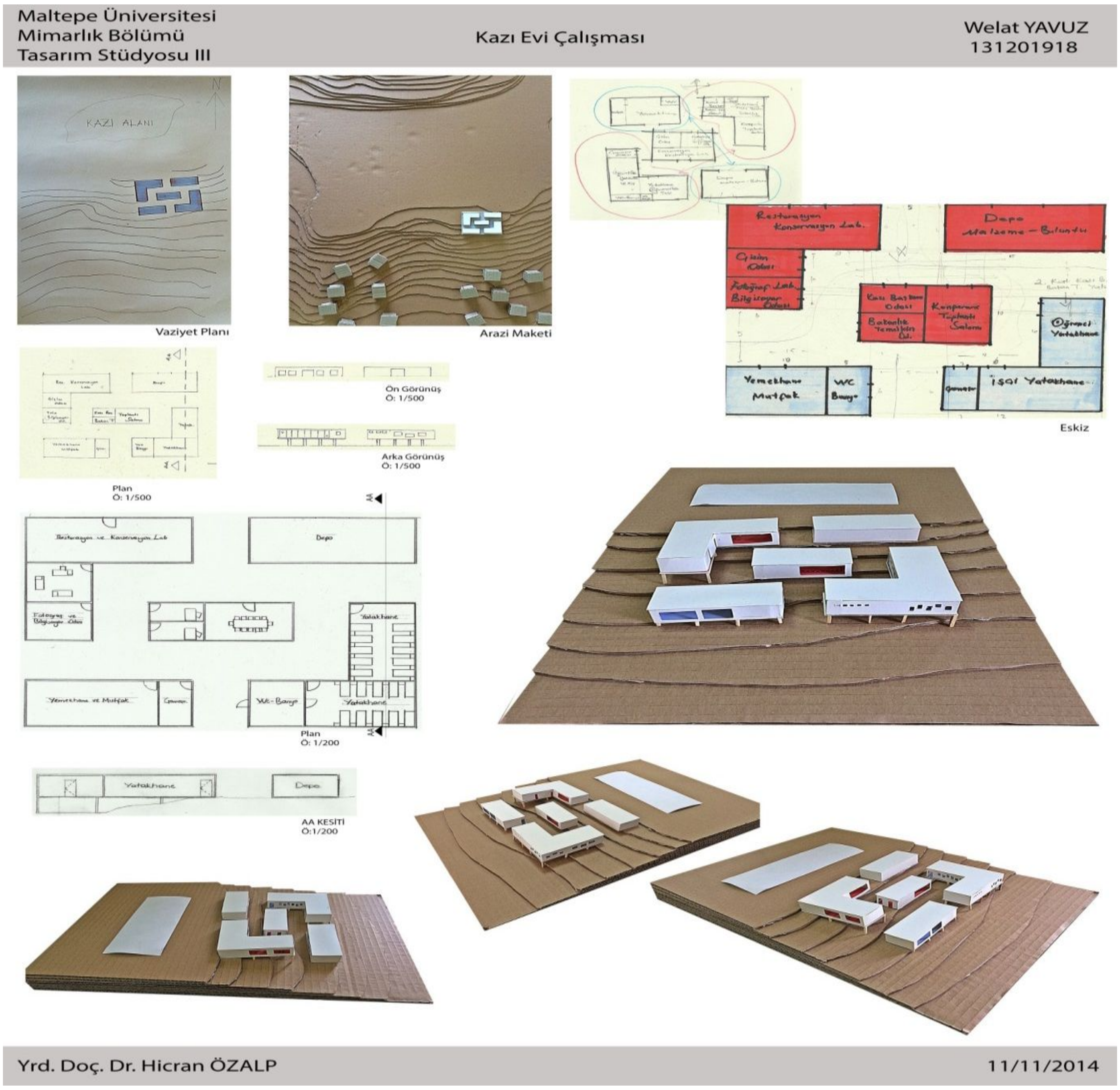

Fig. 3. Excavation house project

The Excavation House project requirement is a house and laboratories for archaeologist (Fig.3.). Lectures is given about the excavation of archaeologists and their needs in the historical field. Scaled drawings and models used to develop the project.

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ERPA International Congresses on Education
4-7 June 2015 Athens/Greece

A study of conscious awareness levels in taekwondo sportsmen

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Abstract

The aim of the study was to analyze the conscious awareness levels of university students as taekwondo sportsmen. The scope of the research consisted of 412 sportsmen students participated in the Inter-Universities Taekwondo Championship. The sample group also consisted of total 203 students including 59 females, 144 males randomly chosen with the cluster sampling method. To determine the students' conscious awareness points, the "Scale of Conscious Awareness" (Brown & Ryan, 2003) was applied. The arithmetical average for analyzing data, the variance analysis (One-Way ANOVA, Independent Samples t-test) for comprising average points in unrelated measurements and the Tukey HSD test for determining which measurements differences between two variables resulted from were used. With regard to the gender variable, no significant differences were found in the point averages of conscious awareness. In terms of the age variable, sportsmen students' conscious awareness point averages were significantly high in favor of the age interval 25-28. And from the point of students' sportive performance year variable, considering the conscious awareness point averages, there was a significant difference between ones doing active sport for 1-4 years and ones doing active sport for 5-9, 10 years and over. In conclusion, conscious awareness can be said to prevent students' negative attributes about academic and sportive lives and contribute to their changes and developments.

Keywords:
Taekwondo, student, conscious awareness

1. Introduction

In individual sports such as taekwondo, conscious awareness is an important factor for sportsmen to see their opponents' movement points in play field, use body language consciously, observe their opponents' body language, predict movements in accordance with positions, overcome with stress, avoid from negative emotions, take messages from trainers, think about them and use these. Furthermore, it is not known that there is a relation between conscious awareness, age, gender and sportive performance year in taekwondo sportsmen. A study is necessary to reveal students' conscious awareness and personal abilities in order to obtain data which will make contributions to re-organize academic and sportive successes, attitudes and approaches regarding these targets. Conscious awareness is a simple, conscious lifestyle which requires to be careful, to embrace the current moment reality without judgements and gives individuals to accept sorrowful opinions and emotions in a correct and balanced way (Özyeşil, 2011). In this process, individuals are conscious about opinions and emotions related with health, morality like senses and perceptional stimuli (Carmody et al., 2008; Özyeşil, 2011). Some researchers (Cordon & Finney, 2008; Kabat-Zinn2009;

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Davis et al., 2009; Lykins & Bear, 2009) emphasing that people have conscious awareness levels in various rates indicate how important this is for having love, compassion and forgiveness, having a good approach to events, making life rich and meaningful, increasing self-understanding level, reducing stress levels, overcoming with problems, considering internal and external experiences, learning alienation strategies (Özyeşil, 2011; Weinstein ve ark., 2009; Kocatepe, 2013; Newsome, 2009; Siegel, 2010). In this regard, this study aimed to analyze conscious awareness perceptions of taekwondo sportsmen studying in universities in accordance with the variables age, gender and sportive performance year.

2. Material and method

2.1. Research model

The research is of a relational screening model.

2.2. *Participants*

The sample of the research involved sportsmen students taking part in the Inter-Universities Taekwondo Championship held in Celal Bayar University between the dates 06-09 April, 2015.Before making the loss value analysis, the sample of the study consisted of 402 students from 63 participant universities.

2.3. Data collection tool

In this research "personal information" and "conscious awareness scale" were used as data collection tool.

2.3.1."Conscious awareness scale"

The scale developed by Brown and Ryan (2003) measures individual differences about becoming current experiences and careful about experiences. The scale consisting of fifteen items gives only one point. In the Conscious Awareness Scale, there are 6-Lykert type (1=Almost always, 6=Almost never) items. The adaptation of the scale into Turkish was made by Özyeşil et al. (2011).

2.4. Analysis of data

The Kolmogorov-Simirnov test analyzed whether data showed a normal distribution. In accordance with the students' gender, branch, sportive performance year and working time with trainers ($p=.000>\alpha = 0,05$), since data showed a normal distribution, they were analyzed with the parametrical tests. The arithmetical average for analyzing data, the variance analysis (One-Way ANOVA, Independent Samples t-test) for comparising average points in unrelated measurements and the Tukey HSD test for determining which measurements differences between two variables resulted from were used.

3. Findings

Table 1. Participants' one way variance analysis results in accordance with age variable

	Square Total	Freedom Degree	Square Averages	F	P	Significant Difference
Inter-Groups	1548,394	2	774,197			
In-Groups	31401,793	200	157,009	4,931	,008	➢ 18 – 21< 22 – 24 age
Total	32950,187	202				

At Table 1, it was seen whether students' conscious awareness perceptions statistically different in accordance with the age variable. According to this, a meaningful difference was observed between the students' conscious awareness total point averages and age independent variable (f=4.931; p<0,05). To determine which branch this difference resulted from, the Tukey HSD test was done and according to the test results, they were in favour of the22-24 age intervals between the students aged 18-21($\bar{X}$ =53,08) and the students aged 22-24 ($\bar{X}$ =58.48).

Table 2. Participants' one way variance analysis results in accordance with sportive performance year variable

	Square Total	Freedom Degree	Square Averages	F	P	Significant Difference
Inter-Groups	5338,717	2	2669,359			
In-Groups	27611,470	200	138,057	19,335	,000	1 – 4 < 5 – 9 Year 1 – 4 < 10 + Year
Total	32950,187	202				

At Table 2, a meaningful difference was found between the conscious awareness total point averages and sportive performance year independent variable of the students doing sport (f=19.335; p<0,05). To determine which year intervals this difference resulted from, the Tukey HSD test was done and according to the test results, the active sport year was in favour of the students (5–9 years $\bar{X}$ =56.63) and (10+ years $\bar{X}$ =58.93) against (1–4 years $\bar{X}$ =36,33).

4. Discussion and results

In accordance with the first hypothesis of the research, it was studied whether conscious awareness differed in the gender variable.

A meaningful difference was observed between students' conscious awareness total point averages and age independent variable. To see which age group the differences resulted from, the Tukey HSD test was done, and with regards to the results of the test, a significant difference was found in favour of ones aged 22-24 between sportsmen students aged 18-21 ($\bar{X}$ =53,08) and sportsmen students aged 22-24 ($\bar{X}$ =58.48). There was no significant difference in sportsmen aged 25-28, this resulted from less number of sportsmen. Even if there are researches which show the age variable in literature is not effective on conscious awareness levels (Newsome, 2009; Siegel, 2010; Şentuna, 2013; Brown et al., 2007), it is an expected situation that sportsmen students have awareness levels in parallel with increasing age. Because many researches state that conscious awareness are related with high age intervals, having capacity for controlling emotions, opinions, impulses, feeling calm, careful and safe, overcoming with problems, considering internal and external experiences, knowing alienation strategies (Özyeşil, 2011; Şentuna, 2013; Brown et al., 2007; Hayes et al., 2006; Ülev, 2014). But in this study the relevant variables such as socialization, culture and family were not researched, so this does not give a clear interpretation, since taekwondo branch is an individual sport against the clock, conscious awareness can be said to perceive, understand external messages and make perceptions easy.

With regard to the findings of the research, a meaningful difference was found between the students' conscious awareness total point averages and sportive performance year independent variable (f=19.335; p<0,05). This result shows that sportive performance year is effective on sportsmen's conscious awareness levels. To determine which year intervals this difference resulted from, the Tukey HSD test was done, and in accordance with the test results, the active sport year (1 – 4 years $\bar{X}$ =36,33) is in favor of the students with the sport year (5 – 9 years $\bar{X}$ =56.63) and (10+ years $\bar{X}$ =58.93).Generally, when the sport year increases, sportsmen are expected to have high points from conscious awareness. In Şentuna's (2013) research higher Olympic awareness point averages in ones doing licensed sport before and still doing licensed sport than ones not doing licensed sport support our data. Sportsmen individuals with high conscious awareness have many characteristics such as accepting stressful situations in competitions without avoiding like they are, focusing on body and mind, becoming aware of emotions and opinions, these make individuals psychologically healthy, which is the reason of the assumption (Özyeşil, 2011; Kocatepe, 2013;Germer, 2009; Stahl & Goldstein, 2010; Çatak & Ögel, 2010; Schonert-Reichl & Lawlor, 2010; Davis & Hayes, 2011).

As a result, conscious awareness can be said to prevent students' negative attributes about academic and sportive lives and contribute to their changes and developments.

Towards the findings of the research and the results based on these findings, the following suggestions were given.

1. In this study only students doing sport were chosen. New studies including all student groups may be useful to research about different age groups and the effects and solutions of different problems in education and teaching.
2. It can be said that giving education based on conscious awareness will make positive contributions to sportive students' lives, their changes and developments.

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A study of sportive success motivation levels in taekwondo sportsmen

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Abstract

The aim of the study was to compare sportive success motivations of university students interested in Taekwondo sport in terms of various variables (gender, age, sportive performance year). The scope of the research consisted of 412 students participated in Turkey Inter-Universities Taekwondo Championship held between the dates of April 06-09, 2015, the sample group also consisted of total 253 sportsmen randomly chosen with the cluster sampling method. In this research, "Scale of Sportive Success Motivation", t-test for relational samples and ANOVA tests were used in analysis of data. As a result of the analysis, it was seen that there were no differences in the sub-dimensions of Sportive Success Motivation Scale in accordance with the gender variable. With regard to the ANOVA analysis results to the age variable, there were differences in the sub-dimensions of "showing strength" and "Fear of Failure". Considering the analysis results from the "sportive performance year", there was a difference in the sub-dimension of "showing strength". In conclusion, the motive "showing strength" for taekwondo sportsmen is an important motivation instrument for success.

Keywords:
Success motivation, university sports, taekwondo, university student

1. Introduction

Competitions which students come together to show their skills and abilities by competing with each other in, are important items as competitive environments of an active sport life (Can et al., 2009). In this environment sportsmen struggle with their opponents and try to have the highest performance as well. One of the theories suggested in order explaining the power which makes sportive students participate in high intensity-programs and go on these ones for a long time is success motivation theory (Tiryaki & Gödelek 1997). Success motivation and conditions of sport environment play an important role for making efficient sportsmen's success behaviors, their reasons to take part in physical activities, their efforts and beliefs to succeed in the difficult one (İlker, 2010). These situational issues are related with sportsmen's success motivation perceptions. In accordance with the success motivation theory, ones with high success motive are persons who efficiently do Works they focus on, like competitiveness, show power, handle with obstacles, present common aims and develop capability emotions (Aktaş et al., 2006; Locke & Latham, 2004). Success motivation in sport is generally called a "competitive process" in starting and keeping activities related with a certain aim (Schunk et al., 2008). In this case, the important thing is how to use abilities and skills

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(Colquitt et al., 2013). This process, motivation usually means the powers which make individuals tend to have certain behaviors (Tiryaki, 2000). Researches about success motivation reveal that there is a strong and positive relation between success motivation and many features such as coming closer to success, Fear of Failure, showing strength, giving punishment and award, managing and communicating (Can et al., 2009; Doğan, 2005). Studies deal with success motivation as two opposite tendencies including internal and external motivation tendencies (Wu, 2003; Turhan, 2009; Abakay & Kuru, 2011). Success motivation represents an internal success desire which drives individuals to have something. According to Lin et al. (2003), internal motivation at a high level is correctly related with success. So sportsmen with high success motivation will try to have higher motivation in order to become successful. In literature screening, there are a lot of researches about sport and success motivation. But there are limited resources about taekwondo sportsmen, that is why, it is considered that this study will contribute to the literature. Because taekwondo sportsmen's gender, age, family structure, tendencies for sport, lifestyle and enough information about motivation methods are significant for sportive performance and academic success (Willis, 1982). Furthermore, taekwondo sportsmen's relation with success motivation is not known enough. Towards these aims, there is a need for study which reveals students' motivation abilities in order to create data contributing to re-arrange academic and sportive attributes and approaches.

Within this study, the success-motivation relation of taekwondo sportsmen studying at universities was analyzed in gender, age and sportive performance year variables. Towards this aim, the following hypotheses were asked:

H1: Is there any statistically significant relation in the scale point distributions of sportive success motivation for students doing Taekwondo sport in accordance with their gender?

H2: Is there any statistically significant relation in the scale point distributions of sportive success motivation in accordance with students' age intervals?

H3: Do students' sportive success motivation point averages change in sportive performance year?

2. Material and method

In this part, the participants' personal characteristics, the variables included in the research, the features of scales used in measuring these variables and how to apply these (proceedings) were dealt.

2.1. Research model

The research has a relational screening model. Research data were collected to determine whether the university student sportsmen's success motivation levels differed in the students' personal characteristics (gender, age and sportive performance year).

2.2. Participants

The sample of the research involved the sportive students took part in the Inter-Universities Taekwondo Championship held in Celal Bayar University between the dates of April 06-09, 2015. Before making the loss value analysis, the sample of the research consisted of 402 students from 63 participant universities. Participating in the study was based on the basis of volunteering. 160 of the participants was female (35,3%), 235 of them was male (73,7%).

2.3. Data collection tools

Within the research, “personal information form” and “sportive success motivation scale” were used as data collection tools.

2.31. Success motivation scale

“The Sportive Success Motivation Scale” used in the research was developed by Willis (1982), its validity and reliability were done by Tiryaki and Gödelek (1997). In Turkish version of the scale, there are 40 items and 3 sub-dimensions called (a) Showing Strength, (b) Gaining Success, (c) Avoding from Success. The expressions mentioned in the scale are evaluated with the 5-likert type scale adopted as (1) Never and (5) Always.

Table 1. Internal coherence coefficients of sportive success motivation scale

Sub-Dimensions	Alpha
Showing Strength	,54
Gaining Success	,75
Fear of Failure	,65
Total	,82

At Table 1, the Cronbach Alpha internal coherence coefficient was estimated to test the reliability level of the scale. According to this, the internal coherence of the scale was determined as (a) Showing Strength (,54), (b) Gaining Success (,75) and (c) Fear of Failure (,65). The total internal coherence coefficient of the scale was ,82.

2.4. Data analysis

The independent variables of the research consisted of age, gender and sportive performance year. The dependent variable of the research was sportive motivation. The point distributions from both scales and other independent variables were coded into computer.

The Kolmogorov-Simirnov test analyzed whether research data showed a normal distribution. Since data about the students’ gender, age and sportive performance year ($p=.000>\alpha = 0,05$) showed a normal distribution, these were analyzed with the parametrical tests. The arithmetical average for analyzing data, the variance analysis (One-Way ANOVA, Independent Samples t-test) for comparing average points in unrelated measurements and the Tukey HSD test for determining which measurements differences between two variables resulted from were used. The significance level in the research was regarded to be $p<0,05$.

3. Findings

In the findings of the research, there are statistical analysis results from the Success Motivation Scale and personal information form applied to the students.

In this part, the hypotheses-based analysis results of the research were given.

H1: Is there any statistically significant relation in the success motivation point distributions for students doing Taekwondo sport in accordance with their gender?

Table 2. T-test results of sub-dimension in accordance with gender variable

Sub-Dimensions	Gender	N	$\overline{X}$	SS	t	p
Showing Strength	Female	82	3,418	,341	1,235	,218
	Male	171	3,337	,540		
Gaining Success	Female	82	3,616	,477	1,562	,120
	Male	171	3,493	,626		
Fear of Failure	Female	82	3,327	,717	1,035	,302
	Male	171	3,238	,605		

When Table 2 was examined, there were no significant differences in any sub-dimensions of the Sportive Success Motivation Scale in accordance with the gender variable ($p>0.05$).

H2: Is there any statistically significant relation in the success motivation point distributions in accordance with students' age intervals?

Table 3. Participants' ANOVA results related with sub-dimensions in accordance with age variable

Sub-Dimensions	Age	N	$\overline{X}$	SS	F	p	Difference-Tukey
Showing Strength	18-21	95	3,26	,419	3,429	,034	1-2
	22-24	85	3,44	,488			
	25-28	73	3,41	,543			
	Total	253	3,36	,485			
Fear of Failure	18-21	95	3,14	,672	3,692	,026	1-2
	22-24	85	3,39	,574			
	25-28	73	3,29	,659			
	Total	253	3,27	,643			

According to the ANOVA analysis results to the age variable, there was a significant difference in the sub-dimension "showing strength" [F(2-250)= 3,429; p<0,05] and this difference was between the participants aged 18-21 ($\overline{X}$ = 3,26) and 22-24 ($\overline{X}$ = 3,44); in the other sub-dimension "Fear of Failure" [F(2-250)= 3,692; p<0,05] and this difference was seen between the participants aged 18-21 ($\overline{X}$ = 3,14) and 22-24 ($\overline{X}$ = 3,39).

H3: Do students' sportive success motivation point averages change in sportive performance year?

Table 4. Participants' ANOVA results related with sub-dimensions in accordance with sportive performance year variable

Sub-Dimension	Sportive Performance Year	N	$\overline{X}$	SS	F	p	Difference-Tukey
Showing Strength	1-4	24	3,14	,590	3,305	,038	1-2
	5-9	112	3,36	,418			
	10+	117	3,41	,512			
	Total	253	3,36	,485			

At Table 4, looking at the analysis results to the variable "sportive performance year", there was a significant difference in the sub-dimension "Showing Strength" [F(2-250)= 3,305; p<0,05] and this difference was seen between the participants with the sportive performance year 1-4 years ($\overline{X}$ = 3,14) and the participants with the sportive performance year 10 and over ($\overline{X}$ = 3,41).

4. Discussion and results

When looked at the first hypothesis results of the research, there were no differences in any sub-dimensions of Sportive Success Motivation Scale in accordance with the "gender" variable. But when considered the averages, the "female" participants had higher points than the "male" participants in all sub-dimensions ($t=1,035$, $p>0.05$). This situation explains that sportsmen's success desire is at the same rate without making gender distinctions, female participants show a higher attitude to events happen before competitions or during competitions. In the study by Kılınç et al. (2011) any significant difference was not found in the sub-dimensions of success motivation in sport in terms of genders of sportsmen doing team sports. Can et al. (2009) stated that there was not a significant difference in sportsmen's perceptions about support and success motivation levels in terms of gender. Yerlisu (1993) claimed that awards to sportsmen were effective on increasing motivation in elit taekwondo, wrestlers and athletes but not gender, which is parallel with our study. Even if there are researches showing that the gender variable is effective on success motivation levels (Özyalvaç, 2010; Kılınç et al., 2011; Soyer et al., 2009), it is an expected situation that sportive students have internal and external motivation resources without depending on any gender.

A significant difference was found between sportsmen's success motivation total point averages and age independent variable. According to the ANOVA analysis results from the age variable, there was a difference in the sub-dimension of "showing strength" [$F(2\text{-}250)= 3,429$; $p<0,05$], this difference was between the participants aged 18-21 ($\overline{X}$ = 3,26) and 22-24 ($\overline{X}$ = 3,44), there was a difference in the sub-dimension of "Fear of Failure" [$F(2\text{-}250)= 3,692$; $p<0,05$] and this difference was between the participants aged 18-21 ($\overline{X}$ = 3,14) and 22-24 ($\overline{X}$ = 3,39). Tazegül et al. (2012) stated that Turkish champion boxers had motive of showing strength significantly. Abakay and Kuru (2010) found that there was a significant difference in favour of professional footballers between the point averages of showing strength sub-dimension of Sportive Success Motivation in professional and amateur footballers, which is complied with our findings as well. Insignificant differences in the age interval 25-28 can be said to result from "less number of sportsmen". There are researches in literature giving that the age variable is not effective on success motivation levels (Özyalvaç, 2010; Kılınç et al., 2011; Soyer et al., 2009). However, sportive students are required to have more correct and appropriate motivation resources in parallel with increasing age. Because many researches (Toros, 2010; Khan, et al., 2011; Güney, 2007; Kağan, 2006) relate high age intervals and success motivation with having capacities for controlling emotions, opinions and stimuli, overcoming with anxiety, calmness, carefulness, safety, considering internal and external experiences and alienation strategies. However, the socialization, culture and family variables were not researched in this study, so this did not present us a clear interpretation, since taekwondo branch is an individual sport against the clock, success motivation may be said to be effective perceive, understand external messages and make perceptions easy.

In accordance with the findings of the research, a significant difference was found in the sub-dimension of "Showing Strength" between the students' success motivation total point averages and their sportive performance year independent variable ($f=3,305$; $p<0,05$). This result shows that the sportive performance year is effective on sportsmen's perceptions about showing strength. To determine which year interval this difference resulted from, the Tukey HSD test was performed and test results indicated that they were in favour of the students with the active sport year (10+ years $\overline{X}$ =3.41) than the students with the active sport year (1 – 4 years $\overline{X}$ =3,14).

Generally, they are very ambitious and open to success since sportsmen become at the starting time of their careers at the first years of sport life, which can be said to be a determinant in raising strength showing motives. Aktop and Erman (2006) found that sportsmen with high experiences had higher strength showing motives in their study aimed at determining success motivation of male sportsmen doing actively sport, the relation between continuous anxiety and self-respect. Ural (2008) determined that motivation levels were lower in sportsmen doing sport less than 5 years rather than sportsmen doing sport more than 10 years. In a similar study, Turhan (2009) said that showing strength motive was significantly lower in footballers with less than 5 years football playing time. Türkmen et al. (2013) claimed that the average of strength showing motive from trainers' sportive success motivation dimensions was high, which supports our research results. Moreover, sportsmen have many characteristics like regarding stressful situations in competitions without avoiding like they are, focusing on body and mind, becoming aware of emotions and opinions, these make individuals psychologically healthy, which is the reason of the assumption (Özyalvaç, 2010; Güney, 2007; Abakay & Kuru, 2009; Engür, 2002; Bauer, 2009; Lykins & Bear, 2009). Current competitiveness in sport nature is usually regarded to develop from success motivation. The focus point of success requirement theory is that some individuals become much more satisfied with becoming successful in activities based on success. But when examined the research findings, there were differences in the sub-dimensions of Sportive Success Motivation Scale in accordance with the age and sportive performance year variables, success perceptions will change from individuals to individuals in addition to differences in the sub-dimension of "strength showing". In this regard, increasing sport performance year did not lead to any unwillingness or burnout in sportsmen, increasing skills and having new experiences led to raise motives to show success. That is, stronger motivation is, more and higher desires to their works will be. Furthermore, success motivation pays attention to itself as an effective variable to enhance sportive success.

In conclusion, the motive "strength showing" for taekwondo sportsmen can be said to be a significant motivation resource in achieving something.

Based on the findings of the research and the results from the findings, the following suggestions were given.

1. Success motivation quality is effective on sportive skills. When further studies are organized with different groups and issues, the effects of success motivation on sportive performance may be revealed.
2. In this study, only students doing sport were chosen. New studies including all student groups may be useful to research about different age groups and the effects and solutions of different problems in education and teaching.
3. Inter-service training courses may be organized to develop motivation methods including trainers and lecturers.
4. Motivation based trainings may provide positive contributions to sportive students' lives, their changes and developments.

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ERPA International Congresses on Education
4-7 June 2015 Athens/Greece

Validity and reliability testing of the attitude scale towards technological equipment used in Turkish language classes

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Abstract

Today, when educational technologies are continuously expanding the opportunities to increase effectiveness and efficiency in education, these opportunities must be taken into consideration in teaching Turkish. Many studies carried out in different fields have shown that when used at the correct place and time, technology and materials increase achievement. Another important variable affecting achievement in processes of learning and instruction is attitude. Since attitudes influence students' tendencies to show positive or negative reactions during learning processes, they have an effect on learning in relation with such variables as achievement, interest, motivation and determination. In the related literature, a need has been observed for a measurement instrument to determine students' attitudes towards using technology in teaching Turkish. The aim of the present study is to develop a scale to meet this need and to examine its psychometric properties. After the scale form was designed, it was applied to 456 secondary school students. Principal components method and exploratory factor analysis was used for validity while coefficients of internal consistency were calculated for reliability. The results show that the scale is structured to have the validity and reliability to be used with both single and double factors. The scale is expected to be used in future studies.

Keywords:
Turkish language class; educational technologies; scale development; attitude

1. Introduction

Today, as advances in technology have gained continuity, technology appears almost in every field, facilitates access to information and sharing of it and changes human perception and understanding. Together with the rest of the world, our country is also influenced by the changes occurring as a result of the rapid development of technology. Like many other areas, education receives its share from this change as well. With this developing technology, conventional classroom environments have been replaced by new environments of instruction. A new instructional environment has evolved from blackboards towards smart boards.

In Özbay's (2003) study, the resources used by Turkish language teachers in classes were found to be course books (94.44,%), journals (2.77%), newspapers (0.92%), tape and video recorders (0.92%), television slights OHP (0.92%) while it was seen that computers were not used at all. In their studies, Ünal and Yeğen (2013) and Gün (2013) found that the most commonly used tool was the guide book. Moreover, it was observed that technological equipment that could appeal to students' audio-visual senses was used only little (Gün, 2013).

There are also studies that prove the positive contribution of technology into education. For instance, in studies which compare technology supported education and the traditional instruction

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method, it is seen that the significant difference is in favor of the computer aided education (Akçay, Tüysüz, Feyzioğlu, 2003; Chang, 2002; Uzunboylu, 1995). It has been found that studies regarding computers and technology not only contribute positively to students' achievement, but they also improve students' high level cognitive thinking abilities therefore helping them reach the levels of analysis, synthesis and evaluation (Renshaw ve Taylor, 2000). Correspondingly, the necessity to use technological equipment in the learning- instruction environment comes into question.

Despite the rapid development of technology, the use of technological tools and materials in Turkish language classes is still at limited levels. Using technological equipment is recommended for a more effective instruction in Turkish language classes (Ünal and Yeğen, 2013; Gün,2013). To reach this end, pre-service teachers must be given courses that would help them use technology in the best way and be well-supported in this respect (Ünal, 2010; Eyüp, 2012).

Students have been placed into the focus of instruction in Turkish language classes within the scope of Turkish Instruction Program (MNE, 2006), which was designed in a constructivist approach in 2005 and put into practice in 2006. Development of new methods, techniques and materials in addition to the existing ones is emphasized in order to fulfill permanent learning. In this respect, it is important to use technological equipment to make abstract concepts concrete in Turkish language classes.

Within the scope of the FATIH (Movement of Enhancing Opportunities and Improving Technology) project, it was aimed to provide 570.000 classrooms of pre-school, primary and secondary education with LCD Panel Interactive Boards and internet network infrastructure and each teacher and student with tablet computers (WEB1). Thus, technological equipment used in Turkish language classes gained importance as well as other classes.

Primary technological pieces of equipment used in Turkish language classes can be listed as computers, projection devices, smart boards etc.

Using technological equipment in classes has gained importance with the integration of technology into education (Akgün et al., 2014). Technology has become the most significant part of the new teaching approaches that facilitate learning and target permanent learning. Correspondingly, studies on the integration of technology into classes are increasing day by day. However, since there is a need for measurement instruments about technological equipment used in Turkish language classes and scales to measure student attitudes towards this technological equipment, the present study aimed to develop a scale to determine students' attitudes towards the use of technology in teaching Turkish language.

2. Method

The present study is a scale development study. First, the related literature was reviewed within the scope of the study and an initial pool of items was obtained. The items in the pool were discussed with experts and the questions were revised. The draft form was given to the target group and results concerning validity and reliability were obtained and psychometric properties of the scale were determined.

2.1. Participants

The study group of the present study consists of 456 secondary school students attending a secondary school in the town Sultangazi of the city of Istanbul in the spring semester of the 2014-2015 academic year. 226 of the students are male (49.6%) and 230 are (50.4%) female. 122 of the students (26.8%) are 5th grader, 115 (25.2%) are 6th graders, 115 (25.2%) are 7th graders and 104 of them (22.8%) are 8th graders.

2.2. Attitude scale towards technological equipment used in Turkish language classes

In order to design the "Attitude scale towards technological equipment used in Turkish language classes", the related literature was reviewed and an initial 20-item pool was obtained. The item pool was shown to two experts in Turkish language teaching and a measurement and evaluation specialist. According to expert opinions, 4 of the items were excluded from the pool and the final form included 16 items. The scale is in the form of a 5-point Likert scale. The points on the scale are labeled as 'Strongly Disagree: 1, 'Disagree: 2', 'Neither Agree or Disagree: 3', 'Agree: 4' and 'Strongly Agree: 5. The properties of the items of the scale and the factorial structure are presented in the Findings section.

2.3. Data collection

The data were collected by the researchers with respondents who accepted to participate in the study face to face. After the participants were first told about the aim of the study, how to fill in the form, terms of agreement and participation and how the data would be used; the forms were handed out to be filled in and they were collected.

2.4. Data analysis

The data were analyzed on SPSS 20.0. Descriptive statistics and z points were used to examine if the data collected were coded properly and their non-inclusion of extreme value distribution properties. Principal components method and exploratory factor analysis were used to examine the validity of the scale and the reliability was tested using Cronbach alpha internal consistency coefficient. In addition, corrected item-total correlations of each item were taken into consideration.

3. Findings

3.1. Findings concerning validity

Exploratory factor analysis reveals if the factors obtained from the factor analysis are similar to the structures of the theory which contribute to understand the behavior (Çokluk, Şekercioğlu and Büyüköztürk, 2012). Whether an item on the scale is included in the related factor with this analysis or not depends on the fact that its load value showing its relation with that factor is high (Büyüköztürk, 2014). Item factor load values are expected to be 0.45 and higher while in scales with low number of items, load values can be as low as 0.30 (Büyüköztürk, 2014).

3.2. Findings concerning KMO and Bartlett Test

Before the factor analysis was carried out, the data were examined for appropriateness for factor analysis. This was achieved using Kaiser-Meyer-Olkin (KMO) and Bartlett test. The results are presented in Table 1.

Table 1.The Results of the Scale's KMO and Barlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy		.879
Barlett's Test of Sphericity	X^2	1766.160
	sd	66
	p	0.000

According to Leech, Barrett and Morgan, high Kaiser-Meyer Olkin values indicate that each variable on the scale can be very well predicted by the other variables and on condition that the values come out as zero or close to zero, no interpretation concerning the values is possible because of the disorganization in the distribution of the correlation coefficients (cited by Çokluk, Şekercioğlu, Büyüköztürk, 2012: 207). It is stated that factor analysis cannot be continued if the value is under 0.50 as a result of the Kaiser-Meyer Olkin test, as for the sample size, the value is interpreted as a) 'bad' between 0.50-0.60, b) 'weak' between 0.60-0.70, c) 'moderate' between 0.70-0.80, d) 'good' between 0.80-0.90, e)'excellent' over 0.90 (cited by Çokluk, Şekercioğlu, Büyüköztürk, 2012: 207). In this respect, the .879 KMO value obtained in the present study falls into the 'good' category. These findings show that the data collected are appropriate for factor analysis.

3.3. Findings concerning the scree plot

It is the scree-accumulation graph that is recommended by Cattell and that helps in deciding on the number of factors. (Çokluk, Şekercioğlu, Büyüköztürk, 2012). The scree plot of the study is given in Figure-1.

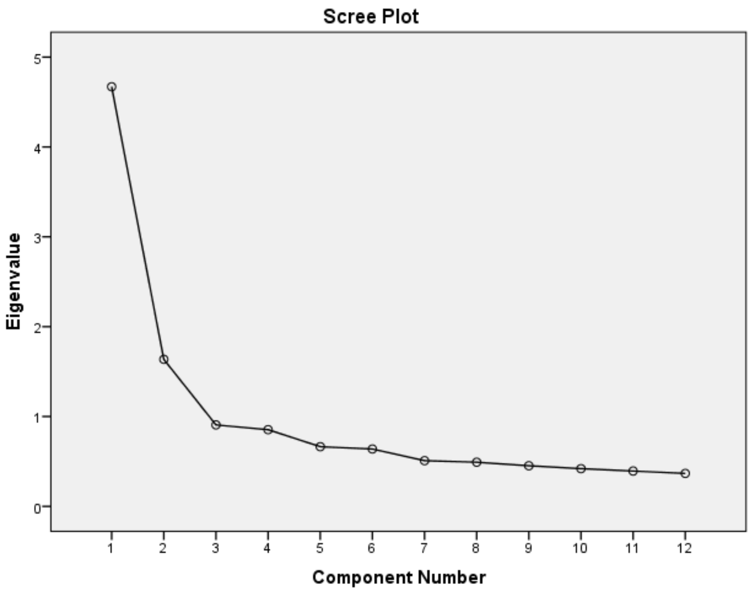

Figure 1. Scree Plot

According to the line chart, slopes with high acceleration and fast declines refer to the number of factors. As seen in Figure 1, the slope starts to plateu, that is stabilize, after the second factor. As one can see in Figure 1, the slope of two lines differ from other lines on the scree plot. In this context, the number of factors is two. The distribution of the item factor loads also confirm the scree plot.

3.4. Findings concerning the exploratory factor analysis

Concerning the exploratory factor analysis the total amount of variance and the number of factors of the scale were examined. The results are presented in Table 2.

Table 2 The Results of Exploratory Factor Analysis of the Scale

Items	Common Factor Variance	Corrected Item-Total Correlation	Factor Loading Factor 1	Factor 2
M4	.590	.672	.755	
M5	.584	.662	.737	
M1	.571	.677	.731	
M3	.527	.621	.706	
M6	.502	.610	.702	
M2	.497	.616	.669	
M14	.466	.553	.662	
M13	.436	.577	.659	
M7	.356	.496	.582	
RM11	.677	.552	.365	.737
RM9	.597	.501	.356	.685
RM12	.504	.419	.336	.625
Eigen Value (total= 6.30)				
Exploratory Variance (%) (Total= % 52.55)				

* The values below 0.30 is not shown.

In Table 2, the scale is seen to be accumulated on two factors. The total amount of variance explained by this solution accumulated on two factors is 52.55%. Eigenvalues of the factors and the amounts of variance explained by the factors are 4.67 and 38.92% for the first factor and 1.63 and

13.63% for the second. According to Scherer, Wiebe, Luther and Adams (1988), in multi factor patterns, the 40% to 60% variance explained is sufficient in social sciences (cited by Çokluk, Şekercioğlu, Büyüköztürk, 2012). In this respect, the total amount of variance of 52.55% explained in the present scale as an acceptable value.

In the same table, it can be seen that the first factor includes 9 items (M4, M5,M1, M3, M6, M2, M14, M13 and M7) and the second factor 3 items (RM11, RM9 and RM12). The items accumulated under the first factor reflect students' 'positive attitudes' towards technological equipment used in Turkish language classes and the items under the second factor show students' 'negative attitudes'. The items under the second factor are reverse items and they are reverse coded in the data set to fit them into the scoring logic.

In the loading values of the items making up the scale, it can be seen that they are between .755 and .582 in the first factor and .737 and .625 in the second factor. Considering that factor loading values of .45 and over are preferred (Büyüköztür, 2014), it can be started that the factor loading values are acceptable. Moreover, values of common factor variance range between .36 and .68. At the same time, the fact that all the items of the scale give a load of over .34 indicates that the scale can also be used as a single factor scale. Consequently, the scale gained its final 12-item and double-factor form.

When the corrected item-total correlation values are examined in Table2, it can be seen that they range between .672 and .419 and that internal consistency would not positively change if any of the items were excluded; that is each item contributes to reliability. These findings show that the scale has values over the limit values in general and its reliability is acceptable.

3.5. Findings concerning reliability

In order to confirm the reliability of the scale, its Cronbach Alpha value was tested and was found to be .844. According to Tavakol and Dennick (2011), Cronbach Alfa values between .70 and .95 are in the acceptable range. Correspondingly, the Cronbach Alpha value of the present scale is an acceptable value. Examining the internal consistency coefficients on factor basis, the first factor's coefficient is .872 and the second factor's coefficient is .68'dir. Since .68 is close to .70, it can be asserted that further studies could be conducted to improve the scale while the scale is acceptably reliable at present.

4. Conclusion and recommendations

Along with the changes brought about by technology in almost all areas, education has also received its share from this change. With new approaches in teaching, technological equipment has become an important part of classes. As a result, studies on the issue have increased in time. However, when studies on the integration of technology into classes are reviewed, no study could be found on students' attitudes towards technological equipment in Turkish language classes. Therefore, the scale developed in the present study is considered to contribute to the field.

The present study is a scale development study and developed the "attitude scale towards technological equipment used in Turkish language classes". The internal consistency coefficient was found as .844 for the scale as a whole. The fact that the items in the first factor of the scale gave a load over .34 added a single factor property to the scale. In other words, within the scope of the findings concerning the scale, while the scale can be used as a double factor scale to measure "positive and negative attitudes" separately, it can also be used as a single factor scale. When the scores collected on the scale would be used in two factors, in the first factor they show "positive attitudes" towards the use of technology in Turkish language instruction whereas the second factor indicates "negative attitudes" towards the use of technology in Turkish language instruction. High scores show positive state in both factors. The reason for this is that the items in the second factor are reverse coded. If they are used separately in this way, the internal consistency coefficient is .87 for the first factor and .68 for the second.

The final form of the scale consists of a total of 12 items; 9 under the first factor and 3 under the second factor. Among these questions, RM9, RM11 and RM12 under the second factor are reverse coded. The total score to be obtained over the scale ranges between 12 and 60. High scores obtained on the scale indicate positive attitude towards the use of technology in Turkish language classes.

It is considered that the scale can be used in the future integration studies on the use of technology in Turkish language teaching and to measure the related attitudes. In addition, it is hoped that the scale will contribute to the measurement of attitudes with one dependent variable in studies aiming at the use of technological equipment and materials towards Turkish language classes.

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ERPA
International Congresses on Education
4-7 June 2015
Athens/Greece

Investigation of the relationship between dispositional of superstitious belief and perceived stress in sport

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Abstract

The purpose of this study is to determine how superstitious belief and behaviour concepts are effective on sportsmen's performance by applying to our sample the "Superstitious Relief and Behaviour Inventory" adapted to Turkish by Barut (2008) for the sport, and also both to have knowledge about stress level of sportsmen with a validity and reliability study by using the "Perceived Stress Scale" of Yerlikaya and İnanç (2007) and to investigate the relationship between these two different concepts. The sample of this study has been composed of 246 individual combat sportsmen in Sakarya city. When the data obtained from study was examined, no significant relationship was monitored between superstitious behaviour dispositional and perceived stress levels of participants. When the superstitious behaviours were monitored, while a significant difference was observed in terms of superstitious behaviour dispositional between female and male participants, no significant difference was observed in terms of perceived stress. It has observed that female participants have higher superstitious behaviour than male participant in terms of superstitious behaviour dispositional. When the analysis results in basis of their age, while no significant difference was observed in terms of the perceived stress of participants, significant differences were observed in size of superstitious behaviour dispositional. In this context, it was observed that the more dispositional of superstitious behaviour increases in parallel to ages.

Keywords:
Superstitious belief, Stress, Perceived stress, Sport.

1. Introduction

The superstition can be defined as non-logical and non-realistic based reliefs. According to another definition, the superstition is a belief or practice resulting from ignorance, fear of the unknown, trust in magic or chance, or a false conception of causation (Webster, 2008). The superstitions have a tendency to survive with a stronger bond by consolidating in result of the environmental factors and positive feedbacks received after behaviour. In fact, most of us believe sincerely in superstitions as we are exposed too much to the influence of these beliefs (Ulu, 2012) The superstition is; a powerful and seductive relief which can take hold of a most sceptical person. It is because, even if we have very different, even contradictory ideas, we catch ourselves falling in the trap of superstitious beliefs in an instant of life and taking to their fancy (Söğüt, 2012). In another perspective, the superstitious beliefs argue that there is such relationship between phenomena and objects having no cause-effect relationship (Maller and Lundeen 1933).

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The superstitions effect intensely the life of some of us, their effects can be quite easily observed on human behaviours. We can around chance wares that people use to avoid from inauspiciousness or to fire the bad luck. The sport clubs and sportsmen are under effect of superstitions in particularly, because the clubs and even sportsmen believe deeply in superstitions. Most of sport clubs are like this since their establishment. Most of them; believe in habits such as playing with a certain ball, a certain colored material, player. Players; take place in superstition world created by themselves and their club (Ulu, 2012). The sportsmen also have a tendency to act with superstition placed in them; they show numerous superstition behaviours such as playing with lucky shirt number, kissing the ball after the score, listening the same song before the match. These behaviours have been infected to supporters. Most of supporters have developed behaviour they called as totem such as not watching the match or sitting on same seat so that her/his team wins. When stress concepts, it can be defined as pushing a person to think and act quicker in an undesirable situation and in its basis keeping constant with a intensive pressure (Tires, 1987). Three different stress theories have been proposed. These are physiological, psychological, and causal (Yöndem, 2006). Stresses encountered under the influence of Superstition are usually in the scope of psychological stress model. According to this model, individuals show different reactions against the same threats. A person does not perceive stress while the other does in same case. This situation emphasizes the importance of the individual differences. According to this model, the perception of people is more effective than threats from the environment on the formation of stress (Lazarus ve Folkman, 1984). In this context, the situation where an individual realizes that encountering mechanisms important for relation with the environment are inadequate strestir (Krohne, 2002). Another perspective based on perception emphasized that one more factor intervenes when a person believes that he could not encounter with disturbing situation from external factors, and this is the importance of the thing in which he believes. If the situation is not important for that person, he will not create stress and stay quiet (McGrath, 1970). With this conception, like Lazarus McGrath also had mentioned that the perception and beliefs of person play a role in stress. in their study, Van Raalte et al. (1991) revealed that those who show dispositional of superstitious belief in sport circumstance in same time have high anxiety level. Besides, they observed that dispositional of superstitious belief was used as an anxiety reducing factor in sport.

In this context, purpose of this study is to determine the superstition level of sportsmen and whether there is any relationship between superstition level and perceived stress level of sportsmen.

2. Method

2.1. Research Model

The purpose of this study to determine whether there is any relationship between superstition level and perceived stress level of sportsmen. In the study designed for this purpose, the descriptive survey model was used. Survey model is a research approach aiming to describe the current situation (Karasar, 2007).

2.2. Research group

The sample of this study was composed of 246 sportsmen of which 106 female and 140 male compete in individual sports in Sakarya city. The scales of the study were applied to 280 persons and 34 scales were kept out of analysis due to missing fill and misfeed.

2.3. Data Collection Tool

The Superstitious Relief and Behaviour Inventory: The superstitious relief and behaviour inventory with original name "Superstitious Ritual Questionnaire" developed by Buhramn et al. (1982) was adapted to Turkish by Barut (2008) and the test repeat correlation coefficient was calculated as 0.95. The inventory is a likert type inventory with 5 choices and 37 articles, and consists of 7 different categories. These are listed respectively; superstitious behaviors related to clothing and appearance, objects considered auspicious, behaviours done before the game and matches, behaviours done during the game and matches, the superstition used as a team and praying. Answers from students were demanded to be given according the effectiveness of the question under the categories in their sport life; (1) Not effective, (2) Less effective, (3) occasionally effective (4) Effective, (5) Very effective.

Perceived Stress Scale: The Turkish validity and reliability of developed by Cohen et al. (1983) "Perceived Stress Scale" was made by Yerlikaya and Inanç (2007) for the purpose of assessing to what extent stressed in case that people's lives are. The questions of scale are to assess the feeling changes in period of last 1 month. The scale is in likert type (1: None, 2: Almost Hiç, 3: Sometimes, 4: Often, 5: Very often). The 4th, 5th and 7th questions are coded reversed. Total points that will be taken from the scale are between 0-40. The higher the total score indicates a higher of stress (Yerlikaya and Inanç, 2007). Relying time is averagely 8-10 minutes. The Cronbach alpha value of the scale is determined as 74 in this research.

2.4. Data collection

It was demanded from participants to fill voluntarily the inventory and no force was used. It was stated to participants that there was no correct or wrong answer in the scale and to ask if there would be any question they could not understand. In addition, it was assured to participants that any answer would not be shared with anybody excluding the researchers and asked to reply the questions sincerely. The completion of the scale had taken 15 minutes on average.

2.5. Data Quality Assessment

Statistical analysis of the research data was carried out in 4 steps. First, the frequency and average values have been benefited to determine the descriptive statistics of the participants. The compliance with the normal distribution of data collection tools was tested with Shapiro-Wilk and Lilliefors edited Kolmogorow-Smirnov normality test. For the determination of linear relationship of inventory detected that it did not show a normal distribution in result of normality test, Spearman correlation analysis, Mann Whitney-U test for 2-groups and Kruskal Wallis test for 3 and more than 3-groups were benefited.

3. Findings

The distribution of personal information of students who participated in the research was given on the Table 1. According to the data, It is seen that 56,9% “male”, % 43,1% "female" of the sample group participants. Four age ranges were used in the research. When the age ranges are assessed, it is seen that the student in age range “21-25” had mostly participated with 36,6% average, and the age range “31 and upper” had participated at least with 15,1% average. While 23,6% of the researchers get into act in karate branch; 16.7% get into act in wushu branch. In the research, it is seen that the welfare level of 43.1% is "normal" and 5,3 is "very bad". In the research, when "Weekly Free time Duration Qualification" is observed, it is determined that 43,1% is "normal" and 6,9% is "Absolutely adequate". While 17,1% of the participants had difficulty "always" to assess their free times, 55,7% sometimes, 27,2% never has difficulty to assess their free times.

Table1: Spearman Correlation Analysis between Dispositional of Superstitious Belief and Perceived Stress

	X	SD	Superstitious Behavior Use	Perceived stress	p
Superstitious belief	89,87	23.60	-	-.042	.516
Perceived stress	18,01	4.32	-.042	-	.516

When the Table 1 is observed, the relationship between dispositional of superstitious belief and perceived stress was examined and no significant relationship at 0.05 significance level (r=.-.042; p>0.05).

Table2: The Level of Dispositional of Superstitious Belief and Perceived Stress of Participants by Gender Variable

	Gender	n	Mean rank	U	Z	p
Superstitious belief	Female	106	136,42	6050,00	-2,479	,013*
	Males	140	113,71			
Perceived stress	Female	106	128,42	6898,00	-,947	,343*
	Males	140	119,77			

When the Table 2 is observed, while a significant difference was observed between male and female participants in terms of dispositional of superstitious belief in result of Man-Whitney-U test; no significant difference was observed in terms of perceived stress level. Looking at the average queue, it is seen that female participants have more superstitious behaviours than male participants.

Table3: Kruskal-Wallis Test Results by the Participants' Age

Dimensions	Age	N	Mean rank	df	X^2	P
Perceived stress	17-20	69	120,72	3	2.263	.520
	21-25	90	122,47			
	26-30	50	108,28			
	31 ve üst	30	130,48			
Superstitious belief	17-20	69	105,14	3	8.878	.031
	21-25	90	116,44			
	26-30	50	131,78			
	31 ve üst	30	145,23			

The Kruskal-Wallis test results are placed on Table 3 of the study. According to analysis results, while no difference was observed on perceived stress by the participants' age significant differences were observed in size of "Dispositional of Superstitious Belief".

Table4: Kruskal-Wallis Test Results by the Sports Branch of the Participants

Dimensions	Branch	N	Mean rank	df	X2	P
Perceived stress	Karate	58	123,85	4	3.210	.523
	Taek-wondo	57	136,82			
	Kickbox	52	119,53			
	Muaythai	38	112,43			
	Wushu	41	119,78			
Superstitious belief	Karate	58	129,10	4	4.570	.334
	Taek-wondo	57	121,86			
	Kickbox	52	136,80			
	Muaythai	38	115,83			
	Wushu	41	108,10			

The Kruskal-Wallis test results by the sports branch of participants are placed on Table 4 of the study. According to results, no difference was observed in the dispositional of superstitious behaviour by the sports branch of participants.

3. Discussion and conclusions

The purpose of this study is to determine how superstitious belief and behaviour concepts are effective on sportsmen's performance by applying to our sample the Superstitious Relief and Behaviour Inventory adapted to Turkish by Barut for the sport, and also both to have knowledge about stress level of sportsmen with a validity and reliability study by using the perceived stress scale and to investigate the relationship between these two different concept. In addition, the subject of the study is to investigate whether there is any significant difference between superstitious behaviour and stress concepts of sportsmen by their branch, age, gender or individual sport performance variables.

The concept of superstitious beliefs and behaviours has been associated with generally with the sportive concept in foreign literatures and studies. Also; even if its relationship with concepts such as anxiety, sportive success and focus of control has been investigated, it could not find a space in a restricted place. Beyond the foreign origin researches, scarcely any studies have been made on this subject especially on the sport field. Regarding to stress concept, another concept that we investigated its relationship with superstitious beliefs and behaviour concept, despite studied in Turkey, there have been very few studies including its relationship with superstitious beliefs and behaviour concept.

Regarding to the findings of study, no significant relationship was observed between dispositional of superstitious behaviour and the perceived stress of participants. Sica, Novara ve Sanavio (2002) stated that those who have more dispositional of superstitious behaviour, have more anxiety and Van Raalte et al. (1981) revealed that those who more dispositional of superstitious behaviour in sport circumstance have in the same time more anxiety level. However, this study does not show any significant relationship between dispositional of superstitious behaviour and stress level.

However a significant difference in terms of gender trend was seen in the participants' superstitious behaviour. It has been seen that the female participants have higher level of superstitious behaviours than male participants. Regarding to studies in the literature, similarly to this study, it is found that the female participants develop and use more superstitious behaviours than male participants (Preece ve Baxter, 2000; Buhrmann ve Zaugg, 1981; Vyse, 1997; Zebb ve Moore, 2003). (Blackmore, 1994) argued that the hypersuggestability and higher imagination of women may led them to have a higher tendency to extraordinary events. Regarding to findings, it was found that the participants in 17-20 (85,39 +/- 24,75) age rates were significantly lower than the participants in 26-30(93,70+/-24,24) and 31 and upper (96,66+/-23,56) age rates (p<0,05). Besides, the dispositional of superstitious belief of the participants in 21-25 age rate are significantly lower than participants in 31 and upper age rate. In other words, the more dispositional of superstitious behaviour increases in parallel to ages. Köse ve Ayten (2009) observed a difference of dispositional of superstitious behaviour by gender and age, and showed that the elders have more tendency to superstitions more than youngsters. It shows a similarity with this study in this context. As a result, it is believed that this study would contribute to the fewness of the study on superstitious behaviours which have a great place in the sport and to both in literature and future studies required for this field. While Burger ve Lynn (2005), in their study investigating the contribution of superstitious behaviours to sportsmen, on baseball players in different cultures; stated that the superstitious behaviour have contribution to individual performance in American baseball players, mentioned its effect on the performance of Japanese baseball players. This study showed that the superstitious behaviour vary from culture to culture. It is expected that more significant result would be obtained if the diversity of Turkish culture would be taken into consideration in future studies.

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ERPA International Congresses on Education
4-7 June 2015 Athens/Greece

Aktif sporcuların yumuşak doku ve spor yaralanmalarının rehabilitasyonu ve önlenmesi

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Özet

Sportif aktivasyonun sağlıklı yaşam uygulamalarıyla amatör olarak yaygınlaşması ve profesyonel sporun ciddi bir sektör haline gelmesi başka bir deyişle spor yapanların sayısının artması ve aktivasyonun şiddetinin, sıklığının fazlalaşması yaşanan sportif yaralanmalarının sayısını ve çeşitliliğini de artırmıştır. Başta kas-iskelet sistemi problemleri olmak üzere insanlarda görülen bütün hastalık ve sakatlıklar tabiidir ki spor yapan kişilerde de görülebilir. Sportif aktivasyon sırasında yaşanan kas iskelet sistemi sakatlıklarının önemli bir kısmını yumuşak doku yaralanmaları oluşturur. Bu sınıfa giren sportif sakatlıkları, basit bir cilt yaralanmasından, ciddi doku hasarı ile seyrederek büyük cerrahi müdahale gerektiren yaralanmalara varan bir yelpazede değerlendirmek mümkündür. Bu nedenle sporcuların yumuşak doku yaralanmalarını engelleyecek uygulamaların yapılması sakatlık sonucu oluşan giderlerin azaltılması ve sporcuların performanslarının artırılması açısından önemlidir. Bu bağlamda bu çalışmanın amacı yumuşak doku yaralanmaları olan sporcuların tedavilerinde biyomedikal cihazlar ile tedavi programının uygulanmasıdır. Bu amaçla, yumuşak doku yaralanması olan sporcular tespit edilerek deney ve kontrol grubu olarak ikiye ayrılmıştır. Deney grubuna sekiz haftalık biyomedikal cihazlar (Laser Terapi Cihazı, Laser & Acupint Cihazı, Haihua Terapi Cihazı, Elektrosimülatör Cihazı, Portable Laser: SN-650A, Infrared Laser: SN808K ve Lipolaser Cihazı) ile tedavi uygulandıktan sonra, tekrar değerlendirme yapılmıştır. Araştırmanın bulgularının incelenmesinde SPSS 17.0 programı kullanılarak, anlamlılık düzeyi 0.05 olarak belirlenmiştir.

Anahtar Kelimeler :
Aktif sporcular; spor sakatlıkları; rehabilitasyon

1. Giriş

"Sportif aktivasyonun sağlıklı yaşam uygulamalarıyla amatör olarak yaygınlaşması ve profesyonel sporun ciddi bir sektör haline gelmesi başka bir deyişle spor yapanların sayısının artması ve aktivasyonun şiddetinin, sıklığının fazlalaşması yaşanan sportif yaralanmalarının sayısını ve çeşitliliğini de artırmıştır. Başta kas-iskelet sistemi problemleri olmak üzere insanlarda görülen bütün hastalık ve sakatlıklar tabiidir ki spor yapan kişilerde de görülebilir. Sportif aktivasyon sırasında yaşanan kas iskelet sistemi sakatlıklarının önemli bir kısmını yumuşak doku yaralanmaları oluşturur. Bu sınıfa giren sportif sakatlıkları, basit bir cilt yaralanmasından, ciddi doku hasarı ile seyrederek büyük cerrahi müdahale gerektiren yaralanmalara varan bir yelpazede değerlendirmek mümkündür.

Hemen tüm fiziksel aktiviteler doğaları gereği içsel ve dışsal travma risklerini yapılarında barındırırlar. Teakwando, boks, karate gibi dövüş sporları başta olmak üzere basketbol, futbol, hentbol gibi yakın temas ve fiziksel mücadelenin yoğun olduğu branşlar hem içsel hem de dışsal travmanın yoğun yaşandığı sporlardır. Yapıları gereği doğrudan dış kaynaklı travmaların beklenmediği atletizmin çeşitli branşları, yüzme, kayak gibi sporlarda yaşanan kazalar, yumuşak doku yaralanmasına sebep

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olan dışsal travmanın başlıca kaynaklarıdır. Yumuşak doku yaralanmasına zemin yaratan içsel travmanın özü, kullanılan yumuşak dokuların (özellikle kas, tendon ve ligamentler) tolore edemeyecekleri bir yüke karşı normal fonksiyonlarını yerine getirmeye çalışmalarıdır. Sporcu, direkt travmatik olmayan bir dış kuvvete karşı postürünü korumaya çalışır veya hareket ederken yumuşak dokularda oluşan gerimin dokuların dayanma sınırını aşması içsel travmayı oluşturur" (Bayraktar ve Yücesir, 2009, p, 60).

Bu nedenle sporcuların yumuşak doku yaralanmalarını engelleyecek uygulamaların yapılması sakatlık sonucu oluşan giderlerin azaltılması ve sporcuların performanslarının artırılması açısından önemlidir. Bu bağlamda bu çalışmanın amacı yumuşak doku yaralanmarı olan sporcuların tedavilerinde biomedikal cihazlar ile tedavi programının uygulanmasıdır. Bu amaçla, yumuşak doku yaralanması olan sporcular tespit edilerek deney ve kontrlol grubu olarak ikiye bölünecektir. Deney grubuna sekiz haftalık biomedikal cihazlar ile tedavi uygulandıktan sonra, tekrar değerlendirme yapılacaktır. Araştırmada Laser Terapi Cihazı, Laser & Acupint Cihazı, Haihua Terapi Cihazı, Elektrosimülatör Cihazı, Portable Laser: SN-650A, Infrared Laser: SN808K ve Lipolaser Cihazı kullanılacaktır. Ayrıca ağrı durumunu belirlemek amacıyla sözlü ağrı değerlendirme ölçeği kullanılacaktır. Kaygı ve özgüven envanterleri de tedavi sonrası gelişmeleri değerlendirmek amacıyla. Bu uygulama sonrası sporcuların hissettikleri ağrı, özgüven, kaygı ve sportif güvenlerinde bir farklılık olup olmadığı incelenecektir.

2. Yöntem

Araştırmaya yumuşak doku yaralanması geçirmiş 8 erkek ve 5 kız olmak üzere toplam 13 üniversite sporcusu katılmıştır. Bu gruba sekiz haftalık biomedikal cihazlar ile tedavi uygulandıktan sonra, tekrar değerlendirme yapılmıştır. Araştırmada Laser Terapi Cihazı, Laser & Acupint Cihazı, Haihua Terapi Cihazı, Elektrosimülatör Cihazı, Portable Laser: SN-650A, Infrared Laser: SN808K ve Lipolaser Cihazı kullanılmıştır. Araştırmada veri toplama aracı olarak kullanılan sürekli kaygı ölçeği ilk olarak Spielberger ve arkadaşları (1970) tarafından geliştirilmiştir. Türk kültürüne uyarlanması ise Öner ve Le Compte (1983) tarafından yapılmıştır. Birey bu ölçeği genellikle kendini nasıl hissettiğini dikkate alarak doldurur. Ölçeklerde ifade edilen duygular ve davranışlar şiddet derecesine göre 1-4 arasında puanlanır -Hiçbir Zaman (1), Her Zaman (4)- Ölçekten elde edilen puan 20 ile 80 arasında değişir ve yüksek puan, yüksek kaygı seviyesini belirtir. Özgüven ise Tokinan (2008) tarafından geliştirilen 19 maddelik özgüven ölçeği ile ölçülmüştür. Analizlerde ilişkili gruplarda t-testi kullanılmış ve anlamlılık düzeyi. 05 olarak belirlenmiştir.

3. Bulgular

Tablo 1. Özgüven, kaygı ve sportif güven ilk ve son testin tanımlayıcı istatistikleri

	Ortalama	N	Ss	SH
Özgüven ilk test	83,0000	8	5,87975	2,07880
Özgüven son test	81,1250	8	8,33988	2,94859
Kaygı ilk test	44,0000	4	7,70281	3,85141
Kaygı son test	40,0000	4	7,61577	3,80789
Sportif güven ilk test	40,0000	3	7,93725	4,58258
Sportif Güven son test	40,6667	3	7,23418	4,17665

Ortalama puanlar incelendiğinde ön test özgüven için 83, kaygı için 44 ve sportif güven için 40 olarak tespit edilmiştir. Son testler incelendiğinde ise özgüven için 81, kaygı için 40 ve sportif güven için ise 40 olarak tespit edilmiştir.

Tablo 2. Özgüven, kaygı ve sportif güven değişkenleri arasındaki korelasyon tablosu

	N	Korelasyon	Sig.
Özgüven ilk test & Özgüven son test	8	,801	,017
Kaygı ilk test & Kaygı son test	4	,847	,153
Sportif Güven ilk test& Sportif Güven son test	3	,601	,590

Değişkenler arasında anlamlı korelasyonlar tespit edilmiştir. korelasyon katsayıları incelendiğinde .60 ile .84 arasında değiştiği görülmektedir.

Tablo 3. Özgüven, kaygı ve sportif güvenin ilk ve son test arasındaki farka ilişkin analiz tablosu

	Ortalama	Ss	t	df	Sig. (2-tailed)
Özgüven ilk test & Özgüven son test	1,87500	5,05505	1,049	7	,329
Kaygı ilk test & Kaygı son test	4,00000	4,24264	1,886	3	,156
Sportif Güven ilk test& Sportif Güven son test	-,66667	6,80686	-,170	2	,881

Özgüven, kaygı ve sportif güven arasında ön test puanları ile son test puanları arasında anlamlı bir farkın olup olmadığına ilişkin yapılan t-testi analizleri sonucunda üç değişken içinde anlamlı bir farklılık bulunmamıştır.

Tablo 4. Sayısal ağrı ölçeği ilk ve son testin tanımlayıcı istatistikleri

	Ortalama	N	Ss	SH
Sayısal ağrı ölçeği ilk test	5,0000	11	2,14476	,64667
Sayısal ağrı ölçeği son test	1,8182	11	1,66242	,50124

Ortalamalar incelendiğinde sayısal ağrı ölçeği için ilk ölçeği için ön test puanı 5 iken son test puanı 1.82 olarak tespit edilmiştir.

Tablo 5. İlk ve son sayısal ağrı ölçeği puanları arasındaki korelasyon tablosu

	N	Korelasyon	Sig.
	11	,617	,043

Ön test ve son test sayısal ağrı puanları arasında anlamlı bir ilişki tespit edilmiştir.

	Ortalama	Ss	t	df	Sig. (2-tailed)
Sayısal ağrı ölçeği ilk test & Sayısal ağrı ölçeği son test	3,18182	1,72152	6,130	10	,000

Sayısal ağrı ölçeğinden elde edilen ön test ve son test puanları arasında fark olup olmadığını incelemek amacı ile yapılan t-testi sonucuna göre son test puanlarında anlamlı bir azalma olduğu tespit edilmiştir.

4. Tartışma

"Spor branşı ne olursa olsun, her sporcunun aktif spor yaşamı boyunca küçük çaplı ya da önemli derecelerde sakatlıklara uğraması muhtemeldir. Gerek bireysel sporlarda gerekse takım oyunlarında her sporcu sakatlanma ihtimali ile karşı karşıyadır. Ancak sporda başarının önemli kriterlerinden biri olan spora erken katılım ilkesi, spor alanlarında genç sporcuların sayısını arttırmış ve gelişme döneminde olan bu bireyleri yüksek sakatlanma riski ile karşı karşıya getirmiştir. Özellikle adolesan dönemde boy artışı ile görülen hızlı büyüme döneminde kas-kemik yapıları arasındaki gelişim uyumsuzluğu, kas ve tendon yapılarının esnekliğinde göreceli düşüşe yol açarak yaralanma riskini artırır. Adolesan dönemde yaralanma için uygun zemin oluşmasında androjen hormonların artması da etkenlerden biridir. Böylece kas gelişimi ve kuvveti, dolayısı ile sürat ve güç üretimi artarken sporcunun katıldığı müsabaka seviyesi, rekabet ve yarışma düzeyi ile spora katılım süresi de artar. Bu döneme özgü dikkatsiz ve atılgan davranışlar ile psikolojik özelliklere eklenen motor becerilerdeki sakarlık, koordinasyon ve denge yetilerinde geçici düşüş yaralanma için uygun koşulları oluşturur" (Bavlı ve Kozanoğlu, 2008, p, 78).

"Yumuşak doku yaralanmalarını meydana geliş süreçlerine göre akut ve kronik diye ikiye ayırmamız mümkündür. Akut yaralanma, ani ortaya çıkması, makrotravmatik mekanizması, anatomik bütünlüğün bozulması ve yaralanmaya uygun yaklaşım halinde iyileşmenin düzenli seyri ile karakterizedir. Kronik yaralanma ise daha geç veya yavaş ortaya çıkar. Akut yaralanmayı izleyen tamir işleminin yetersizliği, uzaması veya sıklıkla akut yakınmaya yol açmayan mikrotravmatik, tekrarlayıcı bir mekanizmanın ürünü olarak karşımıza çıkar. Kronik yaralanmanın iyileşmesinin seyri akut yaralanmadan farklı olarak düzenli ve zamanında olmayabilir, ya da iyileşme prosesi tam bir anatomo-fonksiyonel bütünlük geliştirmeyebilir. Bu yetersiz iyileşme sıklıkla uygun olmayan veya eksik tedavi işlemlerinin bir sonucu olarak görülür" (Bayraktar ve Yücesir, 2009, p, 61).

Bu araştırmadan elde edilen bulgular incelendiğinde Laser Terapi Cihazı, Laser & Acupint Cihazı, Haihua Terapi Cihazı, Elektrosimülatör Cihazı, Portable Laser: SN-650A, Infrared Laser: SN808K ve Lipolaser Cihazı ile 8 hafta süresinde yapılan tedavi sürecinin özgüven kaygı ve sportif güven üzerinde bir etkisinin olmadığı fakat sporcuların hissettikleri ağrı düzeyini azaltmak için etkili olduğu söylenebilir. Bu nedenle bu gibi teknolojilerin sporcuların yumuşak doku yaralanmalarında tedavi sürecinde kullanılabileceği ve olumlu etkisinin olacağı söylenebilir. Üniversiteler, spor kulüpleri ve ilgili birimler sportif anlamda daha başarılı olabilmek ve sakatlıkları en etkili şekilde giderebilmek için ilgili ekipmanları alarak eğitimli personeller ile çalışmalıdırlar.

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ERPA
International Congresses on Education
4-7 June 2015
Athens/Greece

Relationship between emotional intelligence and life satisfaction in basketball coach

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Abstract

The purpose of this research, examines relationship between Emotional Intelligence and Life Satisfaction. The sample of the study consisted of 107 persons who are working as a basketball coach. Average age of participants is 36, 81±11, 65. Emotional Intelligence and Life Satisfaction Scale is used in data collection. Emotional intelligence level of basketball coach is determined using Bar-On EQ (Emotional Intelligence) scale which is adapted into Turkish by Acar (2001). ''Life Satisfaction Scale'' is developed bt Diener et al.(1985) which is adapted into Turkish by Yetim (1991). T test, Anova and descriptive statistical analysis are used on data analysis. As a result, relationship between emotional intelligence and life satisfaction is determined on basketball coach.

Keywords:
Life Satisfaction, Emotional Intelligence, Basketball, Coach

1. Introduction

Intelligence is abilities of thinking, reasoning, objective reality perception, judgment and inferring. Emotional intelligence, as a type of social intelligence, describes ability of observation person's own and other people's feelings, distinction to them and ability of changing the idea to knowledge and using for lead to behaviour (Mayer ve Salovey; 1993). Constantine and Gaynor (2001) have noted that emotional intelligence has positive relationship between empathy, verbal intelligence, self-esteem and life satisfaction. They have suggested making many investigations about it in future.

In fact, they define smart people as an individual that is not only “cognitive" (with cognitive intelligence), but also "Emotional Quotient" (having emotional intelligence) (Acar, 2002).

This interaction result, individuals are faced with events under different conditions of work and life. While some of them become a driving force to this for themselves, they can be a major source of annoyance for others. Some people cannot achieve success even if they have a very important source of life and cannot reach the place they want to see. Our perception of conditions and our individual differences may be related to satisfaction that we take in life.

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According to Raskin et al. (2002), subjective well-being and life satisfaction is described by many people as a basic vision of life. Subjective well-being is closely linked with the life which individual described and is lead to happiness.

Although quality of life is noted in many publications and academic work, it is difficult to define a concept due to subjective, dynamic and having versatile qualities. In general, individual "well-being", which means quality of life, includes sociological, psychological, economic and cultural factors as a multi-faceted concept (Furnha and Petrides, 2003; Palmer et al., 2002).

When these descriptions are examined, life satisfaction is showing differences between individuals, individual goals in life and that they perform cognitive total definition may be a kind of a recipe of life satisfaction (Toros, 2002).

The purpose of this research, examines relationship between Emotional Intelligence and Life Satisfaction.

2. Method

2.1 Research group

The sample of the study consisted of 107 persons who are working as a basketball coach. Average age of participants is 36, 81±11, 65.

2.2 Data collection tools

Emotional Intelligence Scale of Bar-On. Emotional intelligence capabilities of basketball coach are determined using Bar-On EQ (Emotional Intelligence) survey which is adapted into Turkish by Acar(2001). Bar-On EQ Survey consists of five main sub-dimensions and a total of 88 substances. It is used a five-point Likert-type rating in scale. Cronbach's alpha coefficients is calculated on scale of the security operation. It is calculated Alpha coefficient 92.12 for all substances of scale, personal skills aspect 83.73; interpersonal skills aspect 77.87; compatibility aspect 65.42; coping with stress aspect 73.14 and general mood aspect 75.06.

Diener's Life Satisfaction Scale. This scale is developed to measure life satisfaction which has 5 substances that are from 'absolutely disagree' to 'absolutely agree' answers. Each item is scored from 1 to 7 and total score can range between 1 to 35. If it is taken high score from scale, it indicates that life satisfaction rises. Turkish validity and reliability studies of the scale are made by Yetim. According to Yetim's study, Cronbach alpha value is reported as 0.86 (Toros, 2002)

"Life Satisfaction Scale" is developed by Diener, Emmons, Larsen & Griffin (1985) which is adapted into Turkish by Yetim (1991). Scale is a self-assesment which is likert type consisting of 5 items that are changing from 1 (absolutely disagree) to 7 (absolutely agree). Yetim (1991) has determined the corrected split-half value of 75 and Kuder Richardson-20 value of 78. In this study, the internal consistency coefficient of the scale is calculated as 79.

2.3 Data collection

The Scales is applied only once to coach basketball by researchers. Before starting the application, participants are informed about the survey and the scale by researcher. It is reported to coach that if there is a point that cannot be understood about scales and questions by participants, they can ask questions. While participants are answering the questions, there is no limitation of time.

2.4 Analysis of data

T test, Anova and descriptive statistical analysis is used on data analysis.

3. Results

Table 1. One-Way Analysis of Variance by Age Value of Emotional Intelligence Overall Average Score

		Sums of Squares	SD	Average of the square	F	p
General	Groups Between	0,792	2	0,245	5,178	0,007
	Groups within	30,443	105	0,040		
	Total	31,235	106			

According to analysis of variance results, there is significant differences between values of age to the overall size of emotional intelligence scores on Table 1 [$F(2, 106)=5{,}178; p<0{,}05$].

Table 2.One-Way Analysis of Variance by Education Value of Emotional Intelligence Overall Average Score

		Sums of Squares	SD	Average of the square	F	p
General	Groups Between	0,711	2	0,394	5,298	0,006
	Groups within	30,460	105	0,041		
	Total	31,171	106			

According to analysis of variance results, there is significant differences between the value of education to the overall size of emotional intelligence scores on Table 2 [$F(2,106)=5{,}298; p<0{,}05$].

Table 3. One-Way Analysis of Variance by Age Value of Life Satisfaction Overall Average Score

		Sums of Squares	SD	Average of the square	F	p
Life Satisfaction	Groups Between	4,143	2	2,111	1,308	0,256
	Groups within	763,947	105	1,503		
	Total	768,190	106			

According to analysis of variance results, there is no significant differences between the value of age to life satisfaction scores on Table 3 [$F(2,106)=1{,}308; p>0{,}05$].

Table 4.One-Way Analysis of Variance by Education Value of Life Satisfaction Overall Average Score

		Sums of Squares	SD	Average of the square	F	p
Life Satisfaction	Groups Between	14,353	2	7,908	4,832	0,008
	Groups within	753,510	105	1,400		
	Total	768,863	106			

According to analysis of variance results, there is significant differences between the value of education to life satisfaction scores on Table 4 [F (2,106)=4,832;p<0,05].

4. Results and Discussion

The purpose of this research, examines relationship between Emotional Intelligence and Life Satisfaction.

According to analysis of variance results, there are significant differences between values of age to the overall size of emotional intelligence scores. It seems to be significant differences between values of age to the overall size of emotional intelligence scores in basketball coaches. Being a significant difference between values of age to the overall size of emotional intelligence scores in basketball coaches has gained significance with changes and progress in the student's age group. Karahan ve Yalçın (2009) study's supports our research.

According to analysis of variance results, there is a significant difference between the value of education to the overall size of emotional intelligence scores. It seems to be a significant difference between values of age to the overall size of emotional intelligence scores in basketball coaches. It is found a significant relationship between emotional intelligence with the education value. Changing education level may cause to change on the size of emotional intelligence of coaches. Arlı et al. (2011); Dorum (2010) studies' supports our research.

According to analysis of variance results, there is significant differences between the value of education to the overall size of emotional intelligence scores. It is found a significant relationship between emotional intelligence to the education value. Changing education level may cause to change on the size of emotional intelligence of coaches. Arlı et al. (2011); Dorum(2010) studies' supports our research.

According to analysis of variance results, there is no significant differences between the value of age to life satisfaction scores. Being no major differences between the age group of basketball coaches may not lead to any change in the life satisfaction. Gündoğar et al. (2007) study's supports our research

According to analysis of variance results, there is significant differences between the value of education to life satisfaction scores. It is found a significant relationship between education value of basketball coach to life satisfaction. There is a parallel relationship between educational background to life satisfaction may have changed by bachelor's level and master degree, this changing may cause on life staisfaction. Çakmak ve Hemedanlı (2004) studies' supports our research.

Consequently, It is found a significant relationship between emotional intelligence to life satisfaction.

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ERPA
International Congresses on Education
4-7 June 2015
Athens/Greece

Examination of social value perception of the students of physical education and sports college in terms of various demographic characteristics

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Abstract

The purpose of this research is to examine how the views of the students of physical education and sport college on social values are, and to examine whether there are significant differences among the views related to social value in accordance with the determined various demographic characteristics. This research is a scanning model designed with descriptive method. The students of Sakarya University Physical Education and Sports College who have been taking education in 2014-2015 academic years consist this research universe. Total 286 students consisting of 1.,2.,3. and 4. class students of physical education and sports, teaching department, coaching training, sports managements and recreation departments have been included to the universe. The data have been obtained through "Multidimensional Social Values Scale" developed by Yavuz Bolat (2013) within the scope of the research. Data Collection tool used in the research consists of two sections. While the personal information of the students is collected in the first section, the social value expressions are asked to the students of physical education and Sports College in the second section. There are 42 social values expressions and 6 social value dimensions in the measure scale prepared in 5-point Likert scale type. It can be said that the data collection tool used in the study has the internal consistency value enough to the whole scale at the end of testing reliability for the universe group. Significant differences have been seen between various demographic characteristics and the social value points of the students participating in the study.

Keywords:
Social Value, Physical Education, Sport, Sakarya University

1. Introduction

The main difference separating humans from other livings is able to select and follow their own value judgments (Tong, 2012). Individual shapes the relations in the environment where she/he is in and his/her own perceptions within the framework of interactions and direct his/her behaviours, so s/he constitutes individual value perception (Akbaş, 2004). Values are abstract and concrete concepts that show varieties among the individuals and constitute the basis of the guiding principles in human lives (Schwartz, 1992), that determine our purpose and our point view to life, that affect our decision we have taken, that reflect our beliefs and constitute our principles (Aktepe ve Yel, 2009). Fitcher (1990) mentions about effect of two sources on the formation of value. The first source is person's external environment. Family is the primary stage in external stage, groups of friends, school, media

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and other institutions are the secondary stage during socialization and on the process of value learning. The place where an individual has acquired in society, education type that she has got, the economic situation belonging to the person, the place where s/he lives, the culture structure that s/he is in, in other words, all these cases occurring outside the individual constitute the external source. The value judgments that society has created are example for this situation. The second source of the value includes individual's own internal processes. Evaluating his/her behaviours, the control mechanism that s/he constitutes by herself/himself, being appreciated, so, acting right behaviours accepted by other people, being respected to him/her by other people because of being human, create the internal source of the values. These sources of the values that are internal and external in terms of individual provide creating the values of society (Fitcher, 1990; Giddens, 2005). There are an important relationship between values and behaviours. The value judgments are the principles that guide behaviours and cause or direct them (Stam, K. ve diğ. 2014). These principles help individuals to socialize with society and to adopt society by influencing individuals. Human is a social entity that subsists in a certain society and in the group that s/he has been born (Doğan, 1995). In this context, the values that a person has developed in his/her social life create social values. Since human has to live collectively, the values giving order to social life give order to the relations of individual with society and of society with individual (Güngör, 2008). Social values are all kinds of social, personal, ideological views, behaviours and principles that have cultural permanent, that direct the behaviours of a person, that are kept alive, adopted and accepted collectively among the people in a society (Avcı, 2007; Urzu´a et al., 2013). When looking at the studies conducted relation to conceptualizing social value, values are unique even though it is seen as if they share some similarities with conceptualized social goals and social attitudes shaping the human values. Values have more strong basis and more stable structure against time and situations in according to social attitudes (Roccas and Sagiv 2010, Samson et al. 2012). Social value principles present unwritten schemas managing their members in terms of behaviour and attitudes (Köknel, 2007). values are important criteria in order to understand various social-cultural importance in society of the behaviour shapes and objectives of individual and society sociologically (Fitcher, 1990; Bolay, 2003) they are also vehicles providing both to control individual himself/herself and to make society control individual. The values that individual has help his/her to determine his/her place in society. Human creates a suitable environment in order to determine his/her social positions (status) by getting into effective contact with other people constituting society through these values (Yazıcı, 2006).

Since the formation of value show changes among individuals depending on internal and external factors, social values will vary in according to social values. Collectively, if a society has unique values that it adopts, it doesn't mean that it will adopt same values with other societies (Turan and Aktan, 2008). all societies have their own values system. Every stage of these societies are in the effort of complying with these values. In order to benefit from the society that values belong to, it requires that each individual should arrive a consensus in same value judgements and should see them as rule in human relations. Individual should be in harmony with the society that s/he lives. Harmony is to comply with individual's own personal requests, social, moral, legal, spiritual and cultural etc. requests of society" (Aydın, 2008). This harmony can be provided in schools and various education environments. Schools are learning places built upon values. Since values are determinative upon human behaviours and their preferences, examining values has an important place in science branches belonging to human.

As each individual or society has a value structure, schools have value formations belonging to them (Turan and Aktan, 2008). Like schools, sport environments have an important place on the formation of value. Sport is a collective phenomenon in social life, generally represents a series of activities, processes and social relationships that have physical, psychological and social outcomes (Coalter, 2001). Also, it is institution that makes individual acquire identity by teaching him/her via imitation, that prepares him/her to participate in a collective life (Kirk and MacPhail, 2003), that satisfies individual's requirements, that increase the social cohesion, that teaches ideal values, benefits and duties accepted in society with the activities that he/she expresses himself/herself easily (Coakley, 2007; Wheeler, 2011) In the acquiring process of the social value, sport is in an important place in terms of teaching individual to control his/her life, acquiring positive behaviours, transmitting value and norms by mutual interaction (Bulgu and Akcan, 2003).

In this study, our research group's being the students who take education in physical education and sports college has created an opportunity to examine two environments together that are effective in the social value formation like sports and education. In this context, this study has been made in order to examine the social value perceptions of the students of physical education and sports college in accordance with various demographic characteristics, to see perspectives for social values and to observe whether there are significant differences among their views.

2. Method

2.1 Data collection tool

The students of Sakarya University Physical Education and Sports College who have been taking education in 2014-2015 academic years consist this research universe. Total 286 students consisting of 1.class, 2.class, 3.class and 4. class students of physical education and sports, teaching department, coaching training, sports managements and recreation departments have been included to the universe. The data of the research have been collected by "A Value Measuring Tool: Multidimensional Social Values Scale" and "Demographic Characteristics Scale" developed by Bolat (2013). The sub-dimensions of the scale consisting of six sub-dimensions: they can be called as family values dimension, scientific values dimensions, working- business values dimension, religion values dimension, traditional values dimension, political values dimension. The scale has been constituted in 5-point Likert structure; the answers given to the scale have values between 1 and 5. The values of Cronbah's alpha in this study have been calculated respectively as .77, .82, .81, .77, .76 and .83 (Bolat, 2013)

2.2 Data Quality Assessment

During the evaluation of the data, the data have been resolved by using SPSS for Windows 16 package. Percent (%) and frequency (f) have been carried out in order to determine the distribution of personal information of the participants, and One Sample Kolmogorov-Smirnov testing has been carried out in order to determine whether the data have a normal distribution and as a result, which statistical methods will be used. After it has been understood that the data are appropriate to non-parametric test conditions, Mann-Whitney U and Kruskal-Wallis tests have been carried out in order to determine the significant differences (Ural and Kılıç, 2011).

3. Findings

3.1 The distributions of participants' personal information

The personal information of the students participating in the research.In accordance with the data, it has been concluded that the participants: 50.7 % (n=145) is "Males", 60.1% (n=172) is "in between 21-25 age group, 36.7% (n=79) takes education in "sports management" department, 65.7% (n=148) is "daytime education", 27.6% (n=206) is "3. Class students", welfare level of 51.7% (n=148) is "Normal", 72% (n=206) plays sports, 62.9% (n=99) is engaged in "Team Sports", 34.6% (n=180), sees their free times as "Norman" and 59.4% (n=170) is "Sometimes" in difficulty about evaluating their free times.

Table 1: The Mann Whitney U Test results in accordance with gender of the participants

Dimension	Gender	N	Mean Rank	Rank Sum	U	P
Family Values Dimension	Female	141	151.54	21367.5	9088.5	.103
	Males	145	135.68	19673.5		
Scientific Values Dimension	Female	141	152.08	21443.0	9013.0	.083
	Males	145	135.16	19598.0		
Working-Business Values Dimension	Female	141	144.54	20380.5	10075.5	.833
	Males	145	142.49	20660.5		
Religion Values Dimension	Female	141	152.48	21499.5	8956.5	.069
	Males	145	134.77	19541.5		
Traditional Values Dimension	Female	141	152.14	21452.0	9004.0	.081
	Males	145	135.10	19589.0		
Political Values Dimension	Female	141	148.84	20986.0	9470.0	.280
	Males	145	138.31	20055.0		

There are Mann-Whitney U Test results in accordance with gender of the participants in Table 1. In accordance with the analysis results made, the multidimensional social values of the participants in accordance with gender variables have not shown significant differences at family values dimension ($U=9088.5$; $p=.103$; $p>0.05$), scientific values dimension ($U=9013.0$; $p=0.83$; $p>0.05$), working-business values dimension ($U=10075.5$; $p=.833$; $p>0.05$), religion values dimension ($U=8956.5$; $p=0.69$; $p>0.05$), traditional values dimension($U=9004.0$; $p=0.81$; $p>0.05$) and political values dimension ($U=9470.0$; $p=.280$; $p>0.05$).

Table 2: Kruskal Wallis Test Results in accordance the ages of the Participants

Dimension	Age	N	Mean rank	SD	X^2	P
Family Values Dimension	17-20	82	125.40	.576	7.78	.020
	21-25	172	154.49			
	26-30	32	130.38			
Scientific Values Dimension	17-20	82	124.24	.644	6.27	.043
	21-25	172	151.08			
	26-30	32	152.09			
Working-Business Values Dimension	17-20	82	128.32	.563	5.06	.079
	21-25	172	152.30			
	26-30	32	135.11			
Religion Values Dimension	17-20	82	131.99	.721	5.46	.065
	21-25	172	152.60			
	26-30	32	124.11			
Traditional Values Dimension	17-20	82	123.16	.704	10.43	.005
	21-25	172	156.30			
	26-30	32	126.84			
Political Values Dimension	17-20	82	151.70	.451	1.15	.562
	21-25	172	139.90			
	26-30	32	141.86			

There are Kruskal-Wallis test results in accordance with the ages of the students participating in the study in Table 5. In according to the analysis results, while multidimensional social value points of the participants don't show significant differences at the dimension of "Working-Business Values" ($X^2(2)=5.06$; $p=0.07$; $P>0.05$), "Religion Values" ($X^2(2)=5.46$; $p=0.06$; $P>0.05$) and "Political Values" ($X^2(2)=1.15$; $p=0.56$; $P>0.05$); they show significant differences at the dimension of "Family Values"

($X^2(2)=7.78$; p=0.02; P<0.05), "Scientific Values" ($X^2(2)=6.27$; p=0.04; P<0.05) and "Traditional Values" ($X^2(2)=10.43$; p=0.005; P<0.05).

Table 3:Kruskal Wallis Test Results In According to the Departments of the Participants

Dimension	departments	N	Mean rank	SD	X^2	P
Family Values Dimension	teaching depart.	59	133.15	.576	9.52	.023
	recreation depart.	79	140.97			
	sports manag.	105	136.83			
	coaching training	43	178.63			
Scientific Values Dimension	teaching depart.	59	122.35	.644	7.56	.056
	recreation depart.	79	158.55			
	sports manag.	105	139.47			
	coaching training	43	154.71			
Working-Business Values Dimension	teaching depart.	59	142.95	.563	3.29	.348
	recreation depart.	79	141.88			
	sports manag.	105	136.78			
	coaching training	43	163.65			
Religion Values Dimension	teaching depart.	59	127.39	.721	14.314	.003
	recreation depart.	79	159.51			
	sports manag.	105	128.37			
	coaching training	43	173.13			
Traditional Values Dimension	teaching depart.	59	142.47	.704	8.18	.042
	recreation depart.	79	148.18			
	sports manag.	105	129.27			
	coaching training	43	171.05			
Political Values Dimension	teaching depart.	59	150.69	.451	.701	.873
	recreation depart.	79	139.28			
	sports manag.	105	143.72			
	coaching training	43	140.86			

There are Kruskal-Wallis Test results in according to the departments of the students participating in the study in Table 3. In accordance with the analysis results, while the multidimensional social value points of the participants haven't shown significant differences at Scientific Values dimension

(X2(2)=7.56; p=0.056; P>0.05), Working-Business dimension (X2(2)=3.29; p=.348; P>0.05) and Political Values dimension (X2(2)=.701; p=0.873; P>0.05) in accordance with their departments, they have showed significant differences at Family Values dimension (X2(2)=9.52; p=0.023; P<0.05), Religion Values dimension(X2(2)=14.314; p=0.003; P<0.05) and Traditional Values dimension (X2(2)=8.18; p=0.042; P<0.05).

4. Discussion and Conclusions

When the social value points of the participants are examined in accordance with gender variables, they haven't shown significant differences at family values dimensions, scientific values dimensions, working-business values dimension, religion values dimension, traditional values dimension and political value dimension. Bolat (2011), in his study that he has made on the social values of vocational school students, has seen that girl students (X=4.41) are more positive than boy students (X=4.04) on family values dimension, working-business values dimension, religion values dimension, scientific values dimension, traditional values dimension.

He has expressed that there are significant difference between girls and boys in these dimensions. These values don't resemble with our studies. However, he has stated there is not significant difference at political dimension and showed similarity with this study.

When looking at the age distributions of the students who has participated in the research, it is seen that density is more between 21-25 ages and respectively between 17-20, 26 36 age range. It has seen that the most positive views in accordance with age in the views related to social values are between 21-25 age ranges. While they haven't shown significant difference at working-business values dimension, religion values dimension, and political values dimension when examining the relationship among the social value dimensions in accordance with their ages, they have shown significant differences at family values dimension, scientific values dimension and traditional values dimension. Bolat (2011); has seen significant difference among the social value dimension in accordance with ages in the study that vocational students have made on social values. This resembles with our study. The reason of this significant difference can be related to the changes and developments in internal perception and interpretation processes about family, science and traditions as the ages of students change. It can be considered that when a child starts in a university, because of leaving newly from his/her family and from the environment where s/he has grown and because of meeting newly with scientific information in university, there can be difference between this age group and the older age student who has caught opportunity to recognize more different cultures and who have come to the final class in the university.

When multidimensional social values points have been examined in accordance with the situations of doing sports actively by the participants, it hasn't seen significant difference between family values dimension, scientific values dimension, working-business values dimension, religion values dimension, traditional values dimension and political values dimensions. Even if the students participating in the study don't do sports actively since they are physical education and sports college students, since they are the students who have come from within the sports and who have been engaged in sports for a certain time, there may not be significant differences in this context. When looking at the analysis results in accordance with their departments, while multidimensional social value points of the participants haven't showed significant difference at scientific values dimension, working-business values dimension and political values in accordance with their departments, they have showed significant difference at family values dimension, religion values dimension and traditional values dimension. When thinking that the reason why there aren't significant difference at scientific values, working-business values and political values dimensions in accordance with the departments of the students is due to the fact that these dimensions have been constituted large majority in social development environments such as school, it can be thought that there haven't been a difference among the students of physical education and sports college because they have shared the same environment. However, since family values, religion values, traditional values consist of individual's family environments, the environments that s/he have grown , the value judgements that s/he has brought, and when we also think that all of the students have come from different families and cultures, having significant difference at these dimensions is acceptable.

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International Congresses on Education
4-7 June 2015
Athens/Greece

1936 Berlin olimpiyat oyunlarının olimpik ilkeler çerçevesinde değerlendirilmesi

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Öz

1936 Berlin Olimpiyat oyunları; ülkelerin kendi ırklarını, sportif alanlarda başarı durumlarını ve ülkelerini her yönüyle dünyaya tanıtma imkânı buldukları Olimpiyat oyunlarının sadece oyun ve tanıtım aracı olmadığının göstergesidir Siyaset, spor ve propaganda arasındaki ilişki dikkate alındığında Olimpiyat oyunları bu konuda önemli bir örnek teşkil etmektedir. Özellikle totaliter rejimlerin yükselişe geçtiği iki savaş arası dönemde bu ilişki daha da yoğun olmuş ve diplomasinin yerini giderek propaganda almıştır. Olimpik ilkeler çerçevesinde değerlendirildiğinde olimpiyat ruhunun tamamen değişime uğradığı ve olimpik ilkelerle uyuşmadığı görülmüştür. Görünen bu durumu ile de başta spor ve sanat olmak üzere pek çok toplumsal öğe giderek egemen ideoloji ve iktidarın çıkarlarına hizmet ederken, Olimpiyat oyunlarının da gerçek misyonu olan barış ve halkların kardeşliği düşüncesinden uzaklaşarak daha değişik amaçlara hizmet ettiği acı bir gerçektir. Söz konusu bu çalışmada 1936 Berlin Olimpiyat Oyunlarından yola çıkılarak, Nasyonal Sosyalist Almanya'da spor ve siyaset arasındaki ilişki propaganda unsuru ile birlikte değerlendirilerek ortaya konulmaya çalışılmıştır. Bu şekilde bir tarafta uluslar arası arenada varlığını göstermeye çalışan bir rejimin spor ve siyaset arasındaki bağı kullanarak kendisine meşruiyet sağlamaya çalıştığı görülmüştür. Çalışma ışığında Alman ırkının diğer ırklara üstün olduğu düşünceleri, Alman sanatçıların kendi ırklarından olan sporcuların heykellerini daha kaslı ve güçlü motiflerle ortaya koymaya çalışmaları, basının geçmiş yıllardaki başarılarını sürekli gündemde tutma mücadeleleri, olimpik ilkelerle uyuşmadığının göstergesi olmuştur.

Anahtar Kelimeler:
Olimpiyat oyunları, olimpik ilkeler

1. Giriş

Dünyanın en büyük ve popüler organizasyonu olan Olimpiyat Oyunlarını organize etmenin ülke ekonomisine, tanıtımına, ihracatına, yatırımlarına, turizmine, sporuna, gençliğine ve ülkenin imaj ve prestijine ne gibi katkılar getireceğinin bilincinde olan kentler ve ülkeler arasında Olimpiyat oyunlarını alabilmek için büyük bir mücadele devam etmektedir. 1896 yılından bu yana her dört yılda bir yapılan Modern Olimpiyat Oyunları (I. ve II. Dünya Savaşları dönemi hariç) 1980'li yıllara kadar organizasyonu yapan kente ve ülkeye katkılarının yanında ülke ekonomisine büyük bir yük getirmiştir. Olimpiyat Oyunlarını düzenlemenin her yönüyle nasıl karlı bir iş olduğu 1984 Los Angeles Olimpiyat Oyunları sonunda tüm masraflar çıkarıldıktan sonra kente 250 milyon dolar bir gelir kalması ve Oyunların Güney Kalifornia ekonomisine yaklaşık 3.29 milyar dolarlık bir katkıda bulunması üzerine ortaya çıkmıştır. Bu durum üzerine 1992 Olimpiyat Oyunları için o dönemde rekor sayılabilecek sayıda altı kent birden aday olmuştur (Gündoğan 2002). Adolf Hitler'in Nazi

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diktatörlüğü, ırkçı ve savaşçı karakterini, Ağustos 1936'da, Yaz Olimpiyatları'na ev sahipliği yaparken iki haftalığına gizledi. Rejim, Yahudi karşıtı gündemini ve bölgesel genişleme planlarını yavaşlatarak, oyunları birçok yabancı izleyici ve gazetecinin gözünde barışçı ve toleranslı bir Almanya yaratmak için kullandı. 1936 Olimpiyatları'nın boykot edilmesi talebini reddeden Birleşik Devletler ve diğer batı demokrasileri, zamanında bazı gözlemcilerin iddia ettiği üzere, Hitler'i duraklatabilecek ve Nazi tiranlığına karşı uluslararası direnişi güçlendirebilecek bir duruş sergileme şansını kaçırmıştı. Oyunların sonuçlanmasıyla birlikte, Almanya'nın hızlanan yayılmacı politikaları ile Yahudi ve diğer "devlet düşmanlarına karşı zulümleri, Yahudi soykırımı ve II. Dünya Savaşı'yla sonuçlandı. http://www.olimpiyatkomitesi.org.tr/files/dosya/1_28_634941940667100000.pdf
Siyaset ve Propaganda ilişkisini ortaya koyan teorik bir çerçeve eşliğinde Almanya'nın söz konusu dönemde sporu nasıl kullandığı ortaya konmaya çalışılırken, Almanya'nın değişen söylemini ve bunun spor-siyaset ilişkisine nasıl taşıdığını anlayabilmemiz için olaylara varan süreç, I. Dünya Savaşı sonrasında Faşizmin yükselişine sebep veren olgular göz önünde bulundurularak analiz edilmelidir. Bu nedenle Almanya'da giderek değişen söylem ve bunun yansımaları, kitle ruhunun nasıl harekete geçirildiği üzerinde durulmuş, basın ile diğer yardımcı araçlar ve ulusal çevrenin etkisi ile karar alıcıların bu süreci nasıl şekillendirdiği değerlendirilmeye çalışılmıştır (Hekimler 2013). Olimpiyat oyunlarının amaçları dışında kullanılması ve ırkların kıyaslanmış olması olimpiyat ruhuna aykırı gelişen durum olduğu görülmüştür.

2. Modern Olimpiyatlar

Modern Olimpiyat oyunlarının mimarı olan Baron Pierre de Coubertin, 1 Ocak 1863'de Paris'te doğdu. 1870 yılında Fransa'nın Sedan'da Prusya'ya yenilmesinden sonra II. Napolyon yıkılmış ve Monarşi yerini Cumhuriyete bırakmıştır. Modern Olimpizm kavramı 1894 yılının Haziran ayında bir girişim yaparak, Paris'te Uluslararası Atletik Kongreyi gerçekleştiren Pierre de Coubertin tarafından başlatılmıştır. Uluslararası Olimpiyat Komitesi (IOC) 23 Haziran 1894 tarihinde kurulmuştur. Modern zamanların ilk Olimpik Oyunları (Olimpiyat'ın Oyunları) 1896 yılında Yunanistan'ın başkenti Atina'da kutlanmıştır. Modern olimpiyat ateşi de ilk defa 1936 Berlin olimpiyatlarında yakılmıştır (Karaküçük, 1989). 1914 yılında Pierre de Coubertin tarafından Paris Kongresine takdim edilen Olimpiyat bayrağı benimsendi. Bu bayrakta beş kıtanın birliğini ve Olimpiyat Oyunlarında tüm dünyadan gelen sporcuların bir araya gelmesini temsil eden birbirinin içine geçmiş beş halka bulunmaktadır. Olimpiyatların dünya barışının temeli olduğunu düşünen Coubertin, eski Olimpia oyunlarını yeniden canlandırarak modern şartlara adapte etme fikrini araştırmıştır. Böyle düşünmesinin sebebi, gözündeki erdemlerin kaybolmuş veya hızla ölüyor olmasıydı (Espy, 1990). Bu gelişmelrin sonucunda ilk modern kış Olimpiyatları 1924 yılında Chamonix, Fransa'da kutlanmıştır. http://www.olimpiyatkomitesi.org.tr/files/dosya/1_28_634941940667100000.pdf

3. Olimpizmin Temel İlkeleri

1. Olimpizm dengeli bir şekilde vücudun, iradenin ve beynin tüm niteliklerini çalıştıran ve birleştiren bir yaşam felsefesidir. Sporu kültür ve eğitim ile kaynaştıran Olimpizm, çaba harcamanın verdiği mutluluğu, iyi bir örnek sunmanın eğitimsel değerini, sosyal sorumluluğu ve evrensel temel etik prensiplere yönelik saygıya dayalı yaşam tarzını oluşturmayı amaçlamaktadır.

2. Olimpizmin hedefi sporu insanlığın uyumlu gelişimine sunmak, insanlığa saygının korunmasına yönelik barışçıl bir toplumun oluşmasını sağlamaktır.

3. Olimpiyat Hareketi IOC'nin üst yetkisi altında Olimpiyat Hareketi Olimpizmin değerlerinden esinlenen tüm birey ve varlıkların uyumlu, organize, evrensel ve kalıcı eylemlerinden oluşmaktadır. Beş kıtayı kapsar. Büyük bir spor festivali olan Olimpiyat Oyunlarında tüm dünyanın sporcularını bir araya getirerek zirvesine ulaşır. Simgesi de birbirinin içine geçmiş beş halkadır.

4. Spor faaliyetlerine katılmak bir insan hakkıdır. Her birey herhangi bir ayrımcılığa maruz kalmaksızın, Olimpiyat ruhu içerisinde spor yapma olasılığına sahip olmalıdır. Bunu yapmak için dostluk, dayanışma ve fair-play anlayışının hâkim olması gerekmektedir.

5. Sporun toplumun çerçevesi içinde yapıldığı göz önüne alınırsa, Olimpiyat Hareketi içindeki spor kuruluşlarının belli haklara, yükümlülüklere ve özerkliğe sahip olması gerekmektedir. Bunların arasında spor kurallarının özgürce kurulması ve kontrol edilmesi, kuruluşlarının yapısının belirlenmesi ve yönetişimi, dış etkilere maruz kalmaksızın özgürce seçim yapma hakkına sahip olunması ve iyi yönetişim ilkelerinin uygulanmasını sağlama sorumluluğu yer almaktadır.

6. Irk, din, siyaset, cinsiyet veya başka nedenle herhangi bir ülke ya da kişiye karşı ayrımcılık yapılması Olimpiyat Hareketine ait olmakla uyumsuzdur.

7. Olimpiyat Hareketine ait olmak Olimpik Antlaşmaya uyum sağlamayı ve IOC tarafından tanınmayı gerektirmektedir.
http://www.olimpiyatkomitesi.org.tr/files/dosya/1_28_634941940667100000.pdf

4. 1936 Berlin Olimpiyatları

1931 yılında, Uluslararası Olimpiyat Komitesi, 1936 Yaz Olimpiyatlarının Berlin'de yapılmasına karar verdi. Bu seçim, I. Dünya Savaşı yenilgisinden sonra dışlanmasının ardından Almanya'nın dünya toplumlarının arasına dönüşünü simgeliyordu. İki yıl sonra, Nazi parti lideri, Adolf Hitler Almanya'nın başbakanı oldu ve kısa sürede ulusun zayıf demokrasisini, Yahudilere, Romanlara (Çingeneler), tüm politik muhaliflerine ve diğerlerine zulmeden tek parti diktatörlüğüne çevirdi. Nazilerin Alman hayatını tüm yönleriyle kontrol altına alma iddiası spora da sıçradı. 1930'ların Alman spor imajı "Aryan" ırksal üstünlüğü ve fiziksel yeteneği efsanesini geliştirmeye hizmet ediyordu. Alman sanatçılar, heykellerde ve diğer çalışmalarda, atletlerin çok gelişmiş kaslarını, kahramanca güçlerini ve Aryan yüz özelliklerini açıkça belirterek idealize ettiler. Bu imaj, Nazi rejiminin, askerî hizmetler için bir ön koşul olan fiziksel sağlığa verdiği önemi de yansıtıyordu. Alman spor kulüplerinin yasaklandığı Yahudi sporcular, Maccabee ve Shield gruplarını da kapsayan Yahudi derneklerini ayırmak ve ayrılmış tesisleri geliştirmek için birleştiler. Fakat bu Yahudi spor olanakları yüksek fonlu Alman gruplarıyla kıyaslanamazdı. Sinti boksörü Johann Rukelie Trollmann'ın da içinde bulunduğu Romanlar (Çingeneler) da Alman sporundan uzaklaştırılan insanlar olmuşlardır. Nitekim almanlar ırkçılığı ön plana çıkarmışlardır http://www.ushmm.org/wlc/tr/article.php?ModuleId=10005680.

5. Berlin Olimpiyatlarında Siyaset ve Politika

Uluslararası Olimpiyat Komitesi (IOC) 13. Mayıs 1931 tarihinde XI. Yaz Olimpiyat Oyunları hakkını Berlin'e verdiğinde bu aslında yeniden uluslar arası siyasal ve ekonomik sistem içinde yer almak iradesini ortaya koyan Almanya için değeri biçilmeyecek bir fırsat olur. Olimpiyat oyunları Nasyonal Sosyalist rejimden çok önce, daha Weimar Döneminde Almanya için tekrar uluslararası arenada varlığına bir meşruiyet katma aracı olarak görülmüştür. Nitekim bu nedenle, Weimar Döneminde Almanya'nın diskalifiye edildiği Olimpiyat oyunlarında tekrar yer alabilmek, hatta oyunların kendi coğrafyasında gerçekleştirilmesi konusunda ciddi atılımları içinde olduğunu görmekteyiz. Bu da bize göstermektedir ki daha erken dönemde Almanya spor ve uluslararası politika arasındaki derin ilişkinin varlığının farkına varmış ve olimpiyatlara farklı bir önem atfetmiştir (Hekimler, 2013). Almanlar kendi varlıklarını kanıtlamak için bir nevi olimpiyatları araç olarak kullanmışlardır.

6. Ari Irk, Beden Terbiyesi ve Kahraman Ulus

Olimpiyat oyunları, Cermen ırkının farkını ve üstünlüğünü ortaya koyabileceği, Ari ırkın kendisine özgü bedensel güç ve estetiği tüm dünyaya gösterebileceği bir olay olarak empoze edilmiştir. Aynı zamanda da Almanların Versaille Sözleşmesi ile ellerinden zorla alınan ulusal onurlarını geri alabilecekleri önemli bir araç olarak görülmüştür. Bu hali ile “Her şey vatan içindir” düşüncesi propagandanın dayanağını oluşturmaktadır. Sanat ve sporun siyasete hizmet ettiği bu dönemle beraber, Alman sanatçıların, heykellerde ve diğer çalışmalarda, atletlerin çok gelişmiş kaslarını, kahramanca güçlerini ve aryan yüz özelliklerini açıkça belirterek onları idealize ettiklerini görmekteyiz. Nasyonal Sosyalist Propaganda bu şekli ile günlük hayatta her alanda kendisini hissettirmektedir. Bundan öte bu, rejiminin, bedensel ve ruhsal bütünlüğe verdiği önemi de yansıtmıştır. Böylece, Alman Romantizminin yükseliş döneminden beri gelişen bir düşünce olan, Cermenlerin üstün tarih ve kültürel yapısının, bedensel üstünlük ile de tamamlanıyor olduğu düşüncesi, bir kere daha geniş bir kitlenin desteğini kazanmış olur. Nitekim 1936 Berlin Olimpiyatları tüm oyunların en görkemli organizasyonu olarak kabul edilir. Çünkü Nazi felsefesini dünyaya anlatmada faydalı olacağı düşünülmüştür. Naziler Nordic Superiti Oriti diye adlandırdıkları, Alman ırkının üstün olduğunu savunuyorlardı. Bu olimpiyatlarda 100 m finalinde zenci Jesse Owens birinci gelerek tribünleri ayağa kaldırdı. Hitler’in ilk günün şampiyonlarını kabul ettikten sonra Owens’ı kabul etmemesi ırkçılığın gerçek yüzünü ortaya koydu ve büyük yankı yarattı (Koryürek, 1996). Sık sık geçmişe atıfta bulunuluyor olması, şanlı geçmişten bir kahramanlık miti yaratılması, geçmişin güzel günlerinin yâd ediliyor olması bir hali ile bize milliyetçiliğin karanlığa bakan yüzünü hatırlatırken diğer hali ile bizi Jean Marie Domenach’ın işaret ettiği, “Propaganda da sevilen motiflerin kullanılması,” kuralına götürmektedir (Gellner, 2008). Bu aynı zamanda Cermen soyunun devamından sorumlu olan ve güçlü yeni bir nesli vatan için yetiştirmek gibi kutsal bir görevi olan Ari ırkın kızları, şerefli askerlerin anaları için de öyledir. Ancak sağlam bir bedene sahip olanlar, sağlam ve güçlü bir nesil doğurabilecek ve onu vatanın hizmetine sunabileceklerdir. Bu nedenle de geleceğin erdemli ve rejime inanmış yurt sever erkek yurttaş ve kahramanlarını yetiştiren Hitler Jugend (Hitler Gençliği) kadar kızların bedensel gelişimini öne çıkaran, onların Nasyonal Sosyalist düşünce ile donatılarak rejime hizmet etmeleri sağlayan Bund der Deutschen Mädels (Alman Kızları Birliğinin) de son derece önemli bir misyonu olduğunu görmekteyiz. Bund der Deutschen Mädels estetik ve doğurganlık düşüncesini iç içe geçmiş, üyesi kızlar bir taraftan sportif faaliyetler ile yetiştirilirken diğer yandan ise iyi bir eş ve doğurgan ana olarak eğitilmişlerdir. Bu şekilde rejimin ideal kadın profilini şekillendirmişlerdir. Hem Cermen kadınının bedensel güzelliğini sergilemek ama diğer yandan da erdemli birer eş ve ana olarak kamusal alanın gerisinde kalmaya, hadlerini bilmeye rıza göstermişlerdir. Bu hali ile de pek çok sportif faaliyet ve yarışmada yer alan, genç yaşta bedensel ve zihinsel bir forma sokulan Hitler Jugend ve Bund der Deutschen Mädels üyesi gençlerin kitle ruhunu harekete geçiren son derece önemli bir unsur olduğunu görmekteyiz (Hekimler 2013).

7. Sonuç

Bu gelişmeler bizlere 1936 Olimpiyat Oyunlarının Hitler’in arzu ettiği etkiyi bıraktığını kanıtlamaktadır. Arzulanan muazzam bir Propaganda Gösterisini hayata geçirmek idi ve gelişmeler bize bunun hem ulusal hem de uluslararası arenada gerçekleştiğini göstermektedir. Hitlerin tüm dünyada bırakmak istedikleri etki amacına ulaşmış, 1936 Olimpiyatları, modern zamanın en etkileyici, en çok konuşulan oyunları olarak tarihe geçerken, Nasyonal Sosyalistler en gelişmiş teknolojiyi kullanarak ve oyunlara mümkün olduğunca geniş bir kamuoyunun katılımını sağlayarak dünyayı yanıltmayı başarmışlardır. Kusursuz bir organizasyon ve kusursuz finansal imkanlar, katılımcıları her yönüyle etkileyen mimari yapıtlar ile birleştiğinde o güne dek dünyanın gördüğü en etkileyici olimpiyat oyunlarını gerçekleştirmek de “Onurlu Alman ulusuna „ nasip olmuştur. Gerçekten Türkiye de dahil olmak üzere tüm dünya, Berlin den etkilenmiştir. Oluşan bu hayranlık ortamında Almanya ulusal ve uluslararası politik planlarını gerçekleştirebilmek için gerekli hareket kabiliyetini de kazanmış olur. Böylece bir süreliğine takındığı gülümseyen maske onun bir sonraki terör ortamını hazırlaması için ona hem zaman hem de güç kazandırmıştır. Almanya bu şekilde Olimpiyatların sloganı ve misyonu olan Barış içinde yaşamak idealinin savunucusu olduğunu, savaşmak niyetinde olmadığı ve silahlanması konusundaki endişeleri bertaraf etmek konusunda başarılı olmuştur.

Olimpiyatlarda hissettirmek istedikleri tüm duyguları son derece profesyonel biçimde empoze etmişlerdir.

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ERPA
International Congresses on Education
4-7 June 2015
Athens/Greece

Bir yaygın eğitim modeli: Antalya halkevi

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Öz

Osmanlı Devleti'nin yerine kurulmuş olan Türkiye Cumhuriyeti, aynı zamanda bir devrimdir. Bu devrimle yeni bir toplum yaratılmak istenmiştir. Bu devrimi başarmak için de yalnızca hükümet ve devlet erki kullanılmakla yetinilmemiştir. Bazı sivil toplum örgütlerine de bu ödev yüklenmiştir. Bu amaçla kurgulanmış örgütlenmenin en büyüğü de halkevleridir. Antalya Halkevi, şehrin sanat, kültür, tarım vb alanlarına sunmayı tasarladığı katkıların yanı sıra cumhuriyet ideolojisinin halka benimsetilmesi görevini üstlenmiştir. Ancak bu etkisi sınırlı olmuş ve Antalya Halkevi yalnızca 18 yıl faaliyetine devam ettikten sonra kuruluş ideolojisi gerekçe gösterilerek 1950 yılında kapatılmıştır.Anahtar Sözcükler: Antalya Halkevi, ideoloji, kültür ve sanat.

Anahtar Kelimeler:
Antalya Halkevi, ideoloji, kültür ve sanat

1. Giriş

Osmanlı İmparatorluğu'nun yerine kurulan Türkiye Cumhuriyeti'nin getirdiği ilkeler ve anlayışın halka benimsetilmesinde en önemli görev Cumhuriyet Halk Partisi'ne verilmişti. Ancak bir siyasal örgüt olan Cumhuriyet Halk Partisi dışında Cumhuriyet ideolojisinin benimsetilmesinde Atatürk, sivil toplumsal örgütü olarak da Türk Ocaklarını kullanmak istemişti. Atatürk, Türk Ocaklarının bu yöndeki çalışmalarını izlemiş, zaman zaman yaptığı yurt gezilerinde Ocakların çalışmaları hakkında bilgiler almıştı.

Ancak, ocakların yaptıkları çalışmaları yeterli görmeyen Atatürk, Adana Türk Ocağı'nda yaptığı bir ziyaretten sonra, 24 Mart 1931'de Türk Ocaklarını, aynı ülküyü benimseyen Cumhuriyet Halk Fırkası ile birleştirmeyi kararlaştırmış ve çok geçmeden, 10 Nisan 1931'de olağanüstü toplantısını yapan Türk Ocakları Kurultayı, kendi kendini feshederek Cumhuriyet Halk Partisi'ne katılmıştır.[2] Bu yöndeki gelişme devam etmiş, Cumhuriyet devrimlerini halka daha iyi anlatmak ve sahiplenilmesini sağlamak üzere öğretmen dernekleri de kapatılarak Halkevlerine katılmaları sağlanmıştır.[3] Bundan başka idman yurtları bazı gençlik derneklerinin de Atatürkçülük ve Cumhuriyet ilkeleri ile Cumhuriyet Halk Partisi'nin görüşlerini de yaymayı amaç edinen halkevlerine katılmıştır.

Türk halkının çağdaş uygarlığı yakalaması ve cumhuriyet devrimlerini özümsemesi için eğitim kurumlarından sonra en büyük görev halkevlerine verilmiştir. Bundan başka Osmanlıdan gelen ve toplum yapısına egemen olan din etkeni/duygusu yerine uygarlık/çağdaşlaşma duygusu ikame edilmek istenmiştir. Öz olarak, halkevlerine, 1930'lu yıllar tek parti Türkiye'sinin toplumsal ve

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[2] Mehmet Önder, *Atatürk'le Adım Adım Türkiye*, Kültür Ofset Araştırma Yayınları, Ankara 1984, s. 13.
[3] Yahya Akyüz, *Türk Eğitim Tarihi (Başlangıçtan 1988'e)*, Ankara Üni. Eğt. Bil. Fak. Yayınları, 3.Baskı, Ankara 1989. s. 451.

kültürel yapısını tasarımlama görevi yüklenmiştir.

Halkevlerinin kurulması ile ilgili karar, Mayıs 1931'de yapılan Cumhuriyet Halk Partisi Üçüncü Büyük Kongresi'nde alınmıştır. Akabinde de 12 Ocak 1932'de Cumhuriyet Halk Partisi Genel Sekreterliği'nin parti il örgütlerine gönderdiği genelge[4] ile 14 Şubat 1932'den itibaren il ve bazı kaza merkezlerinde Halkevleri açılmaya başlanmıştır.[5] Köylerde de sonraları halk odaları kurulmuştu. 1950'ye gelindiğinde 478 halkevi ve 4322 halk odası açılmıştır.[6]

Antalya Halkevi 24 Haziran 1932'de açıldı. Antalya Halkevi, kuruluşunun ikinci yılında kendini tanıttığı, 29 Kasım 1933'te yayınlanan *Antalya Halkevi Broşürü*, halkevinin kuruluşu hakkında ayrıntılı bilgiler vermektedir. Buradan edinilen bilgilere göre; halkevi kurulduğunda şubeleri çeşitli kurumlardaki binalarda faaliyete başlar. Cumhuriyetin kültür politikalarını yayma görevi gibi büyük bir görev üstlenen Halkevine bu görevleri layıkıyla yapabileceği bina gerekliydi, ancak yeni bina bitinceye kadar şimdilik Cumhuriyet Halk Partisi binasında, kısmen Muallimler birliğinin ve Spor teşekküllerinin kullandığı binada bütün teşkilat yerleştirilir. Tarih, Dil, Edebiyat; Sosyal Yardım, Kütüphane ve Neşriyat, Güzel Sanatlar şubesi parti binasındaki odalarda çalışmaktadır. Köycülük, Spor, Temsil, Halk Kursları şubeleri ise, yeni binanın bitişiğindeki binalarda yer almışlardır. Müze ve sergi komitesi Müze binasında çalışmaktadır. Gösterişli mimarisiyle bir Cumhuriyet anıtı olarak dikkat çeken tam teşkilatlı halkevi binasında; sekiz yüz kişi alabilecek salonu, sahnesi, dinlenme yerleri, CHF ve halkevi teşkilatı, kulüpler, yerel kuruluşların çalışmalarını bir arada yürütecekleri birimler yer alacaktır.

Halkevi yönetim kurulu, Cumhuriyet Halk Partisi il başkanlığı ile halkevi ve parti binası olarak büyük bir bina yapılmasını kararlaştırmıştır. Binanın keşif bedeli 60.000 lira olarak öngörülmüş, fakat bina 75.000 liraya mal olmuştur[7]. Binanın yapımı için; Vilayet bütçesi 17.500 lira, Belediye 1.500 lira yardımda bulunmuş, Cumhuriyet Halk Partisi ve Halkevi üyelerinin de güçleri oranında yardımlar yapmıştır. Böylece çeşitli kurum ve kişilerin ortak katkısı bu güzel binanın inşasını kolaylaştırmıştır. Bugün Antalya Büyükşehir Belediye Başkanlığı binası olarak kullanılan bu bina, daha önce Türkocağı'na tahsis edilmiş olan harap vaziyetteki eski kilise binası ve müştemilatının yerine yapılmıştır.[8] Binanın açılışı 19 Şubat 1934'te yapıldı.[9] Cumhuriyet Halk Partisi il başkanlığı da Halkevi binası içerisinde yer almaktaydı ve kurulduğu yıllarda Cumhuriyet Halk Partisi il başkanı aynı zamanda Halkevi başkanı omuştur.

Halkevleri çalışmalarını dokuz dala ayrılarak yapmaktaydı. Bu şubeler şunlardır:

1- Dil, Tarih, Edebiyat şubesi; 2- Güzel sanatlar şubesi (Ar/Sanat şubesi); 3- Gösterit şubesi (Tiyatro /Temsil şubesi); 4- Spor şubesi; 5- Sosyal Yardım; 6- Halk Dersaneleri ve Kurslar Şubesi; 7- Kitapsaray ve Yayın şubesi (Kütüphane ve Neşriyat Şubesi); 8- Köycülük şubesi; 9- Müze ve Sergi şubesi.

Halkevi, daha kurulduğu ilk yıl, dokuz şubesinde 38'i kadın, 770'i erkek olmak üzere toplam 808 üye sayısına ulaşmıştır. Halkevlerinin amaçlarını benimseyen öğretmenler, halkevlerinin bütün şubelerin çalışmalarının içinde yer almıştır. Halkevinin dokuz şubesindeki yönetim kurulu üyelerinin yarısından fazlası öğretmen olup bu yönüyle, Antalya Halkevi bir öğretmen örgütü görünümü vermiştir.

Halkevi binası, dönem boyunca Antalya'nın kültür ve sanat merkezi olmuştu. Şehirdeki okullar zengin dekor ve ışık düzeni olan tiyatro sahnesinde, tiyatro temsilerini sıkılıkla burada sahneye koymuştur. Her yıl Cumhuriyet Bayramı baloları Halkevi'nin bahçesinde yapılmıştır.[10]

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[4] Orhan Özacun, *CHP Halkevleri Yayınları Bibliyografyası 1932-1951*, Kitap Matbaacılık, İstanbul 2001, s. 1.

[5] Hasan S Keseroğlu, *Halk Kütüphanesi Politikası ve Türkiye Cumhuriyeti'nde Durum*, Türk Kütüphaneciler Derneği Yayını, İstanbul 1989, s. 112.

[6] Zeki Arıkan, "Halkevlerinin Kuruluşu ve Tarihsel İşlevi," *Ankara Üniversitesi Türk İnkılap Tarihi Enstitüsü Atatürk Yolu Dergisi*, yıl 12, c. 6, S. 23, Mayıs 1999, s. 281.

[7] Muhammet Güçlü, *19.Yüzyılın İlk Yarısında Antalya*, Antalya Ticaret ve Sanayi Odası Kültür Yayınları, Antalya 1997, s. 91; Hüseyin Çimrin, *Bir Zamanlar Antalya- Tarih, Gözlem, Anılar*, Antalya Ticaret ve Sanayi Odası Yayınları, Antalya 2002, s. 380-382.

[8] Çimrin, *age*, s. 384-389.

[9] Galip Alçıtepe, *Antalya'da İki Öncü Dergi Çağlayan ve Türkakdeniz*, Suna İnan Kıraç Akdeniz Medeniyetleri Araştırma Enstitüsü, Antalya 2005, s. 24, 28.

[10] Çimrin: *age*, s. 380-382.

2. Antalya Halkevinin Şubeleri ve Çalışma Alanları

Bu bölümde halkevlerinin işlevlerinin neler olduğu Antalya örneğinde ortaya konmaya çalışılacaktır. Halkevlerinin nasıl bir yapıda olduğu, hangi alanlarda ne tür çalışmalar yaptığı, alt birimlerinin bulunduğu ve bu alt birimlerinin Antalya'ya hangi katkıları sunduğu verilecektir.

Öncelikle belirtilmesi gereken husus, ülke genelindeki halkevlerinde olduğu gibi Antalya Halkevi de dokuz şubeye ayrılır. Her şube kendi alanında toplumsal ve kültürel çalışmalar yapar. Bu şubelerden köycülük şubesinin ise Antalya'nın ekonomisine katkısı göz ardı edilemez. Bu şube hem çeşitli alanlarda kurslar verir hem de fidan temin etme, örnek bahçe kurma gibi tarımsal faaliyetlerin içine bizzat girer.

Antalya Halkevi'nin çalışma alanları ve şubeleri şunlardır:

2.1 Dil, Tarih ve Edebiyat Şubesi

Şube, çalışmalarını dil, tarih ve edebiyat incelemeleri ve bu alanlarda konferanslar düzenleme olarak belirlemiştir. Ayrıca, kentte yayınlanmakta olan gazete ve dergilere de Halkevlerinin ilkeleri dâhilinde yazılar yazılması da görev sayılarak yazılar gönderilmiştir. Şube faaliyetleri olarak, özellikle ilk yıllarda dil çalışmalarına önem verilmişti. Daha kurulduğu ilk yıllarda dil konusunda yaptığı çalışmalardan bazıları, halkevinin Cumhuriyetin onuncu yıldönümü olan 29 Ekim 1933'te yayınladığı Antalya Halkevi Broşürü'nde şöyle aktarılmıştı:

"Komite Dil tetkikatına ehemmiyet vermiş, vilayetçe idare edilen 'Derleme' faaliyetlerine Maarif idaresi ile birlikte yardım etmiştir. Kaza ve köylerden gelen binlerce derleme fişini tetkik etmiş, bunların içinden üç binini seçerek Türk dili tetkik cemiyeti umumi merkez heyetine göndermiştir. Bundan başka dil tetkik cemiyetinin gazetelerle neşrettiği anketlere de karşılık bulmakla uğraşmıştır. Komite üyelerinden Nahit Bey 105 anket listesine 3.753 tek söz karşılık, Bahri Bey 70 anket listesine 2500 söz karşılığı bulmuştur. Bu karşılıklar Türk dili tetkik cemiyeti merkez heyetine gönderilmiştir. Gramer anketine iştirak olunmuştur."[11]

Dil alanındaki çalışmalar sonraki yıllarda da devam etmiş, şube, imece ile ve yoğun olarak eğildiği dil konusundaki çalışmalar sonucunda 1003 atasözü, 65 masal ve türkü toplayarak Türk Dili araştırma kurumu merkezine yollamıştır. Şube, 1935-36 yıllarından itibaren çalışmalarına devam etmekle beraber Antalya'daki eski Türk izleri üzerinde incelemeler yapacak, Antalya'daki halk kültürü ürünlerini toplama işine önem verecektir.[12]

Dil, Tarih, Edebiyat şubesinin 1938 yılı çalışma raporundan edinilen bilgilere göre bu komite önceki yıllarda olduğu gibi mahalli hikâye, mani, atasözleri, hurafeleri toplayarak Halkevi aracılığı ile Türk Dili Tetkik Cemiyeti'ne göndermektedir.[13] Antalya Halkevi, ülke genelindeki dil çalışmalarına en çok katkı sunan halkevlerinden biri olmuştur. Dil, Tarih, Edebiyat şubesi, Türk dili için yaptığı bu çalışmalarından dolayı Türk Dil Kurumu'ndan takdir yazısı ile onore edilmiştir[14].

Bu şube, dil çalışmalarının yanı sıra çeşitli konularda konferanslar düzenlemiştir. Örneğin yalnızca 1942 yılı içerisinde; sağlık, halk edebiyatı, tarım ve teknik, folklor, cumhuriyet ve halk, hukuk ve ekonomi gibi konularda 14 konferans vermiştir. Bunlara gelen dinleyici sayısı 4.410'dur.[15] Görüldüğü üzere her konferansa 300'ün üzerinde Antalyalı dinleyici olarak katılmıştır. O dönemdeki Antalya nüfusuyla günümüz Antalya nüfusu ve günümüzde de çeşitli konularda verilen konferanslara katılan dinleyici sayıları dikkate alındığında bu konferanslara halkın ilgisinin ne kadar çok olduğunu görmek mümkündür. O dönemde kent halkının sanat, bilim ve kültür alanındaki gelişmeler konusunda daha duyarlı olduğunun altı çizilmelidir.

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[11] *Aynı yer*, s. 384-389.
[12] *Resmi Antalya*, "Halkevlerinin Beşinci Yıldönümü", Antalya 27 Şubat 1936.
[13] *Türkakdeniz*, "Halkevi Çalışmaları", c. 1, Sa. 11-12, 29 İlkteşrin 1938, Antalya, s. 28-30.
[14] Güçlü, *age*, s. 91.
[15] *Türkakdeniz*, "Evimizin 942 Senesi Çalışmaları", c. 5, Sa. 26, Şubat 1943, Antalya, s. 4,5,

2.2 Güzel Sanatlar Şubesi

Güzel sanatlar şubesi, resim, müzik kursları açmış, bu arada bir koro, bando ve orkestra kurulmasını sağlamış, resim sergileri açmıştır. Bu çalışmalara halk da ilgi göstermiştir. Şubenin hazırladığı sergi ve konserler kentin sanat ihtiyacına cevap vermişlerdir. 1937'de halkevi orkestrasını idare etmek ve isteklileri yetiştirmek üzere bir orkestra şefi ve uzmanı getirilerek, kentte modern müzik kültürünün yerleşmesine katkı sunulacaktır.[16]

'1938 Yılı Antalya Halkevi Çalışmaları Raporu'nda yer alan bilgilere göre; şube, genç elemanlardan yine bir koro meydana getirildiği gibi keman, piyano ve gitar kursları açarak Antalyalılara müzik eğitimi verilmekte ve ilgi duyanların yeteneklerini geliştirmelerine imkân sunulmuştur. Hem de hobilerini yerine getirmeleri sağlanmıştır. 15 kişilik Halkevi bandosu ile caz topluluğu da bu komite tarafından idare edilmektedir. Zaman zaman verilen konserlerle halka müzik ziyafeti çekilmekte ve böylelikle bir yandan da halkın müzik eğitimine yardım eden bu şube 1939'dan itibaren diğer kurslarına ek olarak güzel yazı kursları açacaktır.[17] 1942'de diğer çalışmalarının yanı sıra Antalyalıların bir müzik aleti çalabilmelerine ortam sağlamak üzere piyano, keman, mandolin, saksafon dersleri verilmiştir.[18] Bu çalışmalarla bir yandan da geleceğin sanatçılarının da yetişmesine olanak sağlanmış olunuyordu.

Ayrıca, şube üyeleri arasındaki mühendis ve mimarlar, kentteki yapı ustalarına teknik bilgiler öğretmiş, inşaat başında inşaata, mimariye ait bilimsel ve uygulamalı bilgiler vermiştir.[19] Güzel sanatlar şubesinin bu çalışmasını, günümüz için de örnek alınacak bir uygulama olarak değerlendirmek gerekir.

2.3 Gösterit Şubesi

Gösterit/Temsil şubesi temsil, şiir ve konferanslar vermiştir. Ancak, ilk zamanlar sahnesizlikten dolayı istenildiği gibi çalıştırılamamıştı. Fakat 1934 yazında inşaatı biten yeni halkevi binasının salon ve sahnesi kullanılmağa başlanmış olduğundan 1935'ten itibaren çalışmalarını rahat sürdürebilme olanağına kavuşmuştur.[20] 1938 Yılı Antalya Halkevi Çalışmaları Raporu'ndan edinilen bilgilere göre; Gösterit şubesinin ihtiyaca cevap veren oyunlarını sunacağı modern bir salonunu olduğu gibi, çok zengin dekor ışık düzeneğine sahiptir. Milli, tarihi, operet ve vodvil piyesler temsil ederek memleketin tiyatro ihtiyacını büyük bir başarıyla gidermektedir.[21] Yapılan çalışmalara halkın ilgisi de hiç eksilmemişti[22]. Örneğin 1942'de gösterit şubesi yedi oyun sergilemiş ve bu oyunlara 4.210 seyirci gelmiştir. Yani her oyunu yaklaşık 600 kişilik kalabalık bir tiyatro sever izlemiştir.[23] Bu sayı günümüzde bile oyuncuların hasret duyduğu seyirci kitlesini ifade etmektedir. Bir de o yıllardaki kent nüfusu ile günümüzü karşılaştırınca hem bu şubenin oyunlarının düzeyi hem de halkın ilgisi için ilginç bir fikir vermektedir.

2.4 Spor Şubesi

Spor şubesi, spor örgütleriyle işbirliğine giderek, spor alanlarının düzenlenmesi ve sporcu yetiştirilmesi işleriyle meşgul olmuştur. Bu çalışmalar sonucunda günümüzde Kapalı spor alanı ve stadyumun bulunduğu yerde bir stadyum düzenlenmiş, bunun etrafına 400 metre uzunluğunda bir pist yapılmıştır. Spor gereçleri olarak da 40 kişilik giyecek, futbol topları, ciritler, güller, diskler, güneş minderi getirilerek spor örgütlerine vermiştir. Spor şubesi, köy gezilerine de birer heyetle katılarak

[16] *Resmi Antalya*, "Halkevlerinin Beşinci Yıldönümü", Antalya 27 Şubat 1936.
[17] *Türkakdeniz*, "Halkevi Çalışmaları", c. 1, Sa. 11-12, 29 İlkteşrin 1938, Antalya, s. 28-30.
[18] *Türkakdeniz*, "Evimizin 942 Senesi Çalışmaları", c. 5, Sa. 26, Şubat 1943, Antalya, s. 4,5.
[19] Çimrin, *age*, s. 384-389.
[20] *Resmi Antalya*, "Halkevlerinin Beşinci Yıldönümü", Antalya 27 Şubat 1936.
[21] *Türkakdeniz*, "Halkevi Çalışmaları", c. 1, Sa. 11-12, 29 İlkteşrin 1938, Antalya, s. 28-30.
[22] Örneğin; temsil şubesince 1933'te sahnelenen *Özyurt* piyesini iki gece üst üste gösterilmiş ve 1500 seyircinin halkevi sahnesine gelmesini sağlamıştır. Bkz. *Antalya Halkevi Broşürü*, 29 Birinci Teşrin 1933.
[23] *Türkakdeniz*, "Evimizin 942 Senesi Çalışmaları", c. 5, Sa. 26, Şubat 1943, Antalya, s. 4,5.

köylerin beden terbiyesi hakkında görüşmeler yapmakla beraber onlara bazı atletizm hareketleri de göstermiştir.[24]

Spor komitesi bu yardımlarının yanı sıra çocuk ve gençlere Yüzme, Tenis, Voleybol, Futbol, Bisiklet, Atıcılık, Masa Tenisi, Atletizm, Salon Jimnastikleri alanında bilgi vermekte ve onları programla çalıştırmaktadır. Barbaros Denizcilik Kulübü ve Attila Binicilik Kulüplerinin yardım etmiştir. Türklerin eski bir sporu olan avcılığın bir teşkilata bağlanması ve çalışmalarını bir program dâhilinde yapması için bir Avcılık Kulübü kurulmasını sağlamıştır. [25] Ayrıca, gençliği teşvik bakımından teşvik yarış ve maçları düzenlemiştir.[26]

2.5 Sosyal Yardım Şubesi

Bu şube, mevcut hayır kurumları ile uyumlu olarak çalışmaktadır. Yılbaşlarında CHF tarafından yapılmakta olan balonun halkevine verilen gelirlerinin önemli birer payı hayır kurumlarına verilmek sureti ile bu kurumlara paraca yardım edildikten başka halkevine başvuran yoksullara bütçe imkânları ölçüsünde yardımlar yapılmıştır. Şube, şehrin her mahallesinde bir bayan ve bir baydan ibaret araştırma ve haberleşme ağı kurarak fakir ve hastalara yardım elini uzatmış, yoksul öğrencilerin kitap ve yemek ihtiyaçlarını gidermiştir. Sağlık konusunda konferanslar verilmekte olup 1937'de bir Halkevi polikliniği açılması kararlaştırılmıştır.[27] Şubenin doktor üyeleri fakir hastaları ücretsiz muayene etmiş, tedavilerine çalışmıştır. Kurulduğu ilk yılda çoğunluğu köylü olmak üzere 200 hasta tedavi etmiştir. Diş doktorlarının fakirler için parasız tedavi günleri açmalarına ön ayak olmuştur.[28]

2.6 Halk Dershaneleri ve Kurslar Şubesi

Halk Dershaneleri ve Kurslar Şubesi'nin an başta yaptığı işlerin başında, halkevlerinin de kuruluş amaçlarından olan halkın okuryazar yapılması ve temel vatandaşlık bilgilerinin verilmesini sağlamak üzere okuma yazma kursları açmak olmuştur. Bu şube daha ilk yılında; Gazi Mustafa Kemal İlkokulu'nda erkeklere yönelik birer A ve B millet mektebi dersanesi; Dumlupınar İlkokulu'nda yine erkekler için üç dersane ve Gazi İlkokulu'nda kadınlara yönelik iki dersane olmak üzere toplam yedi dershane açmıştır.

Halk Dersanesi ve Kurslar komitesi her sene tertip ettiği biçki-dikiş kursları ve yabancı dil kursları ile vatandaşlara faydalı olduğu gibi cezaevinde bulunanlara da kurslar açarak onları aydınlatmaktadır. 1935 yılı içerisinde açılan kurslar şunlardır: Fransızca ve Almanca olmak üzere 2 dil kursu açılmış, fakir birkaç çocuk biçki yurduna gönderilmiş, Antalya merkezine bağlı 4 köyde B Dershanesi açılmıştır. Cezaevindeki 150 kadar mahpusu okutmak üzere 2 dershane açılmıştır.[29] 1938 Antalya Halkevi çalışma raporuna göre, o sene cezaevine bir de okuma odası açılmıştır.[30] Bu şubenin 1942 senesi çalışmalarından bazıları şöyledir: Bütünlemeye kalan 226 ortaokul öğrencisine ders gösterilmiş; cezaevinde B dersanesi açılmış ve 21 yurttaşa diploma verilmiş; kadınlara A ve B dersaneleri açılarak 67 kadına diploma verilmiştir. Bunlardan başka üç ulus okulunda açtığı kurslarda 250 yurttaşa ders verilmiştir. [31]

2.7 Kütüphane ve Neşriyat şubesi

1932'de halkevi kurulduğunda daha halkevinin yeni binası yapılmamış olduğundan,

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[24] *Resmi Antalya*, "Halkevlerinin Beşinci Yıldönümü", Antalya 27 Şubat 1936.
[25] Çimrin, *age*, s. 384-389.
[26] *Türkakdeniz*: "Halkevi Çalışmaları", c. 1, Sa. 11-12, 29 İlkteşrin 1938, Antalya, s. 28-30; *Türkakdeniz*, "Evimizin 942 Senesi Çalışmaları", c. 5, Sa. 26, Şubat 1943, Antalya, s. 4,5.
[27] *Resmi Antalya*, "Halkevlerinin Beşinci Yıldönümü", Antalya 27 Şubat 1936; *Türkakdeniz*, "Halkevi Çalışmaları", c. 1, Sa. 11-12, 29 İlkteşrin 1938, Antalya, s. 28-30.
[28] Çimrin, *age*, s. 384-389.
[29] *Resmi Antalya*, "Halkevlerinin Beşinci Yıldönümü", Antalya 27 Şubat 1936.
[30] *Türkakdeniz*, "Halkevi Çalışmaları", c. 1, Sa. 11-12, 29 İlkteşrin 1938, Antalya, s. 28-30.
[31] *Türkakdeniz*, "Evimizin 942 Senesi Çalışmaları", c. 5, Sa. 26, Şubat 1943, Antalya, s. 4,5.

kütüphane ve neşriyat komitesi Yenikapı'da halkevi binalarından evkaf dairesinin eski oturduğu spor kulüpleri binasında halkevi kütüphanesini açmıştı[32]. Kısa süre sonra, Halkevi Kütüphanesi'nin kurulduğu Yenikapı'daki Elhamra Sineması'nın yanındaki binanın darlığı nedeniyle Cumhuriyet Halk Partisi'nin toplantı salonunun altındaki büyük salona taşınmıştır.[33] Kütüphane halkevine üye olamayanlara da açıktı[34].

Kütüphaneye; Resmi Ceride (Resmi Gazete), Büyük Millet Meclisi zabıtları, Halkevleri mecmuaları, Hâkimiyeti Milliye, Milliyet, Cumhuriyet, Akbaba, Resmi Antalya gazeteleri halkın olan bitenlerden haberdar olması için düzenli olarak getirtilmektedir.

Şube, bir dergi çıkarmayı planlamış olmasına karşın, bütçe yetersizliği nedeniyle kurulduğu yıl ertelemek zorunda kalmıştır. Ancak şube başkanı ve üyeler, *Antalya* gazetesinde yazılar yayınlamaktadır. Dil, Tarih, Edebiyat ve müze köycülük komiteleri tarafından yazılan yazıların da bu gazetede yayınlanması sağlanmıştır. Kentin üç semtinde üç kahvede on bir açık okuma gecesi yapılmıştır. Bu gecelerde medeni bilgiler, Cumhuriyet ve milli konularda eserler okunmuştur. Şube üyelerince beş köyde çocukları okutmaya teşvik yolunda konferans verilmiştir. [35]

Kütüphane ve Neşriyat şubesi, kütüphanenin açılmasından başka, kentin çeşitli kalabalık yerlerinde açık okuma geceleri yapmağa karar vermiştir. Bu gecelerde konferanslar verilmiş, halka yararlı kitaplar okunmuştur.[36] Ayrıca, önemli ulusal ve yerel hadise zamanlarında gelen ajansları çoğaltarak şehrin beş yerine koymuş olduğu ajans dolaplarında halka yaymakta ve Antalya gazetesinde yayınlarını yapmaktadır. Bunlardan başka cezaevinde bir kitap dolabı kurmak için hazırlıklarını yapmakta, kahvelere eğlendirici fakat faydalı kitaplar vererek halkın okumasını kolaylaştırmak çareleri aramaktadır. [37] Halkevi Kütüphanesi, yoksul talebenin okuma ihtiyacını karşılamak üzere orta ve lise okul sınıfları için beş seri kitap temin etmiştir[38].

Bu şubenin yaptığı en önemli faaliyetlerden biri kuruluşundan birkaç yıl sonra *Türk Akdeniz* ve *Meltem* adında bir dergi çıkarmasıdır. Şube, diğer şubelerin de yazı katkılarıyla 1937-1944 yılları arasında 34 sayılık Türk Akdeniz dergisini çıkararak hem Antalya hakkında önemli bilgiler derlemiş[39], hem de kentin kültür ve edebiyat hayatında bir boşluğu doldurmuş ve kentin kültür hayatına renk katmıştır. *Meltem*, 1948'de yayınlanmaya başlamışsa da ekonomik nedenlerle çıkarılması ve yayını sürdürmesinde hep zorluklarla karşılaşılmıştı.

Kütüphane kitap bakımından pek zengin sayılamazdı. 1936'ya ancak 550 kitap mevcudu ile girebilmişti. Buna rağmen 1935 yılı içerisinde kütüphanenin okur sayısı 9.120 olabilmiştir. Okuyucuların; 2.170'si öğrenci, 956'sı memur, 230'u öğretmen, 100'ü subay, 258'i çiftçi, 800'ü işçi, 4.606'sı serbest meslek sahibidir. 1942'ye gelindiğinde kitap sayısı 2854'e çıkmış, fakat bir yılda kütüphaneyi ziyaret edenlerin sayısı 7819'a düşmüştür. Bu yıl meydana gelen olumlu bir gelişme ise 1941 ve 1942 yıllarında parasal nedenlerle yayını kesintiye uğrayan Türk Akdeniz tekrar yayınlanmaya başlanmıştır. [40]

Halkevi Yayın Çalışma Şubesi, zaman zaman bazı eserlerin yayınlanmasını da sağlayarak halkın bilinçlenmesine katkı sunmuştur. Halkevinin Türk Akdeniz ve Meltem dışında yayınladığı diğer eserler şunlardır: 1- Mahir Öğütçü, Yer Fıstığı (1938); 2- Kemal Kaya- Şükrü Akun, Atatürk'e (1938); 3- Tayyar Anakök, Antalya Âlimleri (1939); 4- Mahir Öğütçü, Jüt Nebatları ve Ziraatı (1939).[41]

2.8 Köycülük Şubesi

Köycülük şubesinin çalışmalarını; cuma günleri köylere gidilerek günlük hayatta karşılaşılan

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[32] *Resmi Antalya*, "Kütüphane ve neşriyat komitesinin faaliyeti: Kütüphane tesisi", 17 Şubat 1933.
[33] *Resmi Antalya*, "Halkevi Kütüphanesi", 17 Mart 1933.
[34] *Resmi Antalya*, "Kütüphane ve neşriyat komitesinin faaliyeti: Kütüphane tesisi", 17 Şubat 1933.
[35] *Antalya Halkevi Broşürü*, 29 Birinci Teşrin 1933.
[36] *Resmi Antalya*, "Kütüphane ve neşriyat komitesinin faaliyeti: Kütüphane tesisi", 17 Şubat 1933.
[37] *Resmi Antalya*, "Halkevlerinin Beşinci Yıldönümü", Antalya 27 Şubat 1936.
[38] *Türkakdeniz*: "Halkevi Çalışmaları", c. 1, Sa. 11-12, 29 İlkteşrin 1938, Antalya, s. 28-30.
[39] *Türkakdeniz*: "Halkevi Çalışmaları", c. 1, Sa. 11-12, 29 İlkteşrin 1938, Antalya. (s. 28-30); Muhammet Güçlü: 19.Yüzyılın İlk Yarısında Antalya Antalya Ticaret ve Sanayi Odası Kültür Yayınları, Antalya 1997. (s. 91); Hüseyin Çimrin: *Bir Zamanlar Antalya- Tarih, Gözlem*, Anılar, Antalya Ticaret ve Sanayi Odası Yayınları, Antalya 2002. (s. 381-382)
[40] *Türkakdeniz*, "Evimizin 942 Senesi Çalışmaları", c. 5, Sa. 26, Şubat 1943, Antalya, s. 4,5.
[41] Başbakanlık Cumhuriyet Arşivleri (BCA), *Antalya Halkevinin Faaliyetleri Hakkında*, Tarih: 9.9.1948, Dosya: 5. Büro, Fon kodu: 490.1.0.0, Yer no: 824.258.1.

sorunlar, toplumsal ve sağlık konularında toplantılar yapılmasını; meyve ağaçları ekilmesi ve yetiştirilmesi, limon ve portakal ağaçlarının ıslahı, yabani zeytinliklerin aşılanması, sakız Antep Fıstığı aşılanması, çift hayvanlarının ıslahı, karasabanın kaldırılması, yerli pullukların kullanılması, ormanların korunması gibi önemli ekonomik faaliyetler oluşturmaktadır.

Kurulduğu ilk yılında, Çirkinoba[42] köyünün bir numune köyü haline getirilmesi kararlaştırılmış 4 dönümlük bir arazide 200 Turunç fidanı ekilerek bir fidanlık kurulmuştur. İzmir Halkevi aracılığı getirtilen 10.000 aşı kalemi köylülere dağıtılarak zeytin aşısı uygulanmıştır. Komitede uzman ziraatçılar vardır. Limon ve portakal ağaçlarında görülen hastalıklarla mücadele etmek üzere uzman ziraatçıların da bulunduğu 10 kişilik bir mücadele timi meydana getirilmiştir. Ziraat dairesinin de yardımı ile 10.000'den fazla limon ve portakal ağaç ilaçlanmıştır. [43]

Köycülük şubesi üç köyü örnek köy seçerek, önemli hizmetlerde bulundu. Antalya'ya bağlı Solak, Çirkinoba ve Çakırlar köylerine hafta sonları geziler düzenleyen köycülük şubesi, bu köylerde hem bu köylüleri, hem çevre köylüleri aydınlatmakta, hem de Antalya'da uygulanacak her türlü ekonomik etkinliğin denemesini yapmakta idi. Köy okullarına ders araç gereçleri yardımı yapılmakta; yine seçilen bir köyün mezarlığı düzenlenerek ağaçlandırıldı, ayrıca büyük bir kümes yaptırılarak Ankara'dan cins tavuk ve horozlar getirildi; bazı köylere de dut fidanları dağıtılmakta idi[44]. Bu gezilerin bir başka amacı halkın öz dilini, müziğini, kültürünü incelemekti. Gezilere köycülük şubesinin yanında Dil, Sosyal Yardım, Musiki, Spor şubeleri, yardım komiteleri ile ihtisas sahibi kişiler katılmaktaydı.[45]

1938'de şubenin örnek köylerinden olan Çirkinoba ve Çakırlar'da kurmuş olduğu fidanlıklara Rodos, Kıbrıs, Yafa cinsi portakal ve mandalina ektirilmiştir. Bu örnek köylere, Rodoyland ve Legorn cinsi tavuk ve horoz verilerek bunlardan üretilen yumurtalar bu cinsin çoğaltılması için civar köylere dağıtılmakta ve böylece köylerde verimliliğin artırılması için çalışılmaktadır. Bu çalışmaları yapanlar ise hemen hepsi alanında uzman kişilerdi. 1938 yılı Köycülük şubesinin yönetim kurulu üyelerinin meslek ve görevleri de bunu doğrulamaktadır. Köylüye aynı zamanda yerinde sağlık, tarım, ekonomi, eğitim ve beden eğitimi hakkında öğütler de veren şubenin 1938 yılı yönetim kurulu üyeleri şunlardı: Mustafa Ekim (Ziraat Müdürü), İbrahim Zevin (çiftçi), Dr. Sami Yen (Naraneiye istasyon şefi), Rahmi Çeltik (Sıcak iklim nebatları istasyonu şefi). [46]

2.9 Müze ve Sergi Şubesi

Müze ve Sergi Şubesi Türk ve Antalya tarihine ait konferanslar vermek suretiyle Antalya'daki eski eserleri halka tanıtmaya ve bu eserlerin korunmasını sağlamaya çalışmıştır. Ayrıca, eski eser incelemeleri için çevre illerden gelen öğretmenlere eski eser incelemeleri konusunda rehberlik etmiştir. Kentte çıkan gazete ve dergilerde tarihi makaleler yazılarak halk, tarih ve eski eserler konusunda aydınlatılmaya çalışılmıştır. [47]

Şube, 1938'de kullanabileceği bir binayı arsasıyla birlikte istimlak edip tamir ettirerek bir bina sahibi olmuştur. Şube, Antalya'nın tarihi varlıklarının harabelikten kurtarılması için emek harcamakta, bu konularda Kültür Bakanlığı ile işbirliği içinde çalışmakta ve bazı konularda bakanlığın dikkatini çekmektedir. 1938'de Susuz, Alara ve Selçuk kervansaraylarının temizlik ve bakımı için Kültür Bakanlığı nezdinde girişimde bulunmuştur. [48] Müze ve Sergi şubesi bu çalışmalarının yanında ayrıca yayın yoluyla bu konuda halkı ve ilgilileri bilgilendirmek ve bazı konulara dikkat çekmek üzere halkevinin çıkarmış olduğu dergide Antalya'ya ait tarihi yayınlarını sürdürmüştür.[49]

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[42] Şehrin büyümesiyle bugün şehir içinde bulunan Güzeloba semti.
[43] *Antalya Halkevi Broşürü*, 29 Birinci Teşrin 1933.
[44] *Resmi Antalya*, "Halkevlerinin Beşinci Yıldönümü", Antalya 27 Şubat 1936.
[45] Güçlü, *age*, s. 91.
[46] *Türkakdeniz*, "Halkevi Çalışmaları", c. 1, Sa. 11-12, 29 İlkteşrin 1938, Antalya, s. 28-30.
[47] Çimrin, *age*, s. 384-389.
[48] *Türkakdeniz*, "Halkevi Çalışmaları", c. 1, Sa. 11-12, 29 İlkteşrin 1938, Antalya, s. 30.
[49] *Türkakdeniz*, "Evimizin 942 Senesi Çalışmaları", c. 5, Sa. 26, Şubat 1943, Antalya, s. 4,5.

3. Antalya Halkevinin Faaliyetleri

Yayın faaliyetleri Antalya Halkevi'nin en önemli faaliyetlerinden biri olmuştur. Kütüphane ve Neşriyat Şubesi kısmında da belirtildiği üzere düzeyi bakımından ülke genelinde çıkan dergilerle boy ölçüşebilecek bir durumda olan Türk Akdeniz ve Meltem, parasal açıdan hep sıkıntılarla karşı karşıya kalmış, yayınlarında bu nedenle aksamalar, kesintiler görülmüştür. Bu dergilerden ilki olan Türk Akdeniz, II. Dünya Savaşı'nın ekonomik sıkıntıları ve yine savaştan kaynaklanan kâğıt darlığı nedeniyle 1944'te yayınına son vermek zorunda kalmıştı. Bu dergiden dört yıl sonra çıkarılan Meltem'in ömrü ise daha kısa olmuştur. Özellikle Meltem'in ilk iki sayısı teknik olarak acınacak bir durumda çıkarılmıştı. Meltem'in ilk iki sayısı matbaada değil, teksir makinesinde basılmıştı.

Antalya Halkevi, dergi çıkarma konusunda parasal sıkıntılarını şube imkânlarıyla çözebilme gücünde olmadığından Cumhuriyet Halk Partisi genel merkezinin yardımlarını aramak zorunda kalıyordu.

Dergilerin yayınında zaman zaman görülen aksaklıkların tek nedeni her zaman parasal sıkıntılar olmuyordu. Ancak; partinin kültür politikalarının uygulama görevini yürüten Halkevinin diğer faaliyetleri gibi yayın faaliyetleri de Cumhuriyet Halk Partisi tarafından izlendiğinden yayınlarda aksama olması parti genel sekreterliğinin gözünden kaçmıyordu. Türk Akdeniz dergisinin yayımında 1938 yılında görülen aksaklık üzerine Cumhuriyet Halk Partisi Genel Sekreterliği'nin Antalya Halkevi Başkanlığı'na gönderdiği 22.5.1939 tarih ve 14472 sayılı yazılarında bunun nedenlerini sorulmaktadır:

"Eviniz tarafından yayınlanmakta olan Türk Akdeniz dergisinin 23 İlkteşrin 1938 tarihli 11-12 sayılı nüshalarından sonrakiler gelmemiştir. Derginin iki ayda bir yayınlanmakta olmasına nazaran şimdiye kadar 13, hatta 14. sayılarının çıkmış ve gelmiş olması gerekirdi. Bundan derginin düzenini kaybettiği veya daha kötü bir olasılık olarak yayınından vazgeçildiği anlaşılmaktadır.

Derginin süreli oluşuna göre belirli günlerinde muhakkak çıkarılmalıdır. Aksi takdirde değer ve önemini kaybeder. Düzenliliği sağlanmadıkça bir derginin yayınına girişme veya gelişi güzel zamanlarda yayınının bir anlamı yoktur. Bundan dolayı, eğer teknik araç gereç ya da paraca olanak varsa derginin düzenli yayınlanması için her türlü özverinin gösterilerek Halkevlerimizin başladıkları işleri yarıda bırakmak ve düzensiz, programsız hareket etmek karakterinden uzak olduğunun belirtilmesi gerekir.

Bütün arzu ve gayretlere rağmen dergiyi düzenli ve sürekli olarak yayınlamağa olanak görülmediği takdirde, elden geldiğince kitap ve broşür gibi yayın yapılmasını, eğer varsa; vilayetin resmi gazetesi ile iyi bir program altında Halkeviniz üyelerince idare edilen özellikle ev çalışmalarını belirten sütunlar ayrılmasının sağlanmasını ve bu babda derhal bilgi verilmesini dilerim." [50]

Antalya Halkevinin Cumhuriyet Halk Partisi Genel Sekreterliği'ne gönderdiği 5.7.1939 tarih 230 sayılı yazlarında; bu durumun derginin sorumlu müdür ve yayın müdürlüğü görevlerini yürüten yetkilinin görevi gereği Ankara'ya gitmesinden dolayı kısa süreli bir gecikme yaşandığını ama şimdi yayınına devam edildiği bilgisi cevaben verilmişti.[51]

Türk Akdeniz dergisinin parasal açıdan yaşatılmasında en büyük katkı hep CHP tarafından sunulmuştu. Cumhuriyet Halk Partisi Genel Sekreterliği çeşitli merkezlerdeki halkevi şubelerince yayınlanmakta olan ve parasal sıkıntıları olan dergileri ekonomik olarak desteklemek üzere ve aynı zamanda bütün halkevlerine bu dergilerin ulaşmasını sağlamak üzere abone olmakta ve abonelik bedelini ödemekteydi. Örneğin; CHP Genel Sekreterliği'nin CHP Antalya İl Başkanlığına 25.5.1944 tarih ve 12/66846 sayılı yazısında; "Antalya Halkevi'nin çıkarmakta olduğu Türk Akdeniz dergisinin 210 adedinin bir yıllık abone bedeli olan 400 lira gönderilmiş,[52]" olduğu bildirilmekteydi.

Cumhuriyet Halk Partisi genel merkezinin tavrı, ya da ekonomik gücü her zaman böyle olmuyordu. Antalya Halkevinin 1948'de çıkarmakta olduğu Meltem dergisinin hangi şartlar altında çıkarıldığının anlaşılması bakımından Halkevinin 14.7.1948 tarihli CHP Genel Sekreterliği'ne başvurusu ve başvurunun cevabı aşağıda verilmiştir:

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[50] BCA, *Antalya Halkevinin Faaliyetleri Hakkında*, Tarih: 9.9.1948, Dosya: 5. Büro, Fon kodu: 490.1.0.0, Yer no: 824.258.1.
[51] BCA, *aynı yer*.
[52] BCA, *aynı yer*.

"Bu günkü posta ile Halkevimizin çıkarmakta olduğu aylık "Meltem" dergimizin üçüncü sayısını büyüklerimize ve genel sekreterliğimize sunuyoruz.

Meltem'in ilk iki sayısı genç halkevli arkadaşlarımızın şahsi feragatları ve çırpınmaları içerisinde bir teksir makinesi ile basılmıştı. Basitliğinin bizleri utandıran endişe ve üzüntüsü ile bu ilk iki sayımızı Antalya dolaylarından dışarı çıkartamadık. Daha ilk iki sayısı ile dahi dergimiz, Antalyamız içerisinde aranılan, sevilen bir dergi oldu. Meltem'in üçüncü sayısını matbaada bastırarak memleket çapında bir halkevi dergisi olması azmi ile yeni bir adım atmış bulunuyoruz.

Amacımızda başarılı olmamız için Genel Sekreterliğimizin maddi yardımına ihtiyacımız bulunuyor. Bu, aynı zamanda bizi manen de teşvik edecektir.

Bugünkü posta ile Halkevleri Yollama Büromuza, Halkevlerimize gönderilmek üzere 500 adet üçüncü sayımızdan gönderiyoruz ve her ay göndereceğiz. Ya bu dergilerin senelik aboneliği karşılığı ya da yapacağınız ayrıca bir yardımı istirham etmekteyiz."[53]

CHP Genel Sekreterliği'nin 7.9.1948 tarihli Cumhuriyet Halk Partisi Antalya İl İdare Kurulu Başkanlığı'na gönderdiği cevabi yazısında; "Antalya Halkevimizin yayımlamaya başladığı Meltem adlı dergiye merkezce abone olunması ait dilekçenizin, bütçe imkânsızlığı yüzünden bu yıl için yerine getirilmesine imkân bulunmadığını bildiririz,[54]" denilmekteydi.

Yayın faaliyetleri dışında halkevinin diğer önemli bir faaliyeti de çeşitli konulardaki konferans ve söyleşileri ile sergi, konser ve gösterilerdir. Daha kuruluş yıllarında başlayan bir gelenek ile her çarşamba akşamı toplantılar, konferans ve söyleşiler ya da konserler verilmektedir. Halkevinin bu genel gecelerinde kadın erkek bütün vatandaşlara konser ve konferanslar açıktır. [55] Çeşitli tarihlerde halkevinde verilen konferanslardan bazıları şöyledir:

Halkevi salonunda 17 Şubat 1933 çarşamba akşamından itibaren Türk tarihi ve uygarlığı konusunda seri halinde bir konferans başlamıştır. Konferansı lise tarih öğretmenlerinden Osman Nuri Bey vermektedir.[56] 17 Mart 1933'te Halkevi yönetim kurulu üyesi Muammer Bey tarafından Türk hukuku mevzusunda, kadının umumi hayattaki konumu ve Cumhuriyetin adliye kurumlarında yaptığı yenilikler hakkında bir konferans verilmiştir. [57]

27 Şubat 1937'de Antalya milletvekili Rasih Kaplan Cumhuriyet Türkiyesi ve Türk milliyetçiliği konusunda bir konferans verdi. Yoğun ilgiden dolayı birçok dinleyicinin ayakta izlediği konferansta Kaplan aynı zamanda devlet ve hükümetin görüşleri olan düşüncelerini şöyle ifade etmişti: "(Eskiden) Türk unsur bu memleketin hâkim unsuru olduğu için azınlıkları incitmemek üzere Türk Türklüğünü söyleyemezdi. Arkadaşlar, bu saçma telakkiye artık yer veremeyiz, mutaassıp milliyetçiyiz. Anonim şirket halinde devlet istemiyoruz. Türk ulusu geçirdiği tecrübelerden istifade ederek bu yurdun yegâne hâkimidir." [58]

Tarım teknikleri konusunda Mayıs 1938'de Çeltik İstasyonu şefi Rahmi Çeltik tarafından 'Çeltik ekimi' ve Sıcak İklimler Nebatları İstasyonu uzmanlarından Mahir Öğütçü tarafından 'Okaliptüs yetiştirme' hakkında birer konferans verilmiştir. [59] Tarım konusunda başka bir bilgilendirme toplantısında Narenciye İstasyonu Müdürü Sami Yen, 22 Şubat 1941'de narenciyede budama ve fidan dikme hakkında bir konuşma yapmıştır. [60]

Halkevi güzel sanatlar şubesi düzenli aralıklarla konserler verdiği gibi salonunu kentteki okulların bu amaçla yaptıkları çalışmaları için de açıyordu. Özellikle Antalya Lisesi müzik kolu ve korosu konserlerini hep burada veriyordu.[61] Halkevi konserleri yalnızca halkevi salonunda verilmiyordu. Günümüzde Alaaddin Camii olarak bilinen Kılıçaslan mahallesindeki eski Rum Kilisesi 1940'larda halkevi batı müziği konser salonu olarak düzenlendi. 1940'lardan itibaren konserler verilmeye başlanan bu kilise halkevinin kapatılması ile 1950'lerde camiye çevrildi.[62]

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[53] BCA, *aynı yer*.
[54] BCA, *aynı yer*.
[55] *Resmi Antalya*, "Halkevinin Umumi Geceleri", Perşembe 22 Şubat 934.
[56] *Resmi Antalya*, "Halkevi Konferansları", 17 Şubat 1933.
[57] *Resmi Antalya*, "Halkevinde Konferans", 17 Mart 1933.
[58] *Resmi Antalya*, "Bay Rasih Kaplan'ın Konferansı", 4 Mart 1937.
[59] *Türkakdeniz*, "Halkevimizde-Halkevinde Tarım Konferansları", c. 2, Sa. 9, Haziran 1938, Antalya.
[60] *Türkakdeniz*: "Budama Ve Fidan Dikme Hakkında Bilgilendirme", c. 4, Sa. 22, Şubat 1941, Antalya, s. 14.
[61] Reşat Oğuz, "Talebe Konseri", *Türkakdeniz*, c. 5, Sa. 26, Şubat 1943, Antalya, s. 9.
[62] Çimrin, *age*, s. 116.

Güzel sanatlar şubesi, konserlerden başka çeşitli sergiler de açmaktaydı. 25 Şubat 1940'ta üç gün devam etmek üzere bir Resim ve Fotoğraf sergisi açmıştır. Sergide derece alanlara ödül de verilecektir. verilecektir. [63]

Antalya Halkevinin bir başka faaliyeti de okuma yazma kursları ile çeşitli konularda halkın bilgisini ve yeteneğini geliştirecek, bir meslek öğretecek kurslar açmasıdır. Bu kurslardan bazıları aşağıya çıkarılmıştır:

Okuma yazma kursları nerede ihtiyaç varsa orada yapılıyordu. Bu bağlamda cezaevinde bile kurs kurs açılmıştı. Örneğin; Antalya Halkevi tarafından Antalya Cezaevi'nde açılan 'Mahpushane Okulu Okulu Okuma Yazma Kursları'na 1936'da 124 mahkûm katılmış ve bunlardan 108 mahkûm mezuniyete hak kazanmıştı. Milli Eğitim müdürü ve Cumhuriyet savcısının da katıldığı belgelerin dağıtıldığı törende Halkevi bandosu sınav törenine renk katmıştı. [64]

Dershaneler ve Kurslar şubesi 1933'te Dumlupınar İlkokulu'nda gece dersleri, İpekçilik Mektebi'nde Fransızca kursu açmıştır. Bu dersler salı ve cuma geceleri yapılmaktadır.[65] Halkevi tarafından verilen yabancı dil kursları için İpekçilik Mektebi dersliklerinin tercih edildiği anlaşılmaktadır. 1935'te açılan Almanca ve Fransızca kurslarının verildiği yer yine bu okuldur. Aynı yıl ayrıca Gazi Mustafa Kemal İlkokulu'nda okuma ve yazma kursu da açılacaktır. [66]

1936'da açılmış olan müzik kurslarında; Piyano, Solo, Solfej, Konser, birinci ve ikinci sesler, Keman, Mandolin dersleri verilmiştir. Kurslar, çarşamba, perşembe cumartesi akşamları verilmektedir. [67]

Halkevi ve yayın organı Türk Akdeniz, çalışmalarıyla Antalya'nın kültür ve tarihine çok büyük katkı sunmuşlardır. Türk Akdeniz'in Şubat 1937 sayısında okurlarından, Antalya ve çevresinin tarihine, coğrafyasına, kültürüne ve folkloruna ait ellerine geçen belgeleri dergiye göndermelerini isteyerek, Antalya için tarihi bir görev üstlenmişleridir.[68]

Antalya Halkevi'nin faaliyetlerinin temel çıkış noktası olarak ise kendi yayın organı Türkakdeniz'de, halkevlerinin on birinci yıldönümü dolayısıyla kaleme alınan bir yazıda şöyle dile getirilmekteydi:

"Bu müesseseler milli mabetler olarak nitelendirilmekte ve yurtçuluk ve Türkçülük uğrunda neler başarabileceğini bazı misalleriyle müşahede mümkün ve bununla övünme caiz ve hakkımızdır." [69]

4. Sonuçlar

Tek Partili dönemde açılmış olan halkevleri, o dönemle ilgili olarak üzerinde en çok tartışılan kurumlardan biri olmuştur.

Tek parti döneminin sonlarına doğru muhalefet cephesinden halkevlerine eleştiriler gelmeye başlamıştır. Bu gelişmede ve halkevlerinin kapatılmasında da temel etken olarak gösterilen neden halkevlerinin Cumhuriyet Halk Partisi ve devlet/hükümetle olan organik/yarı organik bağı olmuştur. Örneğin Antalya yerelinde de halkevi binası aynı zamanda Cumhuriyet Halk Partisi il örgütüne ev sahipliği yapmıştır.

Halkevlerine getirilen bir başka eleştiri de halka yeterince inemediği, aydınla halk arasında uçurumu artırdığı, Cumhuriyet Halk Partisinin güdümünde olduğu yönündedir. Kimi bakış açısına göre ise yeni bir vatandaş modeli yaratma girişimi olan halkevlerinin örneğin köycülük çalışmaları, Türkiye'nin modernleşmesini geciktiren, ne köylü ne de modern olan bir toplum yapısına yol açmaktadır; ayrıca çalışmalarında köylüyü küçümseyen bir dil de kullanılır.[70] Başka bir eleştiri ise Kemalizm ideolojisinin halka dayatılmasıdır.

Bu eleştirilerden belki daha önemli olan ise Başbakan Menderes'in halkevlerinin kapatılmasında

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[63] *Antalya*, "Halkevi Sergisi", 22 Şubat 1940.
[64] *Resmi Antalya*, "Cezaevi Kursu: 108 Okur Yazar Yetiştirdi", 2 Temmuz 1936.
[65] *Resmi Antalya*, "Halkevi Halk Dershaneleri Şubesi Gece Dersleri", 24 Şubat 1933.
[66] *Resmi Antalya*, "Kurslar-Halkevi Reisliğinden", 31 İkinci kanun 1935; *Resmi Antalya*, "Kurslar-Halkevi Reisliğinden", 7 Şubat 1935.
[67] *Resmi Antalya*, "Halkevinde Musiki ve Lisan Dersleri", 10 Birinci Kanun 1936.
[68] *Türkakdeniz*, "Halkevi-Antalya Kültürüne Ait Vesikaların Toplanması", c.1, Sa. 1, Şubat 1937, Antalya, s. 26.
[69] Enver Akcan, "Onbir Yaşına Girerken", *Türkakdeniz*, c. 5, Sa. 26, Şubat 1943, Antalya, s. 1.
[70] Funda Gençoğlu Onbaşı, "Halkevleri ve Ülkü Dergisi: Erken Cumhuriyet Döneminde Köycülük Tartışmaları", *Çağdaş Yerel Yönetimler*, c. 20, S. 3, Temmuz 2011, s. 69-98.

yana olan tutumudur. Aydın Halkevi'nin açılışını yapan ve halkevlerine övgüler düzen Adnan Menderes 1950'de değişen siyasal ortam ve oy kaygıları[71], muhalefet partisiyle çekişmelerden kaynaklanan tutum değişikliği ile halkevlerinin kapatılmasını sağlayacaktır.

14 Mayıs 1950 seçimlerini tek parti döneminin Cumhuriyet Halk Partisi yerine ona muhalif Demokrat Parti'nin kazanması ve yeni bir siyasal ortama girilmesinin ardından Halkevlerinin kapatılmasını sağlayan bir yasa çıkartılmıştır. Böylece, 1950'ye gelindiğinde sayıları 478'i bulan Halkevi ve 4.322 Halkodası ile birlikte Antalya Halkevi de 8 Ağustos 1951 tarih ve 5830 sayılı yasa ile kapatılmış ve 26 Kasım 1951'de hazineye intikal ettirilerek faaliyetlerine son verilmiştir.

Antalya Halkevi dokuz şubesi ile Antalya halkının çeşitli alanlarda gelişmesine katkı sunmuştur. Antalya halkı ve gençler bir yandan tiyatro eserleri izler ve kendileri oyunlar ortaya koyarken, bir yandan da ilk defa piyano, keman gibi müzik aletlerini verilen kurslarla bu kurumda öğrenmişlerdir. Antalya Halkevi'nin yayın organı olan Türk Akdeniz, şehrin kültür yayını olmuş ve aynı zamanda halkı çeşitli konularda bilgilendirmiştir. Özellikle dil devrimi çalışmalarında derleme faaliyetleri ile katkıda bulunmuştur. Halkevi ayrıca okuma yazma kursları açarak birçok vatandaşın okuryazar olmasını sağlamıştır. Açtığı çeşitli kurslarla halkın hem sanat ve estetik yönlerinin gelişmesine katkı sunmuş hem de diğer alanlarda, özellikle tarımsal eğitimlerle meslekî katkıda bulunmuştur. Sosyal yardımları ile ihtiyaç sahiplerine el atmıştır. Köz gezileri ve köylerde kurduğu örnek bahçeleri ile köy kalkınması ve köy kent kaynaşmasına katkı sunmuştur.

Antalya için olduğu kadar Türkiye için de tarihi bir görev üstlenen ve bu görevini de layıkıyla yerine getirmiş bulunan halkevleri 1950, daha doğrusu 1945-46 sonrası Türkiye'de iktidara gelenlerin devleti yönetme de farklı bir ideoloji benimsemeleri sonucu kapatılmıştır. Bunun yanında Tek Parti Dönemi iktidarlarının yıpranması ve yıllarca süren Cumhuriyet Halk Partisi politikalarına karşı oluşan ve ülke yararı gözetilmeden gösterilen tepkilerin yansıması olarak da değerlendirilmelidir. Kapatılmalarında 1950'de seçimlerin kazanan Demokrat Parti'nin oy kaygısı, kurumun muhalefet ettiği Cumhuriyet Halk Partisi'nin arka bahçesi olması vb nedenler öne çıktığı kadar 1950 öncesi Cumhuriyet Halk Partisi yöneticilerinin tutumunun da etkisi vardır. Şöyle ki; Yeni kurulan Demokrat Parti ve başka partilerin halkevlerinden yararlanma talepleri dernek tüzüğüne aykırı olduğu gerekçesiyle izin verilmemiştir. Bu tutum halkevlerini daha tartışmalı bir hale getirmiştir. Burada halkevlerinin kapatılmasında Demokrat Partinin olduğu gibi Cumhuriyet Halk Partisi yöneticilerinin de olumsuz/uzlaşmaz kararlarının rolünü de belirtmek gerekir.

Kapatılmalarındaki temel neden ise yukarıda da söylendiği üzere Cumhuriyet Halk Partisi ile olan organik bağıdır. Halkevlerinin bağımsız olduğu, bunun doğru olmadığı ile ilgili açıklamalar da yapılsa da gerçekte 19 Şubat 1932'de halkevlerini açılışı ile ilgili olarak Cumhuriyet Halk Partisi Genel Sekreteri Recep Peker radyoya verdiği demeçte; "CHP'nin halkevleri ile takip ettiği gaye, milleti bilinçli, ideale bağlı bir halk kütlesi haline getirmektir" demektedir. Burada bu organik bağ kapatılma nedeni olabilir mi sorusu akla gelebilir. Çünkü dönem değerlendirirken, o dönemde Cumhuriyet Halk Partisinin devletin tek partisi olduğu, dönemin tek partili dönem olduğu, hatta valilerin aynı zamanda CHP il başkanları, içişleri bakanlarının CHP genel sekreteri olduğu unutulmamalıdır. Kapatılma olayının bir de trajikomik yanı vardır. O da başbakan Adnan Menderes'in bir dönem övdüğü bu kurumları kapatılma sürecinde faşist kurumlar olarak nitelemesidir.

Son söz olarak halkevleri siyasete kurban gitmiştir yargısında bulunmak gerekir.

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ERPA
International Congresses on Education
4-7 June 2015
Athens/Greece

Attitudes of the individuals benefiting from youth centers toward leisure activities

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Abstract

The purpose of the study is to determine attitudes of the individuals benefiting from youth centers toward leisure activities, and to compare them in terms of several demographic variables. The study universe consists of the individuals benefiting from the Youth Centers located in Ağrı and Şırnak provinces and their counties, and the sample group consists of a total of 558 people selected through random sampling method, including 249 males (43.5%) and 309 females (56.5%). As the main data collection tool, "Leisure Attitude Scale" (LAS) developed by Ragheb and Beard (1982), which was adapted to Turkish and validity and reliability study of which was conducted by Akgül and Gürbüz (2010), was used in the study. t-test and ANOVA tests were used for the relevant samples in analysis of the data obtained. As a result of the analyses conducted, it was determined that there were differentiations in affective sub-dimension of the scale according to the demographic variables. In conclusion, it was found that the young people expressed that the recreational areas of the cities they live were insufficient, to this respect, they had difficulty in making use of their leisure times, that they thought restrictively, and that they spent their leisure times mostly at youth centers.
Keywords:
Attitude; Leisure Time; Youth Center; Recreation.

1. Introduction

The mentality and talents developed during leisure time is important not only for the individual, but also for the society since they are part of the individual and affect the business life (Kara et al., 2011). From this perspective, attitudes of the individuals toward leisure time are of great importance for both developed countries and developing countries. Taking into account this fact, the developed countries develop too diverse possibilities for their individuals to make better use of their leisure times and offer these to the society. This comes into view in different forms in different cultures. Because people may reflect the rules, beliefs and values of the culture they are part of to their attitudes and behaviors. In developed societies, with elevation of the economic welfare level, people's interest in maintaining a more quality lifestyle increases (Akgül, 2011). Sportive, social and cultural life, which becomes meaningful as an indicator of welfare and culture levels of today's societies, gradually gains more importance (Kara et al., 2011).

In this context, it should be considered that, through participation of the young people in sportive, social and cultural activities, they will perceive time management better in the future and have positive changes in their leisure attitudes. It seen from the studies in the literature that these positive changes will enhance personal as well as social quality (Karaküçük, 2005; Green et all., 2005; Güngörmüş, 2007; Sindik et al., 2009; Akgül, 2011).

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In our country, the policy of the Ministry of Youth and Sports intended to spreading the Youth Centers to provinces, which will orient the young people to such activities, is in progress. At these centers, it is aimed to bring in favorable habits to young people in their leisure time and make them maintain such attitudes in the future (GSGM, 2013).

Based on this information, the purpose of the study is to determine attitudes of the individuals benefiting from youth centers toward leisure activities, and to compare them in terms of several demographic variables.

2. Method

The study universe consists of the individuals benefiting from the Youth Centers located in Ağrı and Şırnak provinces and their counties, and the sample group consists of a total of 558 people selected through random sampling method, including 249 males (43.5%) and 309 females (56.5%). As the main data collection tool, "Leisure Attitude Scale" (FTAS) developed by Ragheb and Beard (1982), which was adapted to Turkish and validity and reliability study of which was conducted by Akgül and Gürbüz (2010), was used in the study. Turkish version of the scale comprises 36 items, and evenly distributed (12 items) 3 sub-dimensions, which are designated as (a) cognitive, (b) affective and (c) behavioral. The statements contained in the scale are assessed over 5-point Likert-type scale, arranged as (1) I strongly disagree to (5) I strongly agree.

Table 1. Internal Consistency of the Leisure Attitude Scale

Sub-dimensions	Alpha
Cognitive	.85
Affective	.84
Behavioral	.83
Overall Scale	.92

Cronbach Alpha internal consistency coefficient was calculated for testing the reliability level of the scale in Table 1. Accordingly, scale sub-factors of Cronbach Alpha internal consistency coefficient calculated to test reliability of the scale was found as .85 for (a) cognitive, .84 for (b) affective, and .83 for (c) behavioral. Cronbach Alpha internal consistency coefficient of the overall scale was 0.92.

3. Data Analysis

Frequency, arithmetic mean, standard deviation, t-test and ANOVA tests for independent sample were used as statistical method in analysis of the data obtained according to the "Simple Random Sampling Method", which is frequently used in social sciences. Significance value was considered as $p<0.05$.

4. Results

Table 2. Results of t-Test of the Scores of Leisure Attitude Scale Sub-dimensions by the City of residence

Sub-dimensions	City of residence	N	X	SD	t	p
Cognitive	Şırnak	243	3.77	.68	-.422	.673
	Ağrı	315	3.80	.72		
Affective	Şırnak	243	3.61	.76	-3.053	**.002**
	Ağrı	315	3.80	.66		
Behavioral	Şırnak	243	3.38	.77	-3.618	**.000**
	Ağrı	315	3.60	.68		

When results of the t-test were examined; it was found that differences emerged in "affective" (t=-3.053; p=.002) and "behavioral" (t=-3.618; p=.000) sub-factors of the participants by the variable "city of residence" (p<0.05), and that this difference resulted from the young people living in Ağrı.

Table 3. Results of ANOVA Test of the Scores of Leisure Attitude Scale Sub-factors by the Length of Weekly Leisure Times

Sub-Dimension	Length of Weekly Leisure Time	N	$\overline{X}$	SD	F	p	Difference-Tukey
Cognitive	**1-5 hours**	125	3.66	.68	2.654	.048	**1-2, 1-4**
	6-10 hours	169	3.87	.678			
	11-15 hours	147	3.73	.73			
	16 hours ≥	117	3.85	.74			

When Table 3 was examined, it was determined that there was a difference in the "cognitive" factor of LAS [F(3-554)=2.654; p=.048] according to the results of ANOVA test conducted by the variable "length of weekly leisure time", and that this difference was between the participants who stated that they had "1-5 hours" ($\overline{X}$ =3.66) leisure time weekly, the participants who stated that they had "6-10 hours" ($\overline{X}$ =3.73) leisure time weekly, and the participants who stated that they had "16 hours ≥" ($\overline{X}$ =3.85) leisure time weekly.

Table 4. Results of ANOVA Test of the Scores of Leisure Attitude Scale Sub-factors by the Difficulty in making use of Leisure Times

Sub-Dimension	Having difficulty in making use of Leisure Time	N	$\overline{X}$	SD	F	p	Difference-Tukey
Affective	**Always**	103	3,63	,70	4,417	,013	**1-3, 2-3**
	Sometimes	337	3,68	,73			
	Never	118	3,88	,65			

According to the results of ANOVA test conducted by the variable "having difficulty in making use of leisure time" in Table 4, it was determined that there was a difference in the "affective" factor of LAS [F(2-555)=4.417; p=.013], and that this difference was between the participants who stated that they "always" had difficulty ($\overline{X}$ =3.63), the participants who stated that they "sometimes" had difficulty ($\overline{X}$ =3.68) weekly, and the participants who stated that they "never" had difficulty ($\overline{X}$ =3.88).

5. Discussion and Conclusion

It was found that 78.9% of or study group had difficulty in making use of leisure times, 83.3% stated that the recreational areas to make use of their leisure times were too limited in their cities, and consequently, 62.4% spent their leisure times usually in passive (home) activities. Many studies conducted on different sample groups have findings supportive of our study (Karaküçük, 2005; Koçak, 2005; Gürbüz, 2006). For instance, according to the result of the study conducted by Gürbüz (2006), he determined that the instructors often participated in activities in home environment (67.1%). Another example is the study conducted by Deffner and Syrakoulis (2004) on 119 participants. According to the results of the study, the most preferred activity of the participants included in the study group is watching TC/video.

When results of the t-test were examined; it was found that differences emerged in "affective" and "behavioral" sub-factors of the participants by the variable "city of residence" (p<0.05), and that this difference resulted from the young people living in Ağrı. Although the analysis results are close to each other, since Ağrı has more favorable statistics than Şırnak in terms of various variables such as socio-economic factors, sports facilities and youth centers, etc. (Yenel and Güngörmüş, 2006), we confront this result as a normal expectation. In a study conducted by Akgül (2011), although no difference emerged in according to the variable "city of residence", he determined that mean scores of the young people living in metropolises were higher compared to those living in urban and rural areas in all the three factors. These results are in parallel to those in our study.

It was determined that there was a difference in the "cognitive" factor of LAS according to the results of ANOVA test conducted by the variable "length of weekly leisure time", and that this difference was between the participants who stated that they had "1-5 hours" ($\bar{X}$ =3.66) leisure time weekly, the participants who stated that they had "6-10 hours" ($\bar{X}$ =3.73) leisure time weekly, and the participants who stated that they had "16 hours ≥" ($\bar{X}$ =3.85) leisure time weekly. Consequently, according to the results of ANOVA test conducted by the variable "having difficulty in making use of leisure time", it was determined that there was a difference in the "affective" factor of LAS, and that this difference was between the participants who stated that they "always" had difficulty ($\bar{X}$ =3.63), the participants who stated that they "sometimes" had difficulty ($\bar{X}$ =3.68) weekly, and the participants who stated that they "never" had difficulty ($\bar{X}$ =3.88). In the light of these results, we can say that the young people who have more leisure time have a higher level of leisure attitudes in terms of the cognitive factor compared to those who have less leisure time, and that the young participants who do not have difficulty in making use of their leisure times have a higher level of leisure attitudes in terms of the affective factor compared to the other two groups. Our study shows parallelism with the study of Akgül (2011).

In conclusion, it was found that the young people expressed that the recreational areas of the cities they live were insufficient, to this respect, they had difficulty in making use of their leisure times, that they thought restrictively, and that they spent their leisure times mostly at youth centers.

The results obtained show that the leisure attitude differs in Ağrı and Şırnak cities by various variables. It can be suggested that recreational life of young people in Ağrı exhibits a more active appearance compared to the young people in Şırnak.

In the light of these results, it can be said that, with increase of the number of youth center facilities and sufficiency of personnel in our country, favorable changes can be observed in leisure attitudes of the young people, and thereby, personal development of young people who get involved in recreational activities may contribute both to themselves as an individual and to our country in social sense.

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