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İlköğretim İkinci Kademe ve Ortaöğretim Öğrencilerinin Derse Aktif Katılıma Yönelik Tutumları

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Giriş

Aktif öğrenme ortamının en temel ögesi aktif katılımcıların yer aldığı sınıflardır. Öğrenciler sahip oldukları bilgileri ve fikirlerini aktif bir şekilde sınıf ortamında sunduklarında ya da ifade ettiklerinde onları öğrenme ya da hatırlama şansları artmaktadır.

Derse aktif katılım, öğrencilerin sınıf içerisinde konuşması, sorular sorması, sorulan sorulara yanıt vermesi, tartışmalara katılması ve yorum yapması olarak tanımlanabilir. Derse katılım öğrencinin diğer bir grup öğrenci ile fikirlerini paylaşmasıdır. Derse aktif katılım öğrencinin kendine yöneltilen sorulara tepkiler vermesi, görüşlerini ve düşüncelerini açıkça ifade etmesidir. Başka bir ifade ile, öğrencilerin kendi öğrenmelerinin sorumluluğunu alması, kendi sorularını tartışması ve dersi yorumlamasıdır.

Öğrencilerin derse aktif katılımları, sınıf ortamında sadece pasif bir şekilde öğretmeni dinlemesinden daha fazlasıdır. Kalabalık grup çalışmalarından kısa yazma çalışmalarına, dinleme etkinliklerinden konuşma etkinliklerine pek çok şeyi içine alabilir. Bu şekilde öğrenciler bilgileri alırlar ve sunulan materyallere tepki verirler; ders materyallerine ve gerçek yaşamda karşılaştıkları durumlara başvurarak sınıf içerisinde problemleri çözerler.

Genellikle öğrencilerin sınıf ortamında aktif bir şekilde derse katılmaları, onların hem bilgiyi edinmelerinde hem de problem çözme becerilerinin gelişmesinde kolaylaştırıcı bir etkiye sahiptir. Sınıf aktivitelerine aktif katılım yeni beceriler öğrenmek için iyi bir fırsat sağlar. Derse aktif katılım öğrencilerin öğrenme için önemli olan derin düşünmelerine ve anlamlı bağlantılar kurmalarına yardım eder. Sınıf ortamında derse aktif katılan öğrenciler pasif olan öğrencilere göre daha etkili bir şekilde bilgiyi edineceklerdir.

Derse aktif katılım öğretimin başarısında önemli bir rol oynar ve öğrencilerin kişisel gelişimlerine katkı sağlar. Aktif katılan öğrenciler bu katılım yoluyla hem öğrenmiş hem de etkileşim kurmuş olurlar. Derse aktif

katılan öğrenciler kendilerine sunulan materyali daha iyi anlar ve ayrıca aktif düşünmelerine yardımcı olur. Başarı için gerekli olan dinleme ve konuşma becerilerinin gelişimine katkı sağlar.

Üretken öğrenme ortamları oluşturmak için en önemli unsurlarından birisi, derse aktif bir şekilde katılmaya istekli olmaktır. Fakat bazen öğrenciler, yetersiz oldukları duygusuyla derse katılmak istemeyebilirler. Bazen de öğrenciler yanlış ya da uygun olmayan cevaplar yüzünden küçümsenmek korkusuyla derse katılmazlar. Ya da eğer öğretmen öğrencinin söyledilerini çok dikkate almazsa öğrenci derse katılmak istemeyebilir. Bu bağlamda bu çalışmanın amacı ilköğretim ikinci kademe ve ortaöğretim öğrencilerinin derse aktif katılıma yönelik tutumlarını incelemektir.

Yöntem

Çalışmada, ilköğretim ikinci kademe ve ortaöğretim öğrencilerinin derse aktif katılıma yönelik tutumlarını incelemek amaçlanmaktadır. Çalışma tarama modeli ile desenlenmiştir. Çalışmanın örneklemini Afyonkarahisar ilindeki ilköğretim ikinci kademe ve ortaöğretim öğrencilerinden seçkisiz olarak seçilen 239 öğrenci oluşturmaktadır. Çalışmada araştımacılar tarafından geliştirilen "Öğrencilerin Derse Aktif Katılımlarına Yönelik Tutum Ölçeği" kullanılmıştır.

Bulgular

Çalışmada, araştırmacılar tarafından geliştirilen "Öğrencilerin Derse Aktif Katılımlarına Yönelik Tutum Ölçeği" kullanılmıştır. 20 maddeden oluşan ölçek 239 öğrenciye uygulanmıştır. Ölçek maddelerinin yapı geçerliğini belirlemek için faktör analizi yapılmıştır. Faktör analizinin sonucunda maddelerin faktör yüklerinin .48-.81 arasında değiştiği görülmektedir. Yapılan güvenirlik analizi sonucuna göre, ölçeğin birinci boyutunun güvenirlik değerinin .85; ikinci boyutunun .81; üçüncü boyutunun .70 ve dördüncü boytunun .61 olduğu görülmektedir. Ölçeğin tüm boyutlarının güvenirlik değeri ise .82 olarak hesaplanmıştır.

Çalışmada, elde edilen verilerin değerlendirilmesinde t testi ve tek yönlü varyans analizi kullanılmıştır. T testi sonucuna göre öğrencilerin derse aktif katılıma yönelik tutumları cinsiyet değişkeni açsından ele alındığında anlamlı bir farklılığın olmadığı görülmektedir. Tek yönlü varyans analizi sonuçlarına göre ise öğrencilerin derse aktif katılımlarının sınıf ve okul türü değişkenlerine göre anlamlı bir şekilde farklılaştığı belirlenmiştir.

Sonuç

Derse aktif katılım, öğrenmenin önemli bir bölümüdür. Bu çalışmadan elde edilen araştırma bulguları, öğrenciler kendilerini güvende hissedeler ve sınıf ortamında rahat olurlarsa, öğretmen tarafından cesaretlendirilirlerse, öğretmen dersi öğrenciler için daha ilgi çekici bir hale getirirse onların derse katılımlarının artma eğilimde olduğunu göstermektedir.

The Attitudes of Secondary and High School Students Towards Participation During Class Time

Abstract

Recently, the new curricula are becoming more student-centered by means of new concealing paradigms. Students are taking place more actively during the lesson. However, sometimes students tend not to participate the lesson during class time. The attitudes of students are quite important in this period. In this study, it is aimed to define the attitudes of the students towards participation during class time. The descriptive model is used. The sample of this study comprises 239 students chosen randomly among the secondary and high school students in Afyonkarahisar province. In this study, the Likert scale consisting of 20 questions is used. The data acquired from students have been analyzed by t-test and one-tailed variance analysis. By means of which, it is aimed to find out whether there is a statistical meaningful difference among the attitudes of students towards participation during class time in terms of some descriptive variables such as gender, class and school type.

Key Words: Students' participation, attitudes.

Introduction

Due to the developments happening in the world, the education systems are changing day by day. Lately, the education programs are becoming more student-centered. Students' active participations to courses enables permanent learning. However, students sometimes tend not to attend the lessons.

Participation usually means students speaking in class, answer and ask questions, make comments and join in discussions (Lee, 2005: 2). To Böhlke (2003: 73) participation refers to distribution of speak contributions among participants in a group. During students' participation in a lesson,

they are encouraged to take responsibility for developing and discussing their own questions and interpretations of the subject (Carrison & Ernst-Slavit, 2005: 97).

Students' participation in class requires students to be completely wrapped up in the class (Green, 2008: 21). Dancer and Kamvounias (2005) say that participation can be seen as an active engagement process which can be sorted into five categories: preparation, contribution to discussion, group skills, communication skills and attendance.

When the students are provided with the chance to interact with each other, productive learning takes place (Carrison & Ernst-Slavit, 2005: 97). Moreover, when they become active, it allows them to enjoy learning. Class participation and active engagement are both critical components for students success in a variety of classroom settings. Class participation captures the traditional understanding of participation which includes asking and answering questions, participating in class discussions and activities. It also may include speaking, thinking, reading, role taking and engaging oneself and others (Peterson, 2001).

Woods (1996: 177) recommends that to improve learning, students should actively engage in lesson. Students who are actively involved in class are more likely to understand the material presented (Romsden, 1992; ret. Sariefe & Klose, 2008: 1). Also class participation consents positive signals to students about the kind of learning and thinking, active learning, development of listening and speaking skills needed for success (Bean & Peterson, 1998).

Learning is enhanced when the frequency with which students actively respond during instruction in increased (Gardner, Heward & Grossi, 1994: 63). According to Svinicki (2005), when the students are actively involved in manipulating ideas and information, they have a much greater chance of learning and remembering these ideas and information. However, the problem occurs when the students don't feel comfortable and don't want to participate.

Green (2008: 15) underlines that willingness to actively participate in a class is one of the most important factor to enable productive learning. However, sometimes students don't participate because of low self-esteem which produces feelings of unworthiness or inability. And sometimes, for fear that being ridiculed which results in inappropriate responses or inaccurate answers, they don't take part in the course (Wilen, 2004). Moreover, if there is any sense that a teacher couldn't care less about what

students say they won't participate. Besides, if there is any sense that they will feel humiliated or ridiculed in class, they won't speak up (Nickerson, 2005: 1).

According to Modell (1996), the problem is that most students have spent the majority of their school career in passive learning environments in which they were required to demonstrate only that they had assimilated information that was disseminated in class. As a result of this, they have become adept at organizing information in formats that are conductive to memorization but are not necessarily appropriate for building the integrated conceptual models that form the foundation for analyzing physiological systems.

However, the learner needs not only hear, but to see, discuss, perform, get a feeling of achievement, and even teach in order to process and relate newly-acquired knowledge (Sariefe & Klose, 2008: 1). Involving students in their own learning experience is a necessity in promoting progressive learning (Critelli & Tritapoe, 2010). However, many students are uncomfortable with presenting viewpoints in a large group setting but contributing to discussion is an important part of their developments (Nickerson, 2005: 3). At that time, a teacher should praise and humour with a supportive classroom atmosphere to encourage students to participate (Ribot, 2011: 3).

For most students, undergraduate and graduate, it has to feel safe to participate. So, a teacher should try to encourage students to speak in class and develop their public skills (Thomson, 2008). He can encourage students to explain their responses to questions, to write down topics and issues they would like discussed in class and to think about and to write out questions they have (Wilen, 2004). Svinicki (2005) emphasizes giving the students a chance to be prepared to discuss, encouraging them to ask questions of each other and the teacher, and maintaining a warm, outgoing, friendly atmosphere in class are very important points to make them participate. Because in an active learning environment, students are encouraged to engage in the process of building and testing their own mental models from information that they are acquiring.

Participation is a way to bring students actively into the educational process and to assist in enhancing our teaching and bringing life (Cohen, 1991: 699). There are various reasons, that students fail to participate in class. To build a successful and an active learning environment, both teachers and students try to change their traditional roles in the classroom and sweep up

the reasons that cause students being less willing or unwilling to participate. So, in this study, it is aimed to define students' attitudes towards participation the lesson actively and to provide contribution the students' participation the lesson more productively during class time.

The Aim of the Study

It is aimed in this study to define the attitudes of secondary and high school students towards participation during class time in terms of some variables. So the problem sentence of the study is defined as "How are the attitudes of the secondary and high school students towards participation during class time?". In the light of this research question these sub-questions will be answered:

1-What is the distribution of the attitudes of the secondary and high school students towards participation during class time?

2-Is there a meaningful difference between the attitudes of students towards participation and gender?

3-Is there a meaningful difference between the attitudes of students towards participation and their grade?

4-Is there a meaningful difference between the attitudes of students towards participation and school type they are in?

Research Model

This study has been constructed with survey model. According to Karasar (2005: 77) survey technique is a research approach that aims to describe a situation that existed in the past or still exists as it is and aims to describe an event that has been subject to a research in its own conditions as it is. Furthermore, survey model is a model that aims to define the degree between two or more variables being in a group (Cohen, Manion & Morrison, 2000). This is why general survey model has been used as the main research model.

Universe and Sampling

The universe of this study is the students taught in Afyonkarahisar province. However, because of the vastness of the study universe, the students chosen randomly among 6^{th}, 7^{th}, 8^{th} grades of the secondary school students and 9^{th}, 10^{th}, 11^{th} and 12^{th} grades of high school students are

constituted the sample of the study. There are 239 students, comprising 164 male students (69%) and 75 female students (31%).

Data Collection Tools

In order to constitute the items of the tool used in the study, the literature review has been done besides asking open ended questions to six teachers, three of whom work in a secondary school and the others work in a high school. With the data acquired from these, the first draft scale of the study comprises 61 items. Having prepared the first draft scale, a Turkish teacher controlled it for its grammatical mistakes. After regulations, it is administered to 239 students. 17 of these students are 6^{th} grade, 14 of them are 7^{th} grade, 33 of them are 8^{th} grade, 43 of them are 9^{th} grade, 55 of them are 10^{th} grade, 26 of them are 11^{th} grade and 51 of them are 12^{th} grade students.

In order to define the sizes of the scale and the construction validity, the scale is analyzed with factor analysis. As a result of KMO and Barlett test done to define the suitability of the acquired data to factor analysis, the KMO value has been found as .86 and the Barlett test has been found as .000 ($p<.05$). According to Büyüköztürk (2011: 126) this data shows the significance and normality of the data. As a result of factor analysis done to define the construct validity of the scale, the factorial validity of the scale items changes between 0.48-0.81 and there have been eighteen factors. However, some of 36 items on the scale got into more than one factor, their factor loads are under .40. According to Büyüköztürk (2011: 24), if the difference between factor loads are less than .10, they should be extracted from the scale. So, these items have been taken out of the scale. Then, factor analysis has been done again and items in the scale have been arranged under four factors. There are eight items under the first factor “confidence"; seven items under the second factor “excitement", three items under the third factor “interest” and two factors under the fourth factor "independency".

The reliability value of the first factor is .85; the reliability value of the second factor is .81; the reliability of the third factor is .70 and the reliability of the fourth factor is .61. The total reliability has been calculated as .82. According to Büyüköztürk (2011) the fact that alpha ratio is between 0.80-1.00 shows that the scale is highly reliable. And after these statistical steps, the original scale is constituted with 20 items. The items on the attitude scale has been graded as 5 point Likert scale “I totally disagree” , “I disagree”, “I can’t decide”, “I agree” and “I totally agree”. The attitude scale

has two sections. In the first section, some variables such as gender, class, age and school type have been placed. Besides this, in the second section 20 items have been placed.

Analysis of the Data

The data acquired from 239 students have been analyzed. In the analysis of data, statistical procedures of arithmetic average, frequency, percentage, factor loadings, one-way variance analysis (Anova) and t-test have been used. Findings acquired from scales have been evaluated with the ranges of 4.20-5.00 I totally agree, 3.40-4.19 I agree, 2.60-3.39 I can't decide, 1.80-2.59 I disagree and 1.00-1.79 I totally disagree. After this step t-test has been applied to determine whether there has been a meaningful difference in terms of gender and one-way variance analysis (Anova) has been applied to determine whether there has been a meaningful difference in terms of school type and grade variables.

Findings

1-What is the distribution of the attitudes of the secondary and high school students towards participation during class time? In Table 1, there are findings about factor 1 "confidence".

Table 1. Frequency, Percentage, Mean of Items for Factor 1-Confidence

Items		1	2	3	4	5	X	
1	f	2	3	16	97	121	4.38	I totally
	%	0.8	1.3	6.7	40.7	50.6		agree
2	f	-	5	10	58	166	4.61	I totally
	%	-	2.1	4.2	24.3	69.5		agree
4	f	1	9	17	94	118	4.33	I totally
	%	0.4	3.8	7.1	39.3	49.4		agree
5	f	5	30	40	121	43	3.69	I agree
	%	2.1	12.6	16.7	50.6	18.0		
14	f	3	8	9	55	164	4.54	I totally
	%	1.3	3.3	3.8	23.0	68.6		agree
18	f	2	5	15	57	159	4.54	I totally
	%	0.8	2.1	6.3	23.8	66.5		agree
21	f	1	7	18	82	131	4.40	I totally
	%	0.4	2.9	7.5	34.3	54.8		agree
26	f	7	10	19	78	125	4.27	I totally
	%	2.9	4.2	7.9	32.6	52.3		agree

As it is seen in Table 1, 50.6% of the students state that they totally agree the first item of the scale which says "I am really interested in participating during class time". 66.5% of the students state that they totally agree the eighteenth item of the scale which says "I am happy when I am confident". In the first factor of the scale, students generally state that they totally agree. This shows that when students become confident, they participate the lesson more.

Table 2. Frequency, Percentage, Mean of Items for Factor 2-Excitement

Items		1	2	3	4	5	X	
44	f	66	52	37	43	41	2.75	I can't
	%	27.6	21.8	15.5	18.0	17.2		decide
49	f	37	59	37	59	47	3.08	I can't
	%	15.5	24.7	15.5	24.7	19.7		decide
50	f	45	60	22	69	43	3.02	I can't
	%	18.8	25.1	9.2	28.9	18.0		decide
51	f	51	55	31	61	37	2.89	I can't
	%	21.8	23.0	14.2	25.5	15.5		decide
53	f	26	40	37	80	56	3.41	I agree
	%	10.9	16.7	15.5	33.5	23.4		
54	f	21	38	30	115	35	3.43	I agree
	%	8.8	15.9	12.6	48.1	14.6		
56	f	54	49	58	50	28	2.78	I can't
	%	22.6	20.5	24.3	20.9	17.1		decide

In table 2, 28.9% of the students state that they can't decide the fiftieth item of the scale which says "I get excited while participating if my friends look at me". In the second factor of the scale, students generally state that they can't decide. This shows that they are not sure about the effect of excitement on participation.

Table 3. Frequency, Percentage, Mean of Items for Factor 3-Interest

Items		1	2	3	4	5	X	
10	f	144	62	21	5	7	1.61	I totally
	%	60.3	25.9	8.8	2.1	2.9		disagree
30	f	146	57	20	12	4	1.62	I totally
	%	61.1	23.8	8.4	5	1.7		disagree

31	f	5	4	23	66	141	4.39	I agree
	%	2.1	1.7	9.6	27.6	59		

In table 3, 69.3% of the students state that they totally disagree the tenth item of the scale which says "Participating the lesson is really boring". According to the third factor of the scale, if the students are interested in lesson, they tend to participate course more.

Table 4. Frequency, Percentage, Mean of Items for Factor 4-Independency

Items		1	2	3	4	5	X	
46	f	12	28	48	71	79	3.75	I agree
	%	5	11.7	20.1	29.7	33.1		
57	f	16	24	59	74	66	3.62	I agree
	%	6.7	10	24.7	31	27.6		

In Table 4, 33.1% of the students state that they agree the forty-sixth item of the scale which says "Even if I answer the question in a wrong way, I participate the lesson". That shows if students feel independent and think that the teacher doesn't angry with them, they participate the course more.

2- Is there a meaningful difference between the attitudes of students towards participation and gender?

In Table 5, there are t-test results of factors. In factor 1 (confidence), while the standard variation of boys is 34.08, the standard variation of girls is 35.12. In factor 2 (excitement), while the standard variation of boys is 21.29, the standard variation of girls is 21.50. In factor 3 (interest), the standard variation of boys is 12.74 however the standard variation of girls is 13.34. And finally, in factor 4 (independency), the standard variation of boys is 7.30 whereas the standard variation of girls is 7.41.

Table 5. The t-test Result For Gender

Factors	Gender	N	X	SS	t	p
Confidence	Girl	164	35.12	4.31	1.61	.10
Factor 1	Boy	75	34.08	5.22		
Excitement	Girl	164	21.50	6.68	.22	.82
Factor 2	Boy	75	21.29	6.22		
Interest	Girl	164	13.34	1.95	1.75	.08
Factor 3	Boy	75	12.74	2.65		
Independency	Girl	164	7.4	2.03	.38	.70

Factor 4	Boy	75	7.3	1.97

p>0.05

In order to define whether there is a meaningful difference between the means of girl and boy students, t-test has been investigated. According to this analysis, it can be said that there isn't a meaningful difference between girl and boy students (p>0.05).

3- Is there a meaningful difference between the attitudes of students towards participation and their grade?

In table 6, there are one way variance analysis (Anova) results which shows whether there is a meaningful difference in terms of class they are in. When we look at sig(p) value, we can say that there is a meaningful difference in terms of gender. In order to define the spring of this difference, Tukey HSD has been used. According to Tukey HSD, there are meaningful differences between 6th grade 11th-12th grades; between 7th grade and 11th-12th grades; between 9th grade and 11th-12th grades; between 11th grades and 6th-7th-9th grades and between 12th grade and 6th-7th-9th grades. In factor 2 (excitement), there are meaningful differences between 7th grade and 12th grade; between 9th grade and 11th-12th grades; between 10th grade and 12th grade; between 11th grade and 9th grade; between 11th grade and 9th grade; between 12th grade and 7th-9th-10th grades. In factor 3 (interest) there is a meaningful differences between 9th grade and 12th grade. In factor 4 (independency) there are meaningful differences between 6th grade and 10th-11th-12th grades; between 8th grade and 11th-12th grades; between 9th grade and 10th-11th-12th grades; between 10th grade and 6th-9th grades; between 11th grade and 6th-8th-9th grades; between 12th grade and 6th-8th-9th grades.

Table 6. One Way Variance Analysis (Anova) Results for Grade

Factors	Class	N	X	SS	F	P
Confidence	6th grade	17	37.70	2.46		
Factor 1	7th grade	14	36.92	2.73		
	8th grade	33	35.39	4.91		
	9th grade	43	36.11	4.14	5.56	.000*
	10th grade	55	34.89	4.11		
	11th grade	26	32.19	4.48		
	12th grade	51	32.96	5.21		
Excitement	6th grade	17	22.82	6.20		
Factor 2	7th grade	14	18	4.16		
	8th grade	33	21.33	7.65	4.876	.000*

	9th grade	43	18.79	6.59		
	10th grade	55	20.23	6.10		
	11th grade	26	24	5.67		
	12th grade	51	24.19	5.76		
Interest	6th grade	17	14.17	1.55		
Factor 3	7th grade	14	13.28	3.02		
	8th grade	33	13.42	1.76	2.71	.015*
	9th grade	43	13.93	1.77		
	10th grade	55	12.85	2.22		
	11th grade	26	12.61	2.28		
	12th grade	51	12.56	2.45		
Independenc	6th grade	17	8.94	1.78		
y	7th grade	14	8.07	1.77		
Factor 4	8th grade	33	7.96	2.08		
	9th grade	43	8.16	2.13	7.28	.000*
	10th grade	55	6.96	1.93		
	11th grade	26	6.38	1.13		
	12th grade	51	6.58	1.76		

*p<0.05

4- Is there a meaningful difference between the attitudes of students towards participation and school type they are in?

In Table 7, there are one way variance analysis (Anova) results which shows whether there is a meaningful difference in terms of school type or not. When we look at sig(p) values, we can say that there is a meaningful difference in terms of school type. In order to define the spring of difference, Tukey HSD results have been investigated. In factor 1 (confidence), there are meaningful differences between secondary schools and Anatolian Teacher Training High Schools and secondary schools-vocational schools; between vocational schools and Anatolian Teacher Training Schools. In factor 2 (excitement), there is a meaningful difference between Anatolian Teacher Training High Schools and vocational schools. In factor 3 (interest), there are meaningful differences between secondary schools and Anatolian Teacher Training High Schools; between Anatolian Teacher Training High Schools and secondary school-vocational schools; between vocational schools and Anatolian Teacher Training High Schools. In factor 4 (independency) there are meaningful differences between secondary schools and Anatolian Teacher Training High Schools; between Anatolian

Teacher Training High Schools and secondary schools-vocational schools; between vocational schools and Anatolian Teacher Training High Schools.

Table 7. One Way Variance Analysis (Anova) Result for School Type

Factors	School Type	N	X	SS	F	P
Confidence	Secondary	64	36.34	4.05		
Factor 1	School	6	33.83	4.57		
	Anatolian School	124	33.58	4.79	6.82	.000
	Teacher Training School	45	36.04	4.07		
	Vocational School					
Excitement	Secondary	64	21	6.79		
Factor 2	School	6	24.50	5		
	Anatolian School	124	22.29	6.15	2.931	.034
	Teacher Training School	45	19.28	6.90		
	Vocational School					
Interest	Secondary	64	13.59	2.05		
Factor 3	School	6	13.50	1.87		
	Anatolian School	124	12.62	2.32	5.69	.001
	Teacher Training School	45	13.97	1.75		
	Vocational School					
Independenc	Secondary	64	8.25	1.95		
y	School	6	7.66	2.06		
Factor 4	Anatolian School	124	6.65	1.72	13.10	.000
	Teacher Training School	45	8.11	2.11		
	Vocational School					

*p<0.05

Conclusion and Discussion

This study aims to determine the attitudes of students towards participation during class time. It has been found with t-test that the responses given to the items under four factor do not vary according to gender. However, it has been found by means of one way variance analysis (ANOVAs) that the responses given to the item under four factor vary according to class variable.

Yükseltürk (2010), made a research about factors affecting student participation level in an online discussion forum. The results of the study showed that three students characteristics (achievement, gender and weekly hours of Internet use) indicated a significant relationship with students' participation level in discussion forum of the online course. And also, the findings underline some of the critical issues that should be taken into account in designing online discussions, such as, students' workload and responsibilities, progress of interaction over the Internet taking more time, planned and structured instructional activities in discussion forum.

According to this study, when students become confident, they participate lessons more. Green (2008) states in his research that teachers and students could be considered co-creators of their lessons through their interactions and school type and involvement in each class. According to the findings in his research a teacher should find ways of reducing the number of students per class, to create opportunities for students, to foster an atmosphere of tolerance of mistakes or acceptance of a variety of ideas, to encourage and accept all contributions to the class as important, to provide students with strategies to overcome their fear of speaking in front of the whole class.

Fritschner (2000) found that students thought that participation was essential to their own learning. According to the study conducted by Howard and Henney (1998), 90% of interactions during class time were made by a handful of students and only aroun one-third were regular participators, whereas half of the students observed did not participate at all.

According to the findings in this study, if students feel independent, they act actively during the class time. If the students think that the teacher doesn't angry with them, they take part in activities more. Bean and Peterson (1998) states in their study that if the teacher develops consistent and articulable standards for assessing classroom participation, the quality of

students' performance during class can be improved. Lee (2005) has found in his research that there has been a significant correlation between students' cultural background and their participation ($p<.05$). Similarly, Aamody and Keller (1981) have reached at their study that when students have social anxiety and higher in private self-consciousness, they are less likely to contribute to in-class group discussion.

Bowers (1986) took in the consideration the subject in different points of view. He found in his study that traditional row and column seating allows for less participation than a U-shaped/circular/semicircular arrangement. Bowers (1986) found no relationship between student seating preference and classroom apprehension; however, Neer and Kircher (1989) found that those high in apprehension feel more anxious in circular seating which effects participation in a negative way.

Zaremba and Dunn (2004) reached this conclusion in their study; when the teacher allows students to be a part of the participation, grading process is helpful in increasing their quantity and quality of participation and attendance. In a different point of view, Yoakley (1975) found that when students helped to define class rules on participation, they were more likely to participate. This result matches up with this study's results. As Hyde and Ruth (2002) and Karp and Yoels (1976) found that when students may feel intimidated or inadequate in front of their classmates, they choose not to participate. This results overlaps with the result of this study.

Students who are interested in lesson participate actively. They are generally eager to take part in activities. Sariefe and Cloze (2008) states in their study that in-class participation helps students to achieve their study goals ($M: 2.05$; $p<.01$). Students are also motivated to participate with using material, acquiring in-depth language, improving communication ($p<.01$). Assessing in-class participation encourages students to develop independent study skills and take responsibility for their own learning. It can be said that if students feel confident and comfortable in class, are encouraged by teacher, and if teacher makes the subject interesting for students, they tend to participate the lesson. Both girls and boys are eager to join activities when they feel the class atmosphere positive.

The results found by Nadler and Nadler (1990) supports the results found in this study. There is a positive relation between teachers' verbal and nonverbal feedback and student participation. Fassinger (2000) have found that if the classroom atmosphere is more supportive, cooperative and

student-centered, the students are less concerned about what others thought and interested in their classmates' opinions.

Similarly, Myers and Rocca (2000) underlines in their study that when the teachers challenged their students verbally, students were likely to become defensive and perceive the teachers as looking down on them. And if the students perceive their teachers as verbally aggressive, they are less likely to participate. Neer (1987) found in his study that when the teacher stops talking and challenges the students, the students high in classroom apprehension feel anxious.

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APPENDIX

The Attitude Scale Towards The Secondary School and High School Students' Participation During Class Time

Number	Factor Loads	Items
1	.715	I am really interested in participating lesson.
2	.744	I am happy when I participate.
3	.708	It is important for me to participate frequently.
4	.623	I always raise my hand to participate.
5	.737	It is boring to participate the lesson.
6	.597	The more I participate the more I am confident.
7	.695	I am happy when I am confident.
8	.627	I feel confident when I participate the lesson.
9	.543	I like participating lesson.
10	.785	I dislike participating lesson.
11	.484	When I participate, I become more successful.
12	.449	I am terrified to answer the question in a wrong way.
13	.684	Even if answer in a wrong way I participate.
14	.808	I become nervous when I participate.
15	.814	I become excited when my friends look at me.
16	.785	I believe I become excited when I participate.
17	.574	I don't become nervous when my friends look at me.
18	.677	I sometimes become excited when I participate.
19	.639	I become excited when somebody intervenes me.
20	.739	Even if I am excited, I participate.