

**FARAZİ VAZİYETLERDE TÜRK TALEBELERİ TARAFINDAN
TERCİH EDİLEN GAYELER**

**GOALS CHOSEN BY TURKISH STUDENTS IN RESPONSE
TO HYPOTHETICAL SITUATIONS(*)**

By

B. B. TOĞROL

Institute of Experimental Psychology, University of Istanbul.

Yazılı olarak verilmiş altı farazî vaziyette erkek ve kız Türk öğrencilerinin tercih ettikleri gayeler incelenmiş ve alınan sonuçlar aynı testten Amerikalı (Lehner ve Saper, 1952) ve Arap (Melikian ve Prothro, 1957) erkek ve kız öğrencilerden elde edilmiş sonuçlarla karşılaştırılmıştır. Guruplar içi ve guruplar arası enteresan benzeşimler ve farklılaşmaların tesbit edildiği bu testin sonuçları guruplarda aktüel olarak mevcut değer sistemlerinden ziyade mevcudiyetleri cemiyet tarafından muteber sayılan ve özlenen değerleri aktettirir bir mahiyet arz etmektedir.

Turkish lycée and university students were asked to reply in writing to six questions which posed hypothetical situations. The results obtained from this group were compared with those of the American (Lehner and Saper, 1952) and the Arab (Melikian and Prothro, 1957) students' responses. Interesting intergroup similarities and differences were observed. The results point to the usefulness of this questionnaire as a more interesting tool in probing the socially approved expectations of a group rather than the existing values.

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INTRODUCTION

In the last decade greatly accelerated travel and communication have shrunk our planet considerably, and along with it the knowledge of the differences, as well as the similarities of the peoples of different cultures has gained greater significance. Cross-cultural comparisons carried on by behavioural scientists are becoming important basis for better understanding of the different groups of peoples the world over. Analysis of verbal responses to verbally presented hypothetical situations has been used by different investigators as a tool for a variety of such comparative purposes: In the exploration of group tendencies for normative purposes (Lehner and Saper, 1952), in anthropological field-work (Herskovitz, 1950), in cross-cultural comparisons (Melikian and Prothro, 1957), or as an aid in the assessment of personality (Wilson, 1938; Diamond, 1947). As defined by Lehner and Saper (1952) a hypothetical situation is a relation of assumption or presuppositional circumstances introduced explicitly or implicitly by the word *if*, which when formulated as a question may be used as a stimulus for eliciting responses. It seems to function to remove the subject from the realm of reality sufficiently to permit the expression of his interests, goals, values, and needs relative to his cultural background without his experiencing the usual social or personal restrictions. These questions are amusing and interesting, and easy to administer either individually or in a group, and they appear to have value as a rapid method of determining some group tendencies.

The data presented by Lehner and Saper (1952) and subsequently by Melikian and Prothro (1957) are reported in a fashion which permit cross-cultural comparisons. In this paper, their technique was applied in an attempt to gain information on the goals of Turkish lycée and university students and to compare the results obtained with those of the Arab and the American students.

METHOD

Subjects

Three groups of Turkish students were used in this investigation. The first group of subjects were 50 lycée men, the mean age was 17 years, ranging from 15 to 21 years. The second group of subjects were 50 lycée women, with mean age of 17 years ranging from 15 to 21 years, and the third group of subjects were 100 university women with mean age 21 years ranging from 17 to 26 years. Unfortunately, the data collected from the university men could not be included in this paper.

The students in all groups were of Turkish nationality, all of them being Moslems. All of the lycée group and 95 % of the university group were single. The socioeconomic condition of the subjects were representative of the whole student population.

Materials

A mimeographed questionnaire was used in the investigation to secure written responses to hypothetical situations along with information on the subjects, such as, their socioeconomic status, age, etc.

The hypothetical situations presented were as follows:

1. If you were told that you could have any three wishes come true, what would you wish?
2. What would you like most to do? («If you could», is here implied.)
3. If you were told that you could do only one more thing before dying, what would you select to do, disregarding cost, time, effort, etc.?
4. If after death you had to return to the earth in a different form, what would you choose to be?
5. List what you believe to be three deeds which you consider yourself incapable of doing. (Here again, «if» is implied.)
6. If you had a year to live and 200 000 T.L. to spend how would you spend it?

Procedure

The data from the lycée students were collected from two girls' and boys' lycées in Istanbul. The questionnaires were presented to the subjects in their class-rooms in the presence of their class-teachers and/or principals, and the instructions were read aloud and the purpose of the study was explained clearly. The students undertook the task with a great deal of enthusiasm and seriousness. On the average, it took about 20 minutes for the lycée groups to complete the forms.

The data from the university students were collected either in small groups or individually. They, too, cooperated with a great deal of interest, obviously enjoying themselves and showed a great deal of interest in the outcome of the investigation.

Classification of responses

The responses were categorized according to the system used by Lehner and Saper (1952). They were empirically sorted under several categories with the purpose of obtaining relatively meaningful classifications. Classifications revealed that from five to ten categories per question were sufficient to delimit the main response tendencies in the samples. The criteria or definitions on which each of the categories is based are as follows:

Achievement: This included responses referring to vocational or educational attainment. «I wish I could become a university professor.» «I wish I could become a foreign minister.»

Wealth: Responses included here referred to specific or general concern with having money. «I wish I were rich.»

Marital Fulfilment: Included here were responses which alluded to fulfilment of actualization in marriage. «I wish that I could be married soon.» «I wish that I would have success and happiness in rearing a family.»

Changing self: Responses such as «I could not go back to my childhood.» «I could not fly.» «I could not become a man.» were included in this category.

Happiness: Statements of abstract happiness were categorized under this group. «I would like to be happy, successful, and secure.» «I wish I were a success.» «I wish I lived forever.»

Health: This included responses to general concern with health. «I wish to be healthy.»

Hedonism: This refers to pleasure for pleasure's sake, exclusive of travel as such.

«I'd go out and have a good time, eat the best food, buy the best clothes, attend the best places.»

Pleasure: Responses such as, «I would go to the theatre more often.» «I would become a ballerina.» were differentiated from the above category under this heading.

World Peace: Responses were included in this category if they referred explicitly, whether directly or indirectly, to a desire for world peace. «I wish all wars would end.» «I wish nations would stop fighting with each other.»

Manipulation of Environs: Responses to deeds, all of which had to do with acting positively or negatively towards things, concepts, or persons in the environment were included in this group. «I don't believe I could ever change my mother's personality.» «I could never stop wars.» «I don't think I could change the world.»

Philanthropy: Included here were references to the giving of assistance to groups of persons or institutions. «I'd give half of my money to poor children.» «I'd contribute money to doctors engaged in research.»

Family Welfare: Included here were references to the health, financial security, happiness, etc. of parents of family. «I wish my family could be healthy, happy, and wealthy.» «I wish my parents were better off.»

Benefit Others: Responses here referred to a desire to do some social good, either by abrogation or assistance, for society or family. «I would rid the world of war and disease.» «I'd leave my family and relatives financially secure.»

Travel: Statements including such as, «I would like to travel all over the world.», «I'd take a trip to Germany.», were classified under this category.

Union or Reunion: This included reference to joining or rejoining, psychologically or physically, persons like friends, family, lovers, etc.

RESULTS

The data were analysed in terms of percent of the total number of respondents using each category. The percentages reported in Table 1 were derived separately from (1) the number of Turkish lycée and university women respondents and (2) the number of men respondents. The published data from the American and Arab studies which include percentages for the categories chosen most frequently by the respondents are also included in this table to enable comparisons.

The data from the Turkish lycée students were collected in 1964 and from the university students in 1956. The data from the U.C.L.A. undergraduates date around 1952. The Arab students' data have been collected twice; in 1952 and 1956. Thus, there is a range of 14 years in the responses of the different groups to be compared. The question of reliability in such