

**6 Yaşında Okula Başlayan Öğrencilerin Yazma Eğilimlerinin
Çeşitli Değişkenler Açısından İncelenmesi***

**Investigating Writing Dispositions of Students, Started to School 6
Years Old, From Different Variables**

DOI=[10.17556/jef.42989](https://doi.org/10.17556/jef.42989)

Alper KAŞKAYA **, Mustafa ULU***, Tacettin DURAN****

Extended Summary

Aim

Considering that the current situation of the compulsory education period created some sorts of problems in our country, an education system, which is known as 4+4+4 in public has been implemented in 11th April, 2012. In this education system, children start school when they reach 66 months old. In addition, the students at 60 months old, can start primary school with parental permission. A discussion started related to the registering the 60 months old students to the primary school in terms of if they are ready for school or not (Uzun and Alat, 2014).

Bloom (1995) referred that the readiness had a significant role in the teaching and training process and affected the learning and teaching process directly. The chronological age is significant in readiness. But, it is not enough alone. There are several researches focusing on during the decision related to whether the child should start school or not, in addition to considering the chronological age, behavioural age- in other words; the levels of physical, social, emotional, cognitive and self-care areas- should also be considered (Yıldızbaş and Canbulat, 2012).

6 years coincides with the transition period from the pre-operational period to the concrete operational stage defined by Piaget in terms of the readiness. The characteristics of reasoning in pre-operational period changes slowly throughout the

* Bu çalışma 11-14 Mayıs 2016 tarihleri arasında düzenlenen 15. Uluslararası Sınıf Öğretmenliği Eğitimi Sempozyumunda (USOS2016) sözlü bildiri olarak sunulmuştur

** Yrd.Doç.Dr. Erzincan Üniversitesi, Eğitim Fakültesi, alperkaskaya@gmail.com

*** Yrd.Doç.Dr. Kütahya Dumlupınar Üniversitesi, Eğitim Fakültesi,
mustafa.uludpu.edu.tr

**** Öğretmen, Gümüşhane Kelkit Sadak İlkokulu, 29td.61@gmail.com

first part of the concrete operational stage. This transition term is also related to the physical and motor development stages. Among some students, who started to the primary school, the wrist and finger bones and muscles have not developed enough to make small and delicate tasks, yet. It is referred that the children in 5-6 years old will have difficulties in writing the fine tasks. Expecting a child with undeveloped finger muscles to have a good writing by parents and teachers may lead to cool completely (Barry, 2015). As a result of this, the students mostly avoid from dealing with the writing activities. The feeling of being deficient in terms of the writing activities is a crucial obstacle in development of writing skills (Korkmaz, 2015).

So, to provide affectivity in writing skill, the dispositions of the students in writing are to be developed positively in terms of cognitive, affective and psycho-motor (Bağcı, 2011). It is thought that it is vital to determine the outcomes of the 4+4+4 system within the scope of the age of starting school. In this context, the basic aim in this present study is to determine the dispositions of children, who started the primary school in their 6, in terms of their writing behaviour.

Method

The research was designed as a descriptive study, in which the comparative relational scanning model was used, aiming to determine the writing dispositions of children started school in their 6.

Research Group

The research was carried out with 235 students who started the primary school in 6 and 7 years old. The research included 116 female and 119 male students who are 3rd and 4th graders in primary school.

Data Collection Tool

During the research process, the Writing Tendency Scale, which was developed by Piazza and Siebert (2008; tr; İşeri & Ünal, 2012) and translated into Turkish by İşeri and Ünal (2013) was used as a data collection tool to determine the writing dispositions of the primary and secondary school students. The Cronbach Alpha reliability coefficient related to the research sampling of the scale was measured as .85.

Data Analysis

In the analysis of the data in this study aiming to investigate the writing dispositions of primary school students who started the school in their 6 and 7, the descriptive statistics techniques, determining the frequency in percent, one-way variance, independent samples t-test and simple linear correlation analyses were used.

Results and Discussion

When the average scores of writing tendency were considered, the highest average score occurred within the scope of ambition and the lowest score within continuity. Similar results are valid for the children started the school in their 7. In the studies by Bař and řahin (2012) related to the topic referred that the writing dispositions of the students in 6th,7th and 8th grades were at low levels. However, İřeri (2010) and Ünal (2010) reached to the results that the perception of the students in primary school about the writing dispositions were at medium-level. According to the results of the study, it can be claimed that the students started the primary school in their 6 had positive perceptions in terms of the writing dispositions in general; but, being interested in these activities for a long time affected their perceptions negatively and there is no difference in writing dispositions in terms of the age of starting school. That is, another result, which was observed during the research, was that no difference occurred in the writing dispositions of children in terms of the age of starting the primary school.

In addition; when their genders were considered, it was easily noticed that the writing dispositions of the female students were higher than the male ones in all the dimensions. Similar to the findings of the research, it was determined that the perceptions of the students in writing dispositions (İřeri, 2010; Ünal, 2010; Tüfekçiođlu, 2010; Bař and řahin, 2012), writing expressions (Temur, 2006), their anxiety levels (Zorbaz, 2010; Ařilođlu and Özkan, 2013), demonstrated great difference in the favour of female students according to the gender variable.

According to this common result gathered in the research results, it may be thought that is because of that the development of the skills in small muscles of the girls are faster compared with the boys. Similarly, Ergin (2006) referred that the physical development of the 5-6 year-old girls was faster in preparation period for school than the boys is a case, which is significant in the writing skills in the first grade.

According to the results gathered in the research, the starting age for school and the number of students in a classroom have no effect in terms of starting the school. However, that the education levels of the parents have not any effect in the writing skills of children starting school in their 6 is among the results of the research. Nevertheless, there are studies pointing out that the writing perceptions of the students change according to the case of the parents with high education levels (Tüfekçiođlu, 2010; Bař & řahin, 2013; Cořkun, 2006), but no difference occurs (Özbay, Zorbaz, 2012).

That the writing dispositions of the students with high Turkish lesson success were more positive compared with others was among the results reached within the scope of the study.

In the carried study, a significant difference did not occur related to the only writing dispositions according to their success in Turkish lesson. So, according to the results of the study, the success in Turkish lesson is not evaluated as a criterion for loving the writing activities. It is thought that the ones who have high Turkish success also have high writing dispositions originate from the result of associating the writing skills with the activities in Turkish lesson.

In addition, when the writing dispositions and the Turkish success according to the age of starting the school are analysed, a relationship between the Turkish success

and writing dispositions of the students was observed regardless of the age starting school. Therefore, it is thought that the relationship between the writing dispositions and Turkish success of the students are independent of the age starting the school. According to the results reached in the study, it was found out that among the students who started the school in their 6, the students who read the least number of word in a minute do not spend enough time for writing activities and need additional time for writing activities. Moreover, there is a positive relationship between the writing dispositions of the ones who started the school in their 7 and the word numbers they read in a minute. In this case, the relevant literature shows a strict relationship between the writing and reading habits (Baş and Şahin, 2012; Esmer 2010; Goodman and Goodman, 1983; Tekşan 2001).
