Research Article

Investigation of Opinions of Teachers about Extremism (Sample of Turkey and European Union Member Countries)

Murat Koklu[1]
Selcuk University

Kemal Tutuncu[2]
Selcuk University

Suleyman Alpaslan Sulak[3]
Necmettin Erbakan University

Emrah Kocak[4]
Konya Provincial Directorate of National Education

Abstract

Extremism is defined as the state of adoption to the most extreme form of opinion or attitude. Young people can have excessive behavior. One of the biggest problems of the world in recent times is extremism. In Europe, especially religious motivated extremism and politically motivated extremism are increasing. Today, struggle with all kinds of extremism is important and efforts should be spent for this struggle. It is a requirement that teachers who train young people who are assurance of future must have enough knowledge about extremism behaviors. In this research, it's been aimed to investigate the opinions of teachers in Turkey and 5 member countries of European Union (Sweden, Italy, Hungary, Poland and Slovenia). 332 teachers (214 female, 118 male) participated to the research. As data collecting tool, the scale titled "opinions of teachers about extremism" was used. The results showed us that the teachers should have in-service training that may have title of "How to overcome extremism issue". The training can start with the definition of extremism and can go on with the reasons of extremism, detection of student who are inclined to extremism and finally preparation and usage of educational materials to cope with extremism.

Keywords

European Union • Extremism • Immigrant • Teachers • Cultural differences

[1] **Correspondance to:** Murat Koklu (PhD), Department of Computer Engineering, Selcuk University, Faculty of Technology, Campus 42031 Selcuklu, Turkey. Email: mkoklu@selcuk.edu.tr **ORCID**: 0000-0002-2737-2360

[2] Selçuk University, Email: ktutuncu@selcuk.edu.tr com **ORCID**: 0000-0002-3005-374X

[3] Necmettin Erbakan University, Email: suleymansulak@gmail.com **ORCID**: 0000-0001-9716-9336

[4] Konya Provincial Directorate of National Education. Email: emrahkocak85@gmail.com **ORCID**: 0000-0003-0358-2678

According to the Turkish Language Association (Turkish Language Institution [TDK], 2017), extremisms is defined as the state of being adopted as the most extreme form of opinion or attitude. Given the practices on earth, violent "extremism" or radicalism" is often referred to as acts of terrorism (Çağlar, 2017). As a result of the terrorist attacks in the United States on September 11, 2001, there has been a sense of insecurity and a risk perception at any moment for human being. Increase in terrorist attacks in Europe in 2015 were considered a threat to security in Europe, where many immigrants live (Mudde, 2016; Post, 2015). These attacks have opened the way for European citizens to be easily prejudiced against immigrants (Akdoğan & Atalay, 2017).

People who escape from violence in the Middle East migrate predominantly to European countries. It can be argued that the economic crisis in Europe is triggered by immigrants and that immigrants are seen as an increasing burden for European countries. The acts of violence in various European countries cause the extremist groups living in these countries to approach with prejudice against immigrants from other cultures and religions (Kedikli & Akça, 2018). The rising nationalist movements in Europe today are triggering extremism.

One of the main factors of the spread of violence and extremism that includes terrorism can be considered as the ending of the cold war period. Ranks that are clear before the cold war have become uncertain after the cold war. This process paved the way for the new interests and relations brought about by globalization (Mishra, 2016). This new concept caused the changes of attitudes of young people living in Europe likewise all over the world. It started an identity crisis for European youth and young people started seeking identity and gaining a meaningful place and status in the society. Fear of exclusion in the social environment triggers youngsters to behave in ways they do not want to behave and to act in extremist way (Briggs & Feve, 2013; Cortright, Lopez, Millar, & Stellingwerf, 2008).

Teachers have a great role in educating young people and preparing them for life. Thus, teachers must have following properties to play this role adequately while they are growing up young people (Kokalj, 2018);

- They must have satisfactory knowledge about extremism,
- They must know the way of preventing otherization among the youngsters
- Not only they must know other cultures and religions but also do they have knowledge to indoctrinate to respect other cultures and religions
- They must have satisfactory knowledge to teach how to form a sustainable and healthy relationship with people from other cultures and religions.

Recognition of different cultures and the respect to different religious beliefs by young people who will build the world in the future will affect the world peace. Thus, teachers who are well-equipped about extremism and increase the tolerance of youngsters for other cultures, religions and people from different nationality will affect world peace indirectly (Kay, 2009; Van Manen, 2016).

The aim of this study is to investigate the knowledge and equipment of the teachers working in Turkey and member countries of European Union regarding to extremism detection and struggling methods against extremism. At the end of the research, it will be ensured that the teachers have enough information about the excesses. In this way, it is intended for teachers to convey their knowledge and experience of extremism to young people and contribute to World Peace.

Material and Method

Method

The general survey method was used in the study. Survey models are the research approaches that aim to describe the past or present situation as it exists (Karasar, 2007). The aim of this study is to get the opinions of the teachers in member countries of the European Union and Turkey about extremism.

Study Sample

Study sample consists of 332 teachers from Turkey and 5 EU member countries (Sweden, Italy, Hungary, Poland and Slovenia). In the selection of sample teachers in countries within the scope of Strategic Partnerships were taken into consideration within the scope of Erasmus + School Education Program Cooperation for Innovation and Good Practice Change (KA2) project. Distribution of teachers by country; Turkey (91), Sweden (56), Italy (16), Hungary (61), Poland (57) and Slovenia (51) have been detected.

Data Collecting Tools

As data collecting tool, the scale titled "Opinions of Teachers About Extremism (OTAE)" that consists of 21 questions developed by researchers was used. 3 demographic questionnaires and 18 triple likert type (1-No, 2-Maybe & 3-Yes) questionnaires scale were used in the data collection tool. OTAE was developed by the researchers in December, 2017. First of all, 207 teachers who were not included in the project were asked to answer the scale and validity and reliability studies of the scale were conducted. As a result of the exploratory factor analysis (EFA), it was found that the structure explained 57.48% of the total variance. The reliability coefficient of scale obtained by the test half method was found to be 0.893. OTAE can be used as a valid and reliable measurement tool to get teachers' opinions about extremism.

Data Collection and Evaluation

The research was conducted between 01 February and 28 February of 2018. Percentage and frequency were used in the analysis of the data. The opinions of the students and teachers in each country about the extremism were listed and interpreted. 332 teachers participated in the research. The data was collected, received and transferred to the excel table by using internet. Then the frequency and percentage of statistical studies were applied for the scale by Microsoft Excel software. Statistical Package for the Social Sciences (SPSS) software was used for validity and realibity. Data were collected from other countries by project web site (http://www.saveproject.eu/survey.html). The scale language is Turkish (in Turkey) and the other countries are in their languages and English.Findings

Findings

332 teachers from 6 different countries were reached for this study. The distribution of teachers participating to the scale by country and gender is shown in Table 1.

Table 1

Distribution of Teachers by Country and Gender

Country	Female	Male	Total
Hungary	41 67,21%	20 32,79%	61 18,37%
Italy	9 56,25%	7 43,75%	16 4,82%
Poland	41 71,93%	16 28,07%	57 17,17%
Slovenia	23 45,10%	28 54,90%	51 15,36%
Sweden	37 66,07%	19 33,93%	56 16,87%
Turkey	63 69,23%	28 30,77%	91 27,41%
Total	214 64,46%	118 35,54%	332 100%

The numbers and the countries are; 61 teachers (18,37%) from Hungary, 16 teachers (4,82%) from Italy, 57 teachers (17,17%) from Poland, 51 teachers (15,36%) from Slovenia, 56 teachers (16,87%) from Sweden and 91 teachers (27,41%) from Turkey. The gender of teachers are; 41 female (67,21%) and 20 male (32,79%) from Hungary, 9 female (56,25%) and 7 male (43,75%) from Italy, 41 female (71,93%) and 16 male (32,79%) from Poland, 23 female (45,10%) and 28 male (54,90%) from Slovenia, 37 female (66,07%) and 19 male (33,93%) from Sweden and 63 female (69,23%) and 28 male (30,77%) from Turkey. At the total 214 of teachers are female (64,46%) and 118 teachers are male(35,54%).

The distribution of teachers participating to the scale by country and age is shown in Table 2.

Table 2

Distribution of Teachers by Country and Age

Country	20-30	30-40	40-50	50+	Total
Hungary	4 6,56%	8 13,11%	18 29,51%	31 50,82%	61 18,38%
Italy	2 12,50%	1 6,25%	5 31,25%	8 50,00%	16 4,82%
Poland	2 3,51%	118 31,58%	22 38,60%	15 26,32%	57 17,17%
Slovenia	2 3,92%	7 13,73%	26 50,98%	16 31,37%	51 15,36%
Sweden	2 3,57%	12 21,43%	28 50,00%	14 25,00%	56 16,87%
Turkey	11 12,09%	33 36,26%	41 45,05%	6 6,59%	91 27,41%
Total	23 6,93%	79 23,80%	140 42,17%	90 27,11%	332

The age ranges of the teachers from Hungary were 20-30 age (4 teachers, 6,56%), 30-40 age (8 teachers, 13,11%), 40-50 age (18 teachers, 26,81%) and over 50 age (31 teachers, 50,82%). The age ranges of the teachers from Italy were 20-30 age (2 teachers, 12,50%), 30-40 age (1 teachers, 6,25%), 40-50 age (5 teachers, 31,25%) and over 50 age (8 teachers, 50,00%). The age ranges of the teachers from Poland were 20-30 age (2 teachers, 3,51%), 30-40 age (118 teachers, 31,58%), 40-50 age (22 teachers, 38,60%) and over 50 age (15 teachers, 26,32%). The age ranges of the teachers from Slovenia were 20-30 age (2 teachers, 3,92%), 30-40 age (7

teachers, 13,73%), 40-50 age (26 teachers, 50,98%) and over 50 age (16 teachers, 31,37%). The age ranges of the teachers from Sweden were 20-30 age (2 teachers, 3,57%), 30-40 age (12 teachers, 21,43%), 40-50 age (28 teachers, 50,00%) and over 50 age (14 teachers, 25,00%). The age ranges of the teachers from Turkey were 20-30 age (11 teachers, 12,09%), 30-40 age (33 teachers, 36,26%), 40-50 age (41 teachers, 45,05%) and over 50 age (6 teachers, 6,59%). The total age ranges of the teachers were 20-30 age (23 teachers, 6,93%), 30-40 age (79 teachers, 23,80%), 40-50 age (140 teachers, 42,17%) and over 50 age (90 teachers, 27,11%).

The distribution of answers of teachers to the scale by country is shown in Table 3. When the answers of the teachers shown in Table 3 are investigated it has been seen that;

Table 3

Distribution of Answers of Teachers to the Scale by Country

Q		Hungary				Italy				Poland				Slovenia				Sweden				Turkey			
		Y	M	N	T	Y	M	N	T	Y	M	N	T	Y	M	N	T	Y	M	N	T	Y	M	N	T
1	f	54	6	1	61	13	3	0	16	50	3	4	57	13	17	21	51	52	4	0	56	52	33	6	91
	%	0,89	0,10	0,02		0,81	0,19	0,00		0,88	0,05	0,07		0,25	0,33	0,41		0,93	0,07	0,00		0,57	0,36	0,07	
2	f	26	20	15	61	7	5	4	16	21	16	20	57	3	14	34	51	25	20	11	56	47	34	10	91
	%	0,43	0,33	0,25		0,44	0,31	0,25		0,37	0,28	0,35		0,06	0,27	0,67		0,45	0,36	0,20		0,52	0,37	0,11	
3	f	25	32	4	61	6	8	2	16	29	20	8	57	8	15	28	51	28	21	7	56	39	46	6	91
	%	0,41	0,52	0,07		0,38	0,50	0,13		0,51	0,35	0,14		0,16	0,29	0,55		0,50	0,38	0,13		0,43	0,51	0,07	
4	f	8	32	21	61	6	6	4	16	24	25	8	57	22	17	12	51	6	39	11	56	29	42	20	91
	%	0,13	0,52	0,34		0,38	0,38	0,25		0,42	0,44	0,14		0,43	0,33	0,24		0,11	0,70	0,20		0,32	0,46	0,22	
5	f	33	28	0	61	5	7	4	16	22	24	11	57	13	9	29	51	7	37	12	56	26	49	16	91
	%	0,54	0,46	0,00		0,31	0,44	0,25		0,39	0,42	0,19		0,25	0,18	0,57		0,13	0,66	0,21		0,29	0,54	0,18	
6	f	7	11	43	61	2	5	9	16	10	6	41	57	2	4	45	51	7	9	40	56	16	31	44	91
	%	0,11	0,18	0,70		0,13	0,31	0,56		0,18	0,11	0,72		0,04	0,08	0,88		0,13	0,16	0,71		0,18	0,34	0,48	
7	f	2	9	50	61	0	3	13	16	13	16	28	57	9	19	23	51	2	8	46	56	20	37	34	91
	%	0,03	0,15	0,82		0,00	0,19	0,81		0,23	0,28	0,49		0,18	0,37	0,45		0,04	0,14	0,82		0,22	0,41	0,37	
8	f	24	35	2	61	9	4	3	16	27	21	9	57	10	17	24	51	16	31	9	56	38	42	11	91
	%	0,39	0,57	0,03		0,56	0,25	0,19		0,47	0,37	0,16		0,20	0,33	0,47		0,29	0,55	0,16		0,42	0,46	0,12	
9	f	3	5	53	61	2	1	13	16	24	14	19	57	1	1	49	51	3	7	46	56	5	23	63	91
	%	0,05	0,08	0,87		0,13	0,06	0,81		0,42	0,25	0,33		0,02	0,02	0,96		0,05	0,13	0,82		0,05	0,25	0,69	
10	f	50	11	0	61	3	5	8	16	37	15	5	57	12	6	33	51	13	29	14	56	34	41	16	91
	%	0,82	0,18	0,00		0,19	0,31	0,50		0,65	0,26	0,09		0,24	0,12	0,65		0,23	0,52	0,25		0,37	0,45	0,18	
11	f	7	46	8	61	1	3	12	16	6	28	23	57	0	7	44	51	6	41	9	56	11	48	32	91
	%	0,11	0,75	0,13		0,06	0,19	0,75		0,11	0,49	0,40		0,00	0,14	0,86		0,11	0,73	0,16		0,12	0,53	0,35	
12	f	6	45	10	61	1	2	13	16	7	28	22	57	4	4	43	51	4	39	13	56	11	50	30	91
	%	0,10	0,74	0,16		0,06	0,13	0,81		0,12	0,49	0,39		0,08	0,08	0,84		0,07	0,70	0,23		0,12	0,55	0,33	
13	f	53	8	0	61	13	2	1	16	35	16	6	57	40	5	6	51	37	16	3	56	74	13	4	91
	%	0,87	0,13	0,00		0,81	0,13	0,06		0,61	0,28	0,11		0,78	0,10	0,12		0,66	0,29	0,05		0,81	0,14	0,04	
14	f	49	12	0	61	6	10	0	16	46	9	2	57	40	7	4	51	22	30	4	56	77	11	3	91
	%	0,80	0,20	0,00		0,38	0,63	0,00		0,81	0,16	0,04		0,78	0,14	0,08		0,39	0,54	0,07		0,85	0,12	0,03	
15	f	44	16	1	61	8	8	0	16	46	11	0	57	43	6	2	51	46	10	0	56	73	15	3	91
	%	0,72	0,26	0,02		0,50	0,50	0,00		0,81	0,19	0,00		0,84	0,12	0,04		0,82	0,18	0,00		0,80	0,16	0,03	
16	f	17	21	23	61	11	4	1	16	17	16	24	57	47	4	0	51	18	23	15	56	18	38	35	91
	%	0,28	0,34	0,38		0,69	0,25	0,06		0,30	0,28	0,42		0,92	0,08	0,00		0,32	0,41	0,27		0,20	0,42	0,38	
17	f	34	22	5	61	4	9	3	16	24	20	13	57	39	11	1	51	5	38	13	56	23	48	20	91
	%	0,56	0,36	0,08		0,25	0,56	0,19		0,42	0,35	0,23		0,76	0,22	0,02		0,09	0,68	0,23		0,25	0,53	0,22	
18	F	17	23	21	61	8	8	0	16	30	19	8	57	41	7	3	51	22	30	4	56	21	49	21	91
	%	0,28	0,38	0,34		0,50	0,50	0,00		0,53	0,33	0,14		0,80	0,14	0,06		0,39	0,54	0,07		0,23	0,54	0,23	

The participating teachers from Hungary;

They think that; they know the concept of extremism (Yes, f:54, %89; Maybe, f:6, %10; No, f:1, %2), the events related to extremism in the schools are caused by cultural differences (Yes, f:8, %13; Maybe, f:32, %52; No, f:21, %34), school management has got sensitivity about struggling against extremism (Yes, f:50, %82; Maybe, f:11, %18; No, f:0, %0).

They are hesitant or indecisive about the issues of; families are helping the school administration with regard to struggle against extremism (Yes, f:7, %11; Maybe, f:75, %18; No, f:8, %13), families are helping the school teachers with regard to struggle against extremism (Yes, f:6, %10; Maybe, f:45, %74; No, f:10, %16), their culture possesses features that prevent extremism (Yes, f:24, %39; Maybe, f:35, %57; No, f:2, %3).

They expressed negative opinion about the issues of; they have educational materials to combat against extremism in their lessons (Yes, f:7, %11; Maybe, f:11, %18; No, f:43, %70), their students are in behaviors that cause excesses (extremism) in the lessons (Yes, f:2, %3; Maybe, f:9, %15; No, f:50, %82), they got the necessary training related to extremism as teachers (Yes, f:24, %39; Maybe, f:35, %57; No, f:2, %3).

The participating teachers from Italy;

They think that; they know the concept of extremism (Yes, f:13, %81; Maybe, f:3, %19; No, f:0, %0), the social environment is influential in extremism (Yes, f:13, %81; Maybe, f:2, %13; No, f:1, %6), they are hopeful for the future about the minimization of extremism (Yes, f:11, %69; Maybe, f:4, %25; No, f:1, %6).

They are hesitant or indecisive about the issues of; social networks contribute to the development of extremism (Yes, f:8, %50; Maybe, f:8, %50; No, f:0, %0), the media contributes to the development of extremism in young people (Yes, f:6, %37; Maybe, f:10, %63; No, f:0, %0), immigrants contribute to the formation of extremism (Yes, f:4, %25; Maybe, f:9, %56; No, f:3, %19).

They expressed negative opinion about the issues of; families are helping the school administration with regard to struggle against extremism (Yes, f:1, %6; Maybe, f:3, %19; No, f:12, %75), families are helping the school teachers with regard to struggle against extremism (Yes, f:1, %6; Maybe, f:2, %13; No, f:13, %81), they got the necessary training related to extremism as teachers (Yes, f:9, %56; Maybe, f:4, %25; No, f:3, %19), their students are in behaviors that cause excesses (extremism) in the lessons (Yes, f:0, %0; Maybe, f:3, %19; No, f:13, %81).

The participating teachers from Poland;

They think that; they know the concept of extremism (Yes, f:50, %88; Maybe, f:3, %5; No, f:4, %7), social networks contribute to the development of extremism (Yes, f:46, %81; Maybe, f:11, %19; No, f:0, %0), the media contributes to the development of extremism in young people (Yes, f:46, %80; Maybe, f:9, %16; No, f:2, %4).

They are hesitant or indecisive about the issues of; families are helping the school administration with regard to struggle against extremism (Yes, f:6, %11; Maybe, f:28, %49; No, f:23, %40), families are helping the school teachers with regard to struggle against extremism (Yes, f:7, %12; Maybe, f:28 %49; No, f:22, %39), the events related to extremism in the schools are caused by cultural differences (Yes, f:24, %42; Maybe, f:25, %44; No, f:8, %14).

They expressed negative opinion about the issues of; they have educational materials to combat against extremism in their lessons (Yes, f:10, %18; Maybe, f:6, %11; No, f:41, %72), their students are in behaviors that cause excesses (extremism) in the lessons (Yes, f:13, %23; Maybe, f:16, %28; No, f:28, %49), they are hopeful for the future about the minimization of extremism (Yes, f:17, %13; Maybe, f:16, %28; No, f:24, %42).

The participating teachers from Slovenia;

They think that; social networks contribute to the development of extremism (Yes, f:43, %84; Maybe, f:6, %12; No, f:2, %4), they are hopeful for the future about the minimization of extremism (Yes, f:47, %92; Maybe, f:4, %8; No, f:0, %2), religious structures contribute to the development of extremism (Yes, f:41, %80; Maybe, f:7, %14; No, f:3, %6).

They are hesitant or indecisive about the issues of; they know the concept of extremism (Yes, f:13, %25; Maybe, f:17, %33; No, f:21, %41), the events related to extremism in the schools are caused by cultural differences (Yes, f:22, %43; Maybe, f:17 %33; No, f:12, %24), their students are in behaviors that cause

excesses (extremism) in the lessons (Yes, f:9, %18; Maybe, f:19 %37; No, f:23, %45), their culture possesses features that prevent extremism (Yes, f:10, %20; Maybe, f:17, %33; No, f:24, %47).

They expressed negative opinion about the issues of; they have educational materials to combat against extremism in their lessons (Yes, f:2, %4; Maybe, f:4, %8; No, f:45, %88), they got the necessary training related to extremism as teachers (Yes, f:1, %2; Maybe, f:1, %2; No, f:49, %96), families are helping the school administration with regard to struggle against extremism (Yes, f:0, %0; Maybe, f:7, %14; No, f:44, %86), families are helping the school teachers with regard to struggle against extremism (Yes, f:4, %8; Maybe, f:4, %8; No, f:43, %84).

The participating teachers from Sweden;

They think that; they know the concept of extremism (Yes, f:52, %93; Maybe, f:4, %7; No, f:0, %0), social networks contribute to the development of extremism (Yes, f:46, %82; Maybe, f:10, %18; No, f:0, %0), the social environment is influential in extremism (Yes, f:37, %66; Maybe, f:16, %29; No, f:3, %5).

They are hesitant or indecisive about the issues of; families are helping the school administration with regard to struggle against extremism (Yes, f:6, %11; Maybe, f:41, %73; No, f:9, %16), families are helping the school teachers with regard to struggle against extremism (Yes, f:4, %7; Maybe, f:39, %70; No, f:13, %23), the events related to extremism in the schools are caused by cultural differences (Yes, f:6, %11; Maybe, f:39, %70; No, f:11, %19).

They expressed negative opinion about the issues of; they have educational materials to combat against extremism in their lessons (Yes, f:7, %13; Maybe, f:9, %16; No, f:40, %71), they got the necessary training related to extremism as teachers (Yes, f:3 %5; Maybe, f:7, %13; No, f:46, %82), their students are in behaviors that cause excesses (extremism) in the lessons (Yes, f:2, %4 Maybe, f:8, %14; No, f:46, %82).

The participating teachers from Turkey;

They think that; the media contributes to the development of extremism in young people (Yes, f:77, %85; Maybe, f:11, %12; No, f:3, %3), social networks contribute to the development of extremism (Yes, f:73, %80; Maybe, f:15, %16; No, f:3, %3), the social environment is influential in extremism (Yes, f:74, %81; Maybe, f:13, %14; No, f:4, %4).

They are hesitant or indecisive about the issues of; families are helping the school administration with regard to struggle against extremism (Yes, f:11, %12; Maybe, f:48, %53; No, f:32, %35), families are helping the school teachers with regard to struggle against extremism (Yes, f:11, %12; Maybe, f:50, %55; No, f:30, %33), they can detect the students who are inclined to extremism (Yes, f:26, %29; Maybe, f:49, %54; No, f:16, %13).

They expressed negative opinion about the issues of; they have educational materials to combat against extremism in their lessons (Yes, f:16, %18; Maybe, f:31, %34; No, f:44, %48), they got the necessary training related to extremism as teachers (Yes, f:38, %42; Maybe, f:42, %46; No, f:11, %12), they are hopeful for the future about the minimization of extremism (Yes, f:18, %20; Maybe, f:38, %42; No, f:35, %38).

Results and Suggestions

When the teachers' answers to the questions of extremism are examined on the basis of participating countries it's been seen that; they have knowledge of extremism, they believe that social environment is

influential in extremism, and also media and social networks are contributing to the development of extremism in young people. In similar researches, McQueeney's (2014) has determine, in the course of the research, it became apparent that students had strong views on the role played by both traditional media and also newer forms of social media in terms of informing their opinions. Jerome and Elwick (2019) have determined students were more concerned that the media they are exposed to is often one-sided and therefore, potentially, biased. Students identified that at times there were multiple honest representations of situations and issues, which were not always equally weighted. Al-Khataibeh, Salameh and Al-Rawashdeh, (2014) in the result of their study revealed that youth in Jordanian universities reject ideological extremism albeit the presence of some of its manifestations. While showing differences according to the countries, the teachers in general were indecisive about; families are helping the school administration and teachers with regard to struggle against extremism, the events related to extremism in the schools are caused by cultural differences, immigrants contribute to the formation of extremism and religious structures contribute to the development of extremism. Lith and Savage (2013) determines, cultural differences between Muslims and Westerners (for example, between a collective culture vs. an individualistic culture) become easier to understand, and thus bridge, from a vantage point of value pluralism. This is done in the context of non-judgemental discussion of all the possible positions on the values continuum and the tensions between them. Boomgaarden and Vliegenthart (2007) determines in their studies, it could be argued that a positive tone in coverage of immigration issues would contribute to a decline in anti-immi-grationvotes; even sowhen there is a lot of coverage. Additionally, they expressed that they did not have the necessary training on extremism as teachers, they did not have the necessary training materials against extremism in their lessons, and they are not hopeful about minimizing extremism. Harris-Hogan (2019) determines within countries that have proactively engaged the education sector into broad countering violent extremism (CVE) efforts, two initiatives have emerged as particularly problematic. The first involves the training of classroom teachers to recognise and report warning signs of radicalization to violent extremism. The second is the use of curriculum materials to 'prevent' radicalisation. Abdullah and Saeed (2016) determines in their study concluded that role of education was to minimize extremism in society. Teachers agreed that in their present state the educational institutions were involved in extremism. Different types of extremism were found according to the participants.

Our teachers have knowledge about concept of extremism. This knowledge should be developed with in-service trainings to be served at regular intervals to increase the competency of teachers about extremism. As the second step the teachers should gain capability of creating and using equipment for struggling against extremism. Media and social networks are influential in the development of extremism in young people. For this reason, it is necessary to train young people on the subject of media literacy. It is expected that young people will check the credibility and the sources of any video, text and etc. they come across on the Internet and social network after the training. In this regard, the families must shares great responsibility to form this consciousness on the youngsters. Adequate assistance should be provided between school management, teachers and family triangles. Students should also be informed about immigrants and religious structures.

The research is limited to teachers in the countries reached and OTAE scale. It is accepted that teachers express their opinions sincerely. This scale can be applied to different groups of samples.

References

Abdullah, N. A., & Saeed, M. (2016). Extremism in education in Pakistan: University teachers' thoughts. *Ankara University, Journal of Faculty of Educational Sciences*, *49* (2), 55-69.

Akdoğan, E.,& Atalay, M. (2017). Avrupa birliği'ni değişime zorlayan güç: Göç [The Power That Forces The European Union To Change: Migration]. *Suleyman Demirel University Journal of Faculty of Economics & Administrative Sciences*, *22*, 2437-2438

Al-Khataibeh, Y., Salameh, M. T., & Al-Rawashdeh, A. Z. (2014). Factors and manifestations of ıdeological extremism as seen by youth in Jordanian Universities: An empirical sociological study. *Journal of the Social Sciences*, *42* (3), 9-45.

Boomgaarden, H. G., & Vliegenthart, R. (2007). Explaining the rise of anti-immigrant parties: The role of news media content. *Electoral Studies, 26*(2), 404-417.

Briggs, R.,& Feve, S. (2013). *Review of programs to counter narratives of violentextremism*. London: Institute for Strategic Dialogue.

Cortright, D., Lopez, G. A., Millar, A., & Stellingwerf, L. G. (2008). Friend not foe: Civil society and the struggle against violent extremism, A Report to Cordaid from the Fourth Freedom Forum and Kroc Institute for International Peace Studies at the University of Notre Dame.

Çağlar, A. (2017). Küreselleşme sürecinde aşırıcılığın yükselişi [The Rise of Extremism in the Global Arena]. *Hacettepe Law Review*, *7*(1), 67-76.

Jerome, L., & Elwick, A. (2019). Identifying an educational response to the prevent policy: student perspectives on learning about terrorism, extremism and radicalisation. *British Journal of Educational Studies*, *67* (1), 97-114.

Harris-Hogan, S., Barrelle, K., & Smith, D. (2019). The role of schools and education in countering violent extremism (CVE): applying lessons from Western countries to Australian CVE policy. *Oxford Review of Education*, 1-18.

Karasar, N. (2007). Bilimsel araştırma yöntemi (17. Edt). Ankara: *Nobel Publishing*.

Kay, K. (2009). Middle school spreparing young people for 21st century life andwork. *Middle School Journal, 40*(5), 41-45.

Kedikli, U., & Akça, M. (2018). Rising Islamophobic Discourses in Europe and Fight Against Islamophobia on the Basis of International Organizations. *Mediterranean Journal of Social Sciences, 9(1)*, 9-23.

Kokalj, B. (2018). *Načini merjenja ekstremizma, nasilnega ekstremizma in radikalizacije: diplomsko delo univerzitetnega študijskega programa Varstvoslovje* [Ways of extremism, violentextremism and radicalisation measurements] (Doctoral dissertation, Univerza v Mariboru, Fakulteta za varnostne vede), University of Maribor, Slovenia.

McQueeney, K. (2014). Disrupting Islamophobia: Teaching the social construction of terrorism in the mass media. *International Journal of Teaching and Learning in Higher Education*, *26*(2), 297-309.

Mishra, P. (2016). The globalization of rage: Why today's extremism looks familiar. *Foreign Aff, 95*, 46-47.

Mudde, C. (2016). *On extremism and democracy in Europe*, London: Routledge.

Post, J. M. (2015). Terrorism andright-wing extremism: The changing face of terrorism and political violence in the 21st century: The virtual community of hatred. *International Journal of Group Psychotherapy*, *65*(2), 242-271.

Turkish Language Association [TDK]. (2017). Retreived from http://www.tdk.gov.tr/

Van Manen, M. (2016). *The tact of teaching: The meaning of pedagogical thoughtfulness*. New York, Routledge.

ATTACHMENT: (http://www.saveproject.eu/survey.html)

SAVE PROJECT TEACHER SCALE

Dear Participant,

This scale has been prepared to learn more about teachers' attitudes towards extremism. The data that will be received from this scale will be used for an Erasmus+ Project Thank you very much for your time and cooperation.

Regards.

Your Gender: 1. Female   2.Male
Your age: 1. 20-30 y.o. 2. 30-40 y.o. 3. 40-50 y.o. 4. Over 50 y.o.
Your Country:

Q	SCALE ITEM	Yes	Maybe	No
1	I know the concept of extremism.			
2	I have enough knowledge to discuss extremism topics with my students.			
3	I know the reasons that might cause extremism among young people.			
4	The events related to extremism in the schools are caused by cultural differences.			
5	I can detect the students who are inclined to extremism.			
6	I have educational materials to combat against extremism in my lessons.			
7	My students are in behaviors that cause excesses (extremism) in the lessons.			
8	Our culture possesses features that prevent extremism.			
9	I got the necessary training related to extremism as a teacher.			
10	School management has got sensitivity about struggling against extremism.			
11	Families are helping the school administration with regard to struggle against extremism.			
12	Families are helping the school teachers with regard to struggle against extremism.			
13	The social environment is influential in extremism.			
14	The media contributes to the development of extremism in young people.			
15	Social networks contribute to the development of extremism.			
16	I am hopeful for the future about the minimization of extremism.			
17	Immigrants contribute to the formation of extremism.			
18	Religious structures contribute to the development of extremism.			