İLKÖĞRETİM ÖĞRENCİLERİNİN DİJİTAL VATANDAŞLIĞA YÖNELİK GÖRÜŞLERİ

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ÖZET

Bu çalışmanın amacı, ilköğretim öğrencilerinin internet kullanımına (dijital vatandaşlığa) yönelik tutumlarının belirlenmesidir. Karaduman (2011) tarafından geliştirilen Dijital Vatandaşlık Tutum Ölçeği, araştırmacılar tarafından 2011–2012 eğitim-öğretim yılı bahar döneminde Ankara ili Merkez ilçelerinde bulunan Milli Eğitim Bakanlığı'na bağlı toplam 6 ilköğretim Okulu'nun 8. sınıflarında bulunan 557 öğrenciye uygulanmıştır. Örneklem seçiminde tesadüfî örneklem yöntemi kullanılmıştır. Verilerin analizinde SPSS 17 paket programının yardımıyla t testi ve tek Yönlü Varyans Analizi (ANOVA) teknikleri kullanılmıştır. İlköğretim okulu öğrencilerinin dijital vatandaşlık tutumlarına ilişkin görüşleri cinsiyet, anne eğitim durumu, aylık gelir, evde internet bağlantısının bulunma, internete bağlanma sıklığı, internet kullanma geçmişi, e-posta adresine sahip olma durumlarına göre anlamlı farklılık gösterirken, baba eğitim durumunda bir farklılığa rastlanılmamıştır

Anahtar Kelimeler: Tekonolji, Dijital vatandaşlık, sosyal çalışmalar

PRIMARY SCHOOL STUDENTS' VIEWS OF DIGITAL CITIZENSHIP[1]

ABSTRACT

The purpose of this was to determine the views of primary school students regarding the use of internet (digital citizenship). *The Digital*

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Citizenship Attitude Scale developed by Karaduman (2011) was administered by the researchers to 557 8th grade students of 6 primary schools affiliated to the Ministry of National Education and located in the central districts of Ankara province in the spring semester of the 2011–2012 academic year. Random sampling method was employed for choosing the research sample. *T-test* and *one-way analysis of variance (ANOVA)* techniques were used via SPSS 17 package for data analysis. While the views of the primary school students concerning digital citizenship varied significantly by gender, mother's educational background, monthly income, availability of internet connection at home, internet connection frequency, internet use history, and status of having an e-mail address, they did not vary by father's educational background.

Key Words: Technology, digital citizenship, social studies

INTRODUCTION

In recent years, the concept of citizenship has been intensely discussed in the related literature (Akbaşlı, 2009; Akdağ and Taşkaya, 2010; Güven, 2011; İpek, 2011; Karaduman, 2011). Some important reasons for increased interest in the concept of citizenship can be lack of interest in election among the US voters, increased dependence on social assistances, revival of nationalist movements in the Eastern Europe, the multicultural nature of the democratic picture in the Western Europe, the problems created by racism, criticism addressing welfare state in M. Thatcher's Britain, the collapse of environmental policies based on the voluntary cooperation of citizens, and the discontent caused by the ideas of globalization and loss of national sovereignty (Klimlicka, 2006; cited in Güven, 2011). In legal terms, any real person who lives in a state territory and belongs to such state legally and politically is called citizen. In political terms, citizens are the individuals who belong to an independent state and make up the peopleone of the constituents of the state. Citizens accept the legal conditions and sovereignty of the state they belong to. Citizenship means the political and legal ties that link real persons to the state (Çiftçi, 2006; Yılmaz, 2000). On other hand, it also refers to individuals' having legal rights to protect themselves against dominant powers. It can be described as an individual's adopting the basic traditions, values, and culture of the society s/he lives in, having different roles in the society, and being engaged in social relations besides having a legal status with the rights, duties, and responsibilities granted, assigned, or conferred by the state to him/her (Güven, 2011). The concept of citizenship acquired a new dimension because of the French Revolution in 1789. "The subject of the king" ascended to be "the citizen of nation state" as a result of the

simultaneous use of "man" and "citizen" in "The Declaration of Rights of Man and the Citizen" issued by the "French National Assembly" (Altunya, 2003). In other words, the citizen was entitled to equal status with everybody else without being subject to a king.

The citizenship, which is in a continuous change and development process, has acquired a new dimension as a result of globalization. Continuous and rapid developments in technology have reflected on many fields. Thus, the technology has become an inseparable part of people's lives, and shortened the distances between people considerably. Especially the rapid spread of the internet and internet-related technologies enables many individuals and groups having common interests to come together and form communities (İpek, 2011; Karaduman, 2011; Karaman, Karabulut and Ekici, 2009).

The internet is a communication network that consists of millions of computers, connects many computer systems to one another, is widespread across the world, and grows continually (Günel, Turhal and İmal, 2010; Mambretti, 1999; Sezer, 2006). The description of the internet as the network of connections covering the entire world caused it to be called "World Wide Web" abbreviated as "www" (Odabaşı, 1998). Established by the United States Department of Defense in the late 1960s, the internet has developed rapidly, and started to be used in many fields of life including security, health, transportation, etc. One of such fields is education (Kahraman, Yalçın and Çevik, 2011). In education, the internet is mostly used as a means of reaching and sharing the information (Sezer, 2006: 215). It can be said that the internet affects education system in many respects including increasing communication speed, generalizing education service, enhancing quality, providing flexibility, and augmenting interaction (Alkan, Deryakulu and Şimşek, 1995). , Futhermore, the internet has changed the concepts of space and time in education, taken the education out of school, and transformed houses into effective learning environments (Ersoy and Yaşar, 2003).

The use of technology in many daily works and actions and the reflection of such process on the internet environment have led to such concepts as e-school, e-state, etc. That has required the review of the meanings attributed to the concept of citizenship. The internet reshapes the outlook on the concept of citizenship, and thus has an important place in the historical development process of the concept (Karaduman, 2011; Karaman et al., 2009).

Technology, migrations, wars, changing boundaries, and global organizations entail a change in the concept of citizenship, and the change in the individual and social habits of social structures impact training

programmes implemented. The possibility of carrying out many operations and transactions in the field of education electronically has led to the digitization of institutions and concepts. The change in programmes reflects the change in the concept of citizenship, too. For that reason, in the most general sense, it is possible to define digital citizenship as "norms concerning technology use" (Güven, 2011; Karaman et al., 2009).

According to Ribble (2006), the education of digital citizens should be launched in schools with the support of families without any delay. In this respect, digital citizenship education should cover works and activities aimed at teaching students how to use the internet in different contexts and in terms of participating in both social and political processes as digital citizens legally, ethically, safely, and respectfully (Ribble, 2006; Cited by Karaduman, 2011: 57).

In consideration of the fact that present-time students are included in the "digitally born group", it is evident that today's schools are required to act in harmony with this group, and to shape the educational process by considering them (Hacıfazlıoğlu, Karadeniz and Dalgıç, 2011 2011, p. 148). Although a big progress has been made in the matter of technology use in schools, there is still a long way to go. New technologies enter the daily life rapidly, but skills such as proper use of such technologies and information and technology literacy are not taught in schools (Karaman et al., 2009).

Technology tools enable students to strengthen both in their classes and in their future lives as a citizen of democratic society (Uğurlu, 2010). Primary education is perceived as an institution where various knowledge and skills are acquired, and is the most important institution where citizenship education is provided through implicit and formal programmes. All sorts of acquisitions obtained in this process are quite important for creating good citizenship awareness (Güven, 2011). Today, effective citizenship and participatory citizenship are in the foreground as much as good citizenship. Therefore, education is not only the conveyance of traditional information but also a process aimed at preparing students for social life effectively (Akbaşlı, 2009). The social studies course provided in primary education has an important role in the cultivation of democratic citizens who investigate, question, think, and make decisions through a reasoning process based on accurate information (Doğanay, 2009).

Social studies introduce events and processes related to the earth in all aspects, explain the reasons for their emergence, and indicate citizenship rights, duties, and responsibilities. In short, they reveal the past, current, and future interaction of people with their social and physical environments. The above-mentioned interdisciplinary course aims to address the conceptual and scientific developments occurring in the field of social studies within the educational process, and to enable individuals

to grow in the society and to be a qualified part of the society and the world they live in (Akbaşlı, 2009; Akdağ and Taşkaya, 2010). In this regard, the present study aimed at determining the views of primary school students regarding digital citizenship. The study made an attempt to answer the below-mentioned questions:

1. Do the views of primary school students regarding digital citizenship vary significantly by gender?
2. Do the views of primary school students regarding digital citizenship vary significantly by availability of internet connection at home?
3. Do the views of primary school students regarding digital citizenship vary significantly by the status of having an e-mail address?
4. Do the views of primary school students regarding digital citizenship vary significantly by mother's educational background?
5. Do the views of primary school students regarding digital citizenship vary significantly by father's educational background?
6. Do the views of primary school students regarding digital citizenship vary significantly by family's monthly income?
7. Do the views of primary school students regarding digital citizenship vary significantly by internet use history?
8. Do the views of primary school students regarding digital citizenship vary significantly by internet connection frequency?

METHOD

Model

Survey model was employed in the present study. According to Karasar (2003), survey models are administered to a whole population consisting of many elements, or to a group or a sample to be taken from it in order to pass a general judgment on such population.

Study Group

The study group consisted of a total of 557 8th grade students of studying in 6 primary schools affiliated to the Ministry of National Education and located in the central districts of Ankara province (Sincan, Keçiören, Mamak, and Çankaya) in the spring semester of the 2011-2012 academic year. Random sampling method was employed for choosing the research sample.

Data Collection Tools

A personal information form was used for determining the personal characteristics of the participants. The personal information form elicited data about demographics such as gender, availability of internet connection at home, having an e-mail address, mother's and father's educational backgrounds, family's monthly income, history of internet use, and frequency of internet use. "The Digital Citizenship Attitude Scale" developed by Karaduman (2011) was used for determining the attitudes of the primary school students regarding digital citizenship. He found out that the Cronbach's Alpha reliability coefficient of the 32-item scale was .74. However, the present study calculated Cronbach's Alpha coefficient as .73.

Data Collection and Analysis

The scale was delivered by hand to the schools included in the present study by the researchers. *T-test* and *One-way analysis of variance (ANOVA)* techniques were used via SPSS 17 package for analyzing the data obtained from 557 students on a voluntary basis. Scheffe's multiple comparison test was employed for determining the groups between which the statistical difference determined in paired comparisons made after the variance analysis occurred. The significance level was determined to be *.05* in the statistical analyses of the scale.

FINDINGS

The Comparison of the Views of the Primary School Students Regarding Digital Citizenship by Gender

T-test was conducted in order to determine whether the views of the primary school students regarding digital citizenship varied significantly by gender. The test results are provided in Table 1.

Table 1.

The T-test Results of the Views of the Primary School Students Regarding Digital Citizenship by Gender

Gender	*N*	$\overline{X}$	*S*	*sd*	*t*	*p*
Male	297	106.21	14.67	555	2.22	.03
Female	260	103.50	13.93			

According to the Table 1, the views of the participants regarding digital citizenship varied significantly by gender [$t_{(555)} = 2.22$; $p < .05$]. The views of the male students regarding digital citizenship ($\overline{X} = 106.21$) were higher than those of female students ($\overline{X} = 103.50$).

The Comparison of the Views of the Primary School Students Regarding Digital Citizenship by Availability of Internet Connection at Home

T-test was conducted in order to determine whether the views of the primary school students regarding digital citizenship varied significantly by availability of internet connection at home. The test results are provided in Table 2.

Table 2.

The T-test Results of the Views of the Primary School Students Regarding Digital Citizenship by Availability of Internet Connection at Home

Internet connection	*N*	$\overline{X}$	*S*	*sd*	*t*	*p*
Available	388	105.89	13.57	555	2.22	.03
Unavailable	169	102.78	15.91			

According to the Table 2, the views of the participants regarding digital citizenship varied significantly by availability of internet connection at home [$t_{(555)} = 2.22$; $p < .05$]. The views of the students with internet connection available at home regarding digital citizenship ($\overline{X} = 105.89$) were higher than those of the students not having internet connection available at home ($\overline{X} = 102.78$).

The Comparison of the Views of the Primary School Students Regarding Digital Citizenship by the Status of Having an E-mail Address

T-test was conducted in order to determine whether the views of the primary school students regarding digital citizenship varied significantly by the status of having an e-mail address. The test results are provided in Table 3.

Table 3.

The t-test Results of the Views of the Primary School Students Regarding Digital Citizenship by the Status of Having an E-mail Address

Having an e-mail address	*N*	$\overline{X}$	*S*	*sd*	*t*	*p*
Yes	483	105.66	14.08	555	3.01	.00
No	74	100.30	15.50			

According to the Table 3, the views of the participants regarding digital citizenship varied significantly by the status of having an e-mail address [$t_{(555)}$ = 3.01; p < .05]. The views of students having an e-mail address regarding digital citizenship ($\overline{X}$ = 105.66) were higher than those of students not having any e-mail address ($\overline{X}$ = 100.33).

The Comparison of the Views of the Primary School Students Regarding Digital Citizenship by Mother's Educational Background

One-way ANOVA was carried out in order to determine whether the views of the primary school students regarding digital citizenship varied significantly by mother's educational background. The test results are provided in Table 4.

Table 4.

The ANOVA Results of the Views of the Primary School Students Regarding Digital Citizenship by Mother's Educational Background

The Source of Variance	*KT*	*sd*	*KO*	*F*	*p*	*Scheffe*
Intergroup	1903.40	2	951.70	4.664	.01	High School-Primary Education
In-group	113032.98	554	204.03			
Total	114936.38	556				

According to the Table 4, the views of the participants regarding digital citizenship varied significantly by mother's educational background [$F_{(2\text{-}554)}$ = 4.664; p < .05]. Scheffe's multiple comparison test was carried out in order to determine the groups between which such variation occurred. The analysis results demonstrated that there was a significant difference between the views of the participants with mothers graduated from high school ($\overline{X}$ = 106.60) and those of the participants with mothers graduated from primary school ($\overline{X}$ = 103.27) in favor of the former. This finding indicates that the participants with mothers graduated from high school

had more positive views regarding digital citizenship. Table 5 presents the views of the primary school students regarding digital citizenship by mother's educational background.

Table 5.
Descriptive Data Regarding Mother's Educational Background

Variable		*N*	$\overline{X}$	*S*
Mother's educational background	Primary school	300	103.27	15.55
	High school	192	106.60	12.06
	University	65	107.80	14.23

According to the Table 5, a rise took place in the views of the primary school students regarding digital citizenship as mother's educational level went up. That shows that mother's educational background is a significant variable influential on views regarding digital citizenship.

The Comparison of the Views of the Primary School Students Regarding Digital Citizenship by Father's Educational Background

One-way ANOVA was carried out in order to determine whether the views of the primary school students regarding digital citizenship varied significantly by father's educational background. The test results are provided in Table 6.

Table 6.
The ANOVA Results of the Views of the Primary School Students Regarding Digital Citizenship by Father's Educational Background

The Source of Variance	*KT*	*sd*	*KO*	*F*	*p*	*Difference*
Intergroup	284.79	2	142.39	.69	.50	--
In-group	114651.60	554	206.95			
Total	114936.38	556				

According to the Table 6, the views of the participants regarding digital citizenship did not vary significantly by father's educational background [$F_{(2\text{-}554)}$ = .69; p > .05]. This finding shows that father's educational background is not a significant variable influential on views regarding digital citizenship.

The Comparison of the Views of the Primary School Students Regarding Digital Citizenship by Family's Monthly Income

One-way ANOVA was carried out in order to determine whether the views of the primary school students regarding digital citizenship varied

significantly by family's monthly income. The test results are provided in Table 7.

According to the Table 7, the views of the participants regarding digital citizenship varied significantly by family's monthly income [$F_{(4-552)} = 3.54$; $p < .05$]. Scheffe's multiple comparison test was carried out in order to determine the groups between which such variation occurred.

Table 7.

The ANOVA Results of the Views of the Primary School Students Regarding Digital Citizenship by Family's Monthly Income

The Source of Variance	*KT*	*sd*	*KO*	*F*	*p*	*Scheffe*
Intergroup	2875.54	4	718.88	3.54	.01	3-1
In-group	112060.85	552	203.01			
TOTAL	114936.38	556				

The analysis results demonstrated that there was a significant difference between the views of the participants whose families had a monthly income of 700 TL or less ($\overline{X}$ = 100.61) and the views of the participants whose families had a monthly income of 1201 to 2000 TL ($\overline{X}$ = 107.74) in favor of the latter. This finding indicates that the participants whose families had a monthly income of 1201 to 2000 TL had more positive views regarding digital citizenship in comparison to the participants whose families had a monthly income of 700 TL or less. Table 8 presents the views of the primary school students regarding digital citizenship by family's monthly income.

Table 8.

Descriptive Data Regarding Family's Monthly Income

Variable		N	$\overline{X}$	S
Family's monthly income	(1) 700 TL or more	54	100.61	17.87
	(2) 701 to 1200 TL	189	103.39	14.51
	(3) 1201 to 2000 TL	174	107.74	13.66
	(4) 2001 to 2500 TL	68	104.75	14.09
	(5) 2501 TL or more	72	105.71	11.87

According to the Table 8, while the participants whose families had a monthly income of 1201 to 2000 TL had the highest-level views regarding digital citizenship ($\overline{X}$ = 107.74), the participants whose families had a monthly income of 700 TL or less had the lowest-level views regarding digital citizenship ($\overline{X}$ = 100.61).

The Comparison of the Views of the Primary School Students Regarding Digital Citizenship by History of Internet Use

One-way ANOVA was carried out in order to determine whether the views of the primary school students regarding digital citizenship varied significantly by history of internet use. The findings are provided in Table 9.

According to the Table 9, the views of the participants regarding digital citizenship varied significantly by history of internet use [$F_{(3-553)}$ = 5.58; p < .05]. Scheffe's multiple comparison test was carried out in order to determine the groups between which such variation occurred. The analysis results demonstrated that there was a significant difference between the views of the participants who gave the answer, "I do not use" to the variable of internet use history ($\overline{X}$ = 99.99) and the views of the participants who gave the answer, "2 to 4 years" to the variable of internet use history ($\overline{X}$ =106.71) in favor of the latter.

Table 9.

The ANOVA Results of the Views of the Primary School Students Regarding Digital Citizenship by history of internet use

The Source of Variance	*KT*	*sd*	*KO*	*F*	*p*	*Scheffe*
Intergroup	3374.75	3	1124.92	5.58	.00	1-3
In-group	111561.63	553	201.734			1-4
Total	114936.38	556				

Furthermore, there was a significant difference between the views of the participants who gave the answer, "I do not use" to the variable of internet use history ($\overline{X}$ = 99.99) and the views of the participants who gave the answer, "4 years or more" to the variable of history of internet use ($\overline{X}$ = 107.21) in favor of the latter. This finding indicates that the participants who had an internet use history of "2 to 4 years" and "4 years or more" had more positive views regarding digital citizenship in comparison to the participants who did not use the internet at all. Table 10

presents the views of the primary school students regarding digital citizenship by history of internet use.

Table 10.

Descriptive Data Regarding History Of Internet Use

Variable		*N*	$\overline{X}$	*S*
Internet use history	(1) I do not use	74	99.99	17.30
	(2) 0 to 2 years	182	103.63	14.89
	(3) 2 to 4 years	150	106.71	12.92
	(4) 4 years or more	151	107.21	12.83

According to the Table 10, as the internet use history lengthened, the views of the participants regarding digital citizenship became higher. It was seen that those using the internet for 4 years or more had the highest-level view regarding digital citizenship ($\overline{X}$ = 107.21).

The Comparison of the Views of the Primary School Students Regarding Digital Citizenship by Frequency of Internet Connection

One-way ANOVA was carried out in order to determine whether the views of the primary school students regarding digital citizenship varied significantly by frequency of internet connection. The test results are provided in Table 11.

Table 11.

The ANOVA Results of the Views of the Primary School Students Regarding Digital Citizenship by Frequency of Internet Connection

The Source of Variance	*KT*	*sd*	*KO*	*F*	*p*	*Scheffe*
Intergroup	3782.65	4	945.66	4.70	.00	5-1
In-group	111153.73	552	201.37			
Total	114936.38	556				

According to the Table 11, the views of the participants regarding digital citizenship varied significantly by frequency of internet connection [$F_{(4\text{-}552)}$ = 4.70; p < .05]. Scheffe's multiple comparison test was carried out in order to determine the groups between which such variation occurred. The analysis results demonstrated that there was a significant difference between the views of the participants who gave the answer, "I never

connect" to the variable of frequency of internet connection ($\overline{X}$ = 100.91) and the views of the participants who gave the answer, "I connect every day" to the variable of internet connection frequency ($\overline{X}$ = 108.95) in favor of the latter. This finding implies that the participants connecting the internet every day had more positive views regarding digital citizenship in comparison to the participants never connecting the internet. Table 12 presents the views of the primary school students regarding digital citizenship by frequency of internet connection.

Table 12.

Descriptive Data Regarding Frequency of Internet Connection

Variable		*N*	$\overline{X}$	*S*
Internet Connection Frequency	(1) I never agree	87	100.91	14.85
	(2) Once a month	39	104.44	10.16
	(3) Once a week	109	104.09	13.74
	(4) Twice or three times a week	183	104.44	15.26
	(5) I connect every day	139	108.95	13.60

According to the Table 12, the views of the participants stating that they connected the internet every day regarding digital citizenship ($\overline{X}$ = 108.95) were much higher than those of the participants stating that they never connected ($\overline{X}$ = 100.91), or they connected once a month ($\overline{X}$ = 104.44), or they connected once a week ($\overline{X}$ = 104.09), or they connected twice or three times a week ($\overline{X}$ = 104.4).

CONCLUSION AND IMPLICATIONS

This study aimed at determining the views of the primary school students studying in Ankara regarding digital citizenship. In addition, the study investigated whether the views of the students regarding digital citizenship varied by gender, availability of internet connection at home, status of having an e-mail address, mother's educational background, father's educational background, family's monthly income, internet use history, and internet connection frequency.

Findings of the current study revealed that a significant difference was detected between the total attitude scores of the primary school 8th grade students regarding digital citizenship by gender. This difference was in favor of the male students. One reason for that may be the desire of families to control their daughters more than they did their sons.

Furthermore, students not having internet connection at home generally prefer to go to internet cafés. However, such cafés are more likely to be male-dominated social spaces, which prevents female users from spending long time there. That may be another reason for less positive attitudes of the female students. Other research findings of the present study were as follows:

1) A significant difference was detected between the total attitude scores of the primary school 8th grade students regarding digital citizenship by availability of internet connection at home. The difference was in favor of the students having internet connection at their homes.

2) A significant difference was detected between the total attitude scores of the primary school 8th grade students regarding digital citizenship by the status of having an e-mail address. The difference was in favor of the students having an e-mail address.

3) A significant difference was detected between the total attitude scores of the primary school 8th grade students regarding digital citizenship by mother's educational background.

4) A significant difference was detected between the total attitude scores of the primary school 8th grade students regarding digital citizenship by family's income level.

5) A significant difference was detected between the total attitude scores of the primary school 8th grade students regarding digital citizenship by internet use history.

6) A significant difference was detected between the total attitude scores of the primary school 8th grade students regarding digital citizenship by internet connection frequency.

7) No significant difference was detected between the total attitude scores of the primary school 8th grade students regarding digital citizenship by father's educational background.

In consideration of the research findings, some implications for implementers and researchers are as follows:

1. It is necessary and helpful for students to have an e-mail address.

2. Further research is needed to examine the benefits of internet use for students.
3. Some research and/or efforts may be exerted to ensure that students use the internet environment periodically by taking into consideration the possibilities of families and schools.

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