



## Reliability and Validity of the Attitudes towards Westernization Scale Batılılaşmaya Karşı Tutum Ölçeği'nin Geçerlilik ve Güvenirlilik Analizi

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### ABSTRACT

This study sets out to develop the “Attitudes towards Westernization Scale”. The sample of the study was 300 students who were selected randomly and were enrolled in three departments of Education Faculty at a State University. The study utilized exploratory and confirmatory factor analyses for the data obtained, and the internal consistency coefficients were analyzed for the items (Cronbach’s Alpha) within the scope of reliability analyses. The analysis results indicated a 27-item measurement tool including the “social environment”, “adoption” and “democracy” factors. Cronbach’s Alpha internal consistency coefficients that explained 54.127% of the total variance were .87 for the total variance, .93 for social environment, .88 for adoption, and .67 for democracy. Values of the Guttman Split Half, which was calculated to have an idea about the stability of the scale or consistency between the two halves, were found .90 for “social environment”, .90 for “adoption”, and .75 for “democracy”. Fit statistics of the last modification of the model through confirmatory factor analysis were found  $\chi^2=666,87$ ,  $sd=289$ ,  $p<.01$ ,  $(\chi^2/sd)=2,30$ . Some of the fit statistics performed using the same analysis were found RMSEA=0.066, RMR=0.064, GFI=0.85, AGFI=0.82, NNFI=0.96, NFI=0.94, CFI=0.96, RFI= 0.93. These results indicate that the scale developed for determining prospective teachers’ attitudes towards Westernization is valid and reliable.

### MAKALE BİLGİSİ

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### ÖZ

Bu çalışma “Batılılaşmaya Karşı Tutum Ölçeği” geliştirmek için yapılmıştır. Çalışmanın örneklemini bir devlet üniversitesinin eğitim fakültesinde farklı üç bölümde okuyan yansız olarak belirlenen 300 öğrenci oluşturmuştur. Veriler üzerinde yapı geçerliği için açılımlayıcı ve doğrulayıcı faktör analizi yapılmış, güvenilirlik çalışmaları kapsamında maddelerin iç tutarlık (Cronbach Alpha) katsayıları incelenmiştir. Analizler sonucunda “sosyal çevre”, “benimseme” ve “demokrasi” alt boyutlarından oluşan 27 maddelik bir ölçme aracı elde edilmiştir. Toplam varyansın %54.127’sini açıklayan boyutlara ilişkin Cronbach Alpha iç tutarlılık katsayılarının toplam da .87, birinci faktörde .93, ikinci faktörde .88 ve üçüncü faktörde ise .67 olduğu görülmüştür. Doğrulayıcı faktör analizi ile modelin son modifikasyonunda uyum istatistikleriyse  $\chi^2=666,87$ ,  $sd=289$ ,  $p<.01$ ,  $(\chi^2/sd)=2,30$  şeklinde bulunmuştur. Aynı analiz ile hesaplanan bazı uyum istatistikleri;  $(\chi^2/sd)=2,30$ , RMSEA=0.066, RMR=0.064, GFI=0.85, AGFI=0.82, NNFI=0.96, NFI=0.94, CFI=0.96, RFI= 0.93 şeklinde bulunmuştur. Buradan hareketle öğretmen adaylarının batılılaşmaya karşı tutumlarını belirlemek için geliştirilen ölçeğin geçerli ve güvenilir olduğu söylenebilir.

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## INTRODUCTION

The term Westernization refers to an approach that started in the Ottoman Empire and saw the social and ideological knowledge of Western Europe that gained a new perspective in the Republic of Türkiye as the goal to be accessed (Mardin, 2004). This process that started in the military and education fields was referred to by different names according to places and eras in the Ottoman Empire. The movements that were defined as renewal or reform and then reorganizations at the beginning of the 18<sup>th</sup> century were also referred to as modernism or becoming modern. Westernization movements were also referred to as becoming modernized and *aggiornamento* (Hanioğlu, 1992). When the Ottoman Empire did not receive the results that it wanted from the wars in the 17<sup>th</sup> century, it tried to return to the old and traditions, but this idea did not bring any solutions. The problems worsened due to factors such as reforms focusing on military and financial issues, solutions based on force and violence (Hayta & Ünal, 2010), incompetence of soldiers and commanders, and perceptions about the betrayal of some people and groups (Ergün, 1990). After losing lands with the Treaty of Karlowitz (1699) and Passarowitz (1718) and seeing the strengthening of Russia through Westernization and modernization programs under the management of Great Petro, the Ottoman Empire pulled away from the psychology of superiority and accepted the idea of benefitting from the science of the West (in Lewis, 2000). Intellectuals in the Ottoman Empire had significantly different views about accepting the innovations and effects coming from the West. While some of them stated that the values should be adopted fully, some others stated that the Western cultural values should be rejected and only science and techniques should be adopted. For instance, intellectuals such as Abdullah Cevdet, Kılıçzâde Hakkı and Celâl Nuri Bey claimed that the political solutions related to the structural problems of Ottoman society could be realized through a complete Westernization. According to these people, “Asian minds” should be Westernized, and *Western civilization should be accepted with its roses and thorns* (Hanioğlu, 1992). On the other hand, some intellectuals claimed that a complete Westernization was not right and that cultural values should be preserved. In an era where translation from the West became more intensified, intellectuals such as Ali Suâvi, Harputlu Hoca İshak Efendi, Ömer Hilmi Efendi, and Cevdet Pasha demonstrated a reactive attitude by translating Islam classics. Hence, according to Cevdet Pasha, innovations from the West should be received for the development of the Ottoman Empire, imitations should not be done blindly, and cultural values should be preserved (Ayhan, 1992). Westernization efforts involve development efforts in various fields that started with the military achievements in the Ottoman Empire. These improvement efforts were also referred to as the concepts of Westernization, innovation, modernization, and secularization. How these concepts overlap with each other and how much they differentiate have been subject to many studies. The idea of looking for the source of failure of the Ottoman Empire inside ended in 1718, and it was accepted that Europe was more advanced; transferring Western science and technique was brought to the agenda to be able to struggle with Russia and Iran. To enable information transfer, initially temporary and then permanent ambassadors were sent to Europe. Specialists coming from European countries were employed in the army (Şahin, 2016). Sultan Mahmut II enabled reforms by abolishing the Guild of Janissaries. The sultan, who sent students to Europe, was given the nickname of *giaour* (infidel) Sultan due to his Western-style reforms (Berkes, 1978).

Westernization attempts of the Ottoman empire started by taking France as a model. Friendship with France from the past and the effect of France on Europe were important in this initiation. Sait Pasha, who had effects on the foundation of the press, examined Paris, opened originally French Comte de Bonneval (Humbaracı Ahmet Paşa) Hendesehane by working for the betterment of the Ottoman army, the teaching staff of the Imperial School of Naval Engineering that was opened in 1773 was composed of generally French specialists, technical specialists were brought for the education of the army from France in the period of Sultan Abdelhamid I (1774-1789), and the medium of instruction became French in some schools. However, with the termination of friendship with France, the Ottoman Empire turned its steps towards Germany, another Western country. German military specialists and educators began to have effects on the Ottoman Empire (in Ergün, 1990). The Ottoman empire realized that the lack of education cannot be solved merely by bringing specialists

from the Western world, and thus started to send students to the West for education. In the period of Selim III, İshak Efendi was sent to France to receive an education. Sultan Mahmut II took this issue more seriously, and 150 students selected from the military college and Hendesehane- i Âmire were sent to Europe for education. After the foundation of the Military college in 1834, talented students who finished this school were sent to military schools in Vienna, Paris, and London (Şarman, 2006, p.3)

While the focus in the changes was military service or related fields until the Reforms (Turhan, 1969), statesmen knew that knowledgeable society, a new type of intellectuals, and staff were needed to make innovations permanent. One of the purposes of Cevdet Pasha and Reşit Pasha and their friends was reforming the state through formal and non-formal education according to the new procedures of Europe. While innovation in education was seen inevitable in this process, the pressure by Europe was also leading (Akyüz, 2005). Imperial Edict of Reorganization was the first document that limited the Sultan's domination and announced this limitation to the community. The effect of Western European countries was evident in its preparation (Çavdar, 1999). By continuing the equal citizenship step that started with the Imperial Edict of Reorganization, Edict of Reform (1856) took the privilege from Muslims and made Muslims and non-Muslims equal under the concept of common citizenship. However, Christian people's obtaining some privileges with the pressure of European countries caused reactions in the Muslim-Turkish population who lift the burden of state (Mardin, 2004, p. 14). In 1876, the Ottoman Empire declared its first constitution and formed its first parliament. After a short time, Abdul Hamid II (1876-1909) gave the Ottoman-Russia war as a justification and suspended the parliament for a long time, with the effect of the deteriorated balance between the ratio of Muslim and non-Muslim members of the parliament as well. However, with the pressure of Ottoman intellectuals and various power groups, the parliament was reopened in 1908 and some of the authorities of the Sultan were limited. However, a rebellion was started in İstanbul with the effect of Derviş Vahdeti and Volkan Newspaper that argued that the traditional values were harmed against constitutional administration. This rebellion, which was called the 31 March Incident, was suppressed by the Action Army coming from Salonika (Çavdar, 1999).

World War I, which started in 1914, resulted in the defeat of the Ottoman Empire. While a lot of lands of the Ottoman Empire were lost with the Armistice of Montrose and the Treaty of Sevres, Anatolia was invaded. After the War of Independence initiated with the leadership of Mustafa Kemal Pasha ended with success, mainly Western-rooted innovations were started to convey the country to the level of contemporary civilization. Some of these innovations included the abolition of the sultanate, the proclamation of the republic, the abolition of the caliphate, multi-party system trials, 1921 and 1924 constitutions, adoption of Turkish Civil Law, the law on the unification of education, closure of lodges, zawiyas and shrines, reforms in the clothing, adoption of Latin Alphabet, adoption of surname law, reforms in the calendar and measurement and time units, and women's right to vote and stand for election. While these innovations aimed to reach the level of contemporary civilization, partnership with Western civilization was also aimed (Arduç, 2011). Türkiye tried to establish a partnership with the West in the field of education as well as politics. Foreign specialists were invited to Türkiye to establish a connection between Türkiye and European societies that substantially completed their development and improvement. Foreign education specialists such as Dewey, Buyse, Kühne and Malche, Dewey were asked to prepare a report to transform education institutions into modern Western structures (Şarman, 2006, p.16). In his report, John Dewey recommended that the most talented teachers in the teaching school should be selected and have a professional inspection in Türkiye or another country every five or six years (Bal, 1989, p.30). The shared points in the reports prepared by the foreign specialists included inviting foreign specialists and educators, translating and publishing copyright and translation work on modern education movements and the education system of Western countries, and ensuring that they are read by teachers. Articles and books on the modern education movements and the education system of Western countries were first published when Mustafa Naci was the board of education and increased constantly during the days that followed (Taşdemirci, 1999, p.165). The practice of studying abroad that was planned after the

law on the unification of education in 1924 was realized by the board of education with the European exam. In this way, the purpose was to raise economists, politicians, lawyers, philosophers, and artists for the Republic of Türkiye. With the exam administered in August, while 20 people were sent to France, two people were sent to Germany for education. In 1929, Law on Students to be sent to Foreign Countries to Study (Law no: 1416) was launched. This law determined the rules for sending students to Europe by state institutions, governorships, municipalities, boards of trade, Sümerbank, and the mineral research and exploration institute (MREI) (Şarman, 2006, p.26). Relationships of İsmet İnönü, who was the president after Mustafa Kemal Atatürk's death, with the West was determined by World War II. The fear from Germany and the distrust in the Soviet Union led to the signing of the Triple Alliance among Türkiye, England, and France. When the Soviet Union became stronger after World War II and adopted an expansionist policy, Türkiye was involved in the Western Alliance led by the United State of America. Truman Doctrine and Marshall Aid were the projects that were prepared to enable to form an alliance with Western countries and Türkiye against the Soviet Union. Türkiye was involved in the United Nations in 1945 (Tüzün, 2011). Relationships with Western countries continued increasingly when the Democrat Party came into power (1950) as well. In this period, NATO membership was one of the greatest goals of Türkiye. When Türkiye sent soldiers for the Korean War, the country was accepted to membership in 1952. One of the biggest goals of Türkiye, which started in the 1950s and has continued until today, was to be a member of the European Union. Türkiye applied to European Economic Community (EEC) in 1959. The Military interventions in 1960 and 1971 and the Military Coup on the 12<sup>th</sup> of September had negative effects on the views of EEC and European society about Türkiye. ANAP government of Turgut Özal, who won the elections in 1983, followed a traditional foreign policy and started preparations for full membership to European Union (Seydi, 2011). While the European Union constantly blamed Türkiye for not fulfilling its obligations, Türkiye blamed the European Union for being discriminatory and practicing a double standard. The relationship of Türkiye with the Western world was not limited only to political and economic fields; it also included environmental issues. Destruction of the environment due to various reasons worldwide has brought some measures into the agenda for the future of humanity. Türkiye has been involved in these institutions, which were generally formed by the Western countries and the United Nations. Environmental destruction was caused by the poisonous gases from factories and devices such as automobiles. A little increase in the world's climate causes many problems, particularly glacier melting and skin cancer. Factors such as the excessive increase in the world population, wars, excessive consumption triggered by capitalism, environmental pollution, and the use of agricultural areas for construction cause great harm to the environment (Akşin, 2010). Concerns about the increase in hunger, famine, drought, and epidemics, decrease in biodiversity, and ocean pollution led to holding the first UN environment conference meeting in Stockholm in 1972 and paved the way to sign 172 contracts about the environment. The UN held conferences about global warming in Brazil in 1992 and Japan in 1997 (Nye & Welch, 2011). As to the European Union, environmental policies had an important place among the primary policies implemented by the member countries. As the studies and policies implemented also show, member countries perceived the environmental problems as the common problem of the world, and with the goals set, forward-looking measures were taken (Yaman & Gül, 2018). With the Single European Act, Maastricht; Amsterdam and Lisbon Contract with Nice, the European Union took decisions about the environment and stated that sources should be allocated to protect the environment (Aydın & Çamur, 2017).

Important studies have been conducted regarding the Westernization process that started with Treaty of Passarowitz (1718) and have continued until today (Ahmad, 2012; Aslan, 2005; Berkes, 1978; Çelik & Bulgu, 2010; Demirtaş, 2007; Ergün, 1990; Hayta & Ünal, 2010; Lewis, 2000; Ortaylı, 2007; Mardin, 2004; Papila, 2008; Sarı, 2015; Sayılı, 1985; Şimşek, 2017;; Tunaya, 2004; Zürcher, 1993). However, the studies were mainly formed in a theoretical framework and did not determine the general views of different segments of society about this issue. A review of the related literature indicated no measurement tools at a national level for determining prospective teachers' attitudes towards Westernization. Besides, the determination of prospective teachers' views about Westernization is believed to be a source for regulations about teacher

education and contribute to the use of the technological and functional characteristics of the West in the design of education programs. In addition, the scale development study to determine prospective teachers' attitudes towards Westernization is believed to contribute to future studies by providing literature with a functional scale to be used in the future.

### **Purpose of the Study**

This study sets out to develop an attitudes scale about the concept of Westernization, which has continued since the period called the Tulip Era, by benefitting from the theoretical arguments. The literature on the concept of Westernization is quite rich. The literature includes views of intellectuals who supported the concept of Westernization, who opposed the Westernization movement, or who accepted the technical knowledge but rejected the Western culture (Ergün, 1990, Doğan, 1993, Doğan, 1997, Şakul, 2005, Cemaloğlu, 2005). For instance, according to a group led by Celal Nuri and Mehmet Akif Ersoy, there is no need to receive everything from Europe. They argued that we should only take the technology of the West, which holds hostile views about the Ottoman Empire, and their culture should be rejected. According to another group of Westerns led by Abdullah Cevdet, *“there is no second civilization, there is a single civilization, and it is the Western civilization. The rose should be taken with its thorn”* (Özbalcı, 1987; Turan Safran, Haya, Çakmak, Dönmez Şahin, 2011). Generally, the views of intellectuals about the Westernization process were prioritized, and the views of community were not mentioned in the literature sufficiently. In addition, a review of the literature at the national level indicated no studies that developed a scale to determine prospective teachers' views about Westernization. In this regard, the present study sets out to develop a scale that determines the attitudes of prospective teachers in education faculties towards Westernization.

## **METHOD**

### **Research Design**

The current study, which sets out to develop the Attitudes towards Westernization Scale and perform its validity and reliability, utilized a quantitative and screening design. The study was designed to develop the “Attitudes towards Westernization Scale” (ATWS) and perform its validity and reliability. The development of a measurement tool included the following steps of preparing the scale items: obtaining expert views for content validity, piloting, EFA (exploratory factor analysis), CFA (confirmatory factor analysis), and reliability and validity for data analysis. Approval of the study was obtained from the scientific research and publication ethics committee with E. 34711 number and 25.12.2021 date.

### **Participants**

For EFA and CFA, the study aimed to enhance maximum biodiversity by reaching prospective teachers who had different socio-demographic features. Views about the sample size in the scale development process vary. As such, while Kline (1994) argues that the sample size needs to be 10 times more than the number of items, Hoe (2008) states that any number beyond 200 is sufficient for the study group. Çokluk, Şekercioğlu and Büyüköztürk (2012) recommended that at least these two criteria should be met. Based on these views, the target population of the study included prospective teachers who were students in Education Faculty of a State University in the 2019-2020 academic year. The sample included 300 students, 171 (57%) females and 129 (43%) males who were selected using non-proportional cluster sampling from four departments (Primary School, Mathematics, Psychological Counseling and Guidance (PCG), Social Sciences, and Pre-school Teaching). Of all the students, 38 (12,7%) were enrolled in Social Sciences Teaching, 127 (42,3%) were enrolled in PCG, 82 (27,3%) were enrolled in Pre-school teaching, and 53 (17,7%) were enrolled in Primary school Mathematics teaching departments.

## Data Collection Tool

### Preparation Process of the Attitudes towards Westernization Scale (ATWS)

The steps below recommended by De Vellis were followed for the preparation of the ATWS.

**Generating an Item Pool:** The development of ATWS was started with the preparation of an item pool. For this purpose, initially, the related literature was reviewed, and the current knowledge about the factors affecting teachers' views about Westernization and the characteristics to be possessed in line with this were searched. The first draft items were prepared in line with the information gained.

The items were prepared as drafts in line with the concept of attitudes towards Westernization defined operationally in a way to encompass different dimensions of attitudes towards Westernization (social environment, adoption, democracy, and science and technique).

**Expert Reviewing of the Item Pool:** To receive expert opinions, the item pool was submitted to two experts. While one of these experts, who specialized in the learning-teaching process, instructed thinking education and worked in the Department of Education Sciences at the same faculty, the other expert was an academic who conducted studies in the field of history education.

**Piloting the ATWS:** For language and comprehensibility, the 80-item scale was piloted with a group of five participants that were composed of students from the Social Sciences Education undergraduate program in terms of language and comprehensibility. Based on their suggestions, necessary revisions including expressions and page format were made. The revised scale that was given its final form was piloted with 159 students from the departments of Pre-school Teaching, Primary School Mathematics Teaching, Psychological Counseling and Guidance) in one session in a classroom. Besides, the prospective teachers who were included in the pilot study were not included in the main study. Factor analyses performed for the factor structure of the ATWS included the analysis of KMO (Kaiser-Meyer-Olkin) coefficient and Barlett's Sphericity Test results to find out if data were appropriate for factor analysis. The results were found to be statistically significant (KMO=0.85; Barlett's Sphericity test  $\chi^2 = 3.067$  df = p<.001). The pilot study results from 159 students indicated that the four-factor, 34-item form had Cronbach's alpha values of .89 for the total scale and .92 in social environment (14 items), .89 in adoption (10 items), .76 in democracy (6 items), and .83 in science and technique (4 items).

Table 1 demonstrates values for factors obtained from the reliability analyses and the factor analyses accessed in eight iterations and resulted in four-factor structure, factor loads, factor eigenvalues, variance percentages that factors explained, and Cronbach's alpha values, corrected item-total score correlations of the items, common variances, as well as t values.

Table 1. Factors, Factor Loads, and Variance Percentages that the Factors and Item-total Correlation Values Explained in the Attitudes towards Westernization Scale.

Item No	F 1	F 2	F3	F 4	$\bar{X}$	T	SD	r
69	.87				3,65	-7.99	1,20	,53*
68	.84				3,66	-8.13	1,14	,53*
67	.81				3,62	-8.32	1,17	,54*
66	.80				3,67	-8.24	1,11	,57*
65	.77				3,59	-8.18	1,23	,49*
70	.75				3,52	-8.01	1,16	,56*

72	.72				3,58	-7.96	1,13	,52*
79	.69				3,47	-7,80	1,21	,52*
75	.66				3,61	-5.95	1,11	,44*
58	.62				3,71	-7.54	1,11	,47*
59	.53				3,69	-5.02	1,21	,34*
78	.52				3,26	-5.78	1,21	,44*
62	.51				3,17	-6,89	1,13	,50*
74	.46				3,33	-4.26	1,11	,35*
15		.78			3,03	-3.92	1,20	,29*
17		.77			3,19	-5.05	1,21	,40*
16		.73			3,02	-3.23	1,24	,25*
33		.70			2,63	-4.47	1,31	,32*
22		.69			2,24	-1.88	1,29	,14*
21		.68			2,31	-2.07	1,25	,12*
19		.68			2,82	-3.76	1,34	,34*
18		.67			2,69	-3.80	1,27	,24*
32		.65			2,45	-3.33	1,29	,28*
20		.62			2,58	-3.34	1,29	,29*
43			.74		3,12	-5.96	1,16	,44*
38			.64		2,77	-6.90	1,11	,47*
29			.62		2,43	-6.49	1,21	,49*
61			.61		2,84	-5.86	1,19	,47*
26			.44		2,75	-6.55	1,30	,48*
55			.40		2,70	-6.17	1,15	,44*
50				.82	3,12	-4.61	1,11	,43*
49				.76	3,15	-5.45	1,17	,50*
51				.72	3,06	-6.33	1,11	,49*
52				.24	3,27	-8.26	1,25	,57*
Range	.46-.87	.62-.78	.40 -.74	.24-.82	2.24 -3.71		1.11-1.31	.12-.57
								Total
Variance %	22.036	15.493	8.589	8.024				54.143
Cronbach's Alfa	.92	.89	.76	.83				.89

\*r: Item – total score correlations \* shows significance at a .05. For readability, factor loadings below .20 are not demonstrated F1: social environment; F2: adoption; F3: democracy and F4: science and technique

The factor structure of ATWS was evaluated via EFA. The purpose EFA is to find out the factor structure based on the relationships between the variables. As for CFA performed for model-data fit, it is utilized to test the hypotheses generated concerning relationships between variables (Tabachnick and Fidell, 2001).

The first component that was obtained is the "social environment" factor which is composed of Items 69, 68, 67, 66, 65, 70, 72, 79, 75, 58, 59, 78, 62, and 74. Some of the items in this scale include “Western countries have many functional projects conducted for environmental protection.”, “Programs in the Western education

system are more functional.”, “Western education contributes to personal development.” Factor loads of the 14 items in this factor were between .46 - .87 while item-total correlations were between .35 and .57, and Cronbach’s alpha internal consistency coefficient was .92. The second component in the ATWS according to EFA results was composed of 10 items with statements about the adoption aspect of Westernization such as “Western culture is discriminatory” and “Western civilization is dangerous” (Item Pool numbers 15,17,16,33,22,21,19,18,32 and 20). Factor loads of the items in the “*adoption*” factor were .62 to .78, the item-total correlations were .12 to .40, and Cronbach’s alpha internal consistency coefficient was .89. The third component in the ATWS was composed of six items with statements about the democratic aspect of Westernization such as “The West had great contributions to the democratic attainments of Türkiye” and “the West is the cradle of democracy”. This factor was called “*democracy*”. The items in this factor (Items: 43,38,29,61,26 and 55.), which had .76 Cronbach’s alpha internal consistency coefficient, had factor loads between .40 and .74, and the item-total correlation was between .44 and .49. Factor 4 in the ATWS was composed of four items that included statements such as “Science generally improves with the active participation of Western civilizations” and “Scientific improvement has become possible with the projects produced by Western civilizations”. This factor was called “*science and technique*”. Cronbach’s alpha internal consistency coefficient was found .83, factor loads of the items in this factor (Items:50,49,51 and 52) were between .56 and .82, and the item-total correlations were .43 to .57.

Four factors explained 54.14% of the total variance, and the scale Cronbach’s alpha internal consistency coefficient was found .89. Values of the Guttman Split Half giving idea about the stability of the scale or consistency between the two halves, were found .87 for the “social environment” factor, .91 for the “adoption” factor, .71 for the “democracy” factor, and .79 for the “Science and Technique” factor, and .61 for the whole scale. When Table 1 was analyzed in terms of factor loadings, the factor loadings were found to range between .46 and .87. Analysis based on items loaded on more than one factor showed that the items were generally loaded in the related factors with significant differences (.30 and above in general). Besides, the total scores of the participants obtained from 34 items were ranked from the lowest to the highest for each item, and upper and lower 27% groups were formed and whether the items discriminated these two groups from each other was analyzed. This analysis showed that all the items could significantly discriminate the groups ( $p < .001$ ). The arithmetic means of the other 34 items ranged between 2.24 and 3.71, and standard deviations ranged between 1.11 and 1.31.

## Data Analysis

The following analyses were performed for reliability and validity of the ATWS: Cronbach’s alpha Mean Variance Subtracted (AVE) and Composite Reliability analysis performed for reliability, expert views performed for content validity, and EFA and CFA performed for construct validity. In addition, further analyses were performed for arithmetic means and standard deviation values of the items as well as item-total score correlations; item discriminatory power was analyzed via a t-test. Arithmetic means, t-test and one-way analysis of variance compared the data in terms of the variables of gender and department where the students were enrolled. In addition, the form formed by the exploratory factor analysis was applied in another group and confirmatory factor analysis was performed and it was checked whether the structure was also provided in another group.

## FINDINGS

### Findings about Construct Validity and Reliability of the ATWS

The factor structure of the ATWS was analyzed through EFA and CFA. EFA explores the factor structure on the basis relationships between variables. As for CFA investigating the model-data fit, as stated by Tabachnick and Fidell (2001), it tests the hypotheses formed regarding the relationship between variables. The first EFA



performed to determine the ATWS factor structure included KMO coefficient and Barlett's Sphericity test results to find out if the data fit the factor analysis, and these values were found to be statistically significant (KMO =.90; Barlett's Sphericity test  $\chi^2 = 4.555$  df =351 p<.001). The results of the administration of the ATWS performed with 300 students indicated that the three-factor, 34-item form had Cronbach's alpha values of .87 for the total scale, .93 in factor 1 (social environment) (12 items), .88 in factor 2 (adoption) (10 items), and .67 in factor 3 (democracy) (5 items).

According to the first EFA results, the scale had three components that had eigenvalues of over 1.00, but the items collected under the first three factors with eigenvalues of over 2.00 either were only one or two items or they had over .30 factor loads in other components as well, and the factor loads under two components were close to each other. Analysis was performed for the scree plot of the eigenvalues, and the most significant break was found to be in factor 3. Eigenvalues, percentage to the total variance and scree plot were the most frequently used criteria (DeVellis, 2003). According to Cattell (in DeVellis, 2003), the number of factors until the scree plot takes a horizontal shape could be a criterion to determine the number of factors. The item pool was prepared under three factors called F1: social environment; F2: adoption, and F3: democracy; hence, the factor analysis was applied again with three components only.

Table 2 demonstrates factors obtained from the EFA and reliability analysis accessed with three iterations and resulted in a three-factor structure, factor loads, factor eigenvalues, variance percentages explained by the factors, and Cronbach's alpha values, corrected item-total correlations.

Table 2. Factors, Factor Loads and Variance Percentages that Factors explained, and Item-total Score Correlation Values in the Attitudes towards Westernization Scale.

Item No	F 1	F 2	F 3	$\bar{X}$	T	SS	r*
25	.83			3,74	-11,604	1,05	,61*
28	.81			3,88	-11.150	,99	,61*
26	.81			3,79	-11.393	1,03	,61*
27	.80			3,87	-11.123	,98	,58*
24	.78			3,73	-12.126	1,11	,59*
29	.74			3,81	-10.876	1,07	,56*
32	.73			3,84	-12.318	1,08	,59*
30	.72			3,82	-11.048	1,04	,59*
34	.70			3,90	-10.611	1,05	,58*
21	.67			3,96	-9.171	1,06	,53*
33	.63			3,74	-10.499	1,09	,51*
23	.57			3,39	-7.067	1,07	,39*
8		.78		3,55	-9.472	1,27	,47*
4		.78		3,05	-9.075	1,32	,38*
5		.76		3,34	-6.147	1,29	,34*
7		.75		3,54	-7.050	1,20	,37*
6		.70		3,42	-5.882	1,28	,29*
3		.68		2,57	-5.555	1,23	,24*
1		.68		2,86	-5.362	1,23	,24*
12		.63		3,18	-5.164	1,25	,23*

11	.63		3,35	-7.244	1,28	,31*	
2	.43		3,11	-2.614	3,23	,21*	
14		.70	3,23	-3.853	1,13	,21*	
13		.64	3,08	-3.955	1,16	,22*	
19		.59	2,94	-3.206	1,24	,17*	
22		.58	3,40	-7.956	1,21	,37*	
9		.23	3,42	-5.085	1,29	,16*	
Range	.57-.83	.43-.78	.23-.70	2.57-3.96	-2.614—12.318	.98-3.23	Total
Variance %	25.798	18.46	9.868				54.127
Cronbach's Alfa	.93	.88	.67				.87
Mean Variance Subtracted (AVE)	0,536	0,47	0,32				
Composite	0,93	0,89	0,68				
Reliability (CR)							

\*r: Item – total score correlations \* shows significance at a .05. For readability, factor loads below .20 are not demonstrated. F1: social environment; F2: adoption and F3: democracy

The first component obtained from the analyses was the “*social environment*” factor that was composed of Items 25, 28, 26, 27, 24, 29, 32, 30, 34, 21, 33, and 23. Some of the items in this scale included “Western countries organize activities that create environmental conscience” and “Programs in the Western education system are more functional”. Factor loads of 12 items in this factor ranged from .57 to .83, and the item-total score correlations were .39 to .61. Cronbach’s alpha internal consistency coefficient was .93. EFA results indicated that the second component in the ATWS had 10 items related to the adoption factor of Westernization; for instance, “Moral values of Western civilizations contain interest” and “The western civilization is capitalist” (Item no:8, 4, 5, 7, 6, 3, 1, 12, 11 and 2.). Factor loads of the items in the “*adoption*” factor were .43 to .78, item-total correlations were .21 to .74, and Cronbach’s Alpha internal consistency coefficient was .88. The third factor in the analyses results included the democracy factor of students’ attitudes towards Westernization and was composed of items such as “Western people respect democracy” and “The West had great contributions to the democratic attainments of Türkiye”. This factor was called “*democracy*”. The items in this factor (Items: 14, 13, 19, 22, and 9.), which had .67 Cronbach’s alpha internal consistency coefficient, factor loads between .23 and .70, and the item-total correlation between .16 and .21. Three factors explained 54.12% of the total variance. The scale’s Cronbach’s alpha internal consistency coefficient was found .87. Values of the Guttman Split Half, which was calculated to have an idea about the stability of the scale or consistency between the two halves, were found .90 for “social environment”, .90 for “adoption”, and .75 for “democracy”. When Table 2 was analyzed, the factor loads were .23 to .83. When it was analyzed according to the items loaded on more than one factor, the items were generally loaded with significant differences (.30 and above in general). Arithmetic means of the 27 items ranged between 2.57 and 3.96, and standard deviations between .98 and 3.23. Moreover, the total scores obtained from 27 items were ranked from the lowest to the highest for each item, and upper and lower 27% groups were formed and whether the items discriminated these two groups from each other was analyzed. This analysis showed that all the items could discriminate the groups significantly ( $p < .001$ ).

In addition, in terms of structural validity, which has an important place for validity and reliability after the exploratory factor analysis, the Inferred Average Variance (AVE) and Composite Reliability analyzes were evaluated. If the AVE and Composite Reliability (CR) analysis values of the relevant scale are; it was found as

AVE: 0.536, CR: 0.93 in F1, AVE: 0.47, CR: 0.89 in F2, and AVE: 0.32 and CR: 0.68 in F3. When evaluated in general, it is seen that CR values show a high level of reliability in F1 and F2, and a moderate level of reliability in F3. Since the AVE:0.536 value in F1 was above 0.50 (Bacon, Sauer, & Young, 1995), convergent validity was observed in this factor. A value of 0.47 in F2 was evaluated as a value close to convergent validity (Bacon, Sauer, & Young, 1995).

Table 3 shows the correlation matrix and arithmetic means, and standard deviation values of the Attitudes towards Westernization Scale total score and factors.

Table 3. Correlation Matrix and Arithmetic Means and Standard Deviation Values of the ATWS Total Score and Factors.

	1	2	3	Arithmetic Mean	Sd
Social environment	-	.021	.582**	45.52	9.75
Adoption	.021	-	-.253**	32.01	9.89
Democracy	.582**	-.253**	-	16.08	3.96
Total	.795**	.590**	.463**	93.62	15.43

N=300 \*\*p<0.01, \*p<0.05

According to Table 3, factor 1 in the ATWS had significant relationships with factor 3 and the total score ( $p<0.01$ ,  $p<0.05$ ), it had a negative and significant relationship with factor 3 ( $p<0.01$ ,  $p<0.05$ ) and it had a positive and significant relationship with the total score ( $p<0.01$ ,  $p<0.05$ ). As for factor 3, it had a positive and significant relationship with factor 1 and the total score ( $p<0.01$ ,  $p<0.05$ ), and it had a negative and significant relationship with factor 2 ( $p<0.01$ ,  $p<0.05$ ). The relationship of total scale with all factors was positive and significant ( $p<0.01$ ,  $p<0.05$ ). The arithmetic means of the ATWS total, and factors ranged between 16.08 and 45.52, and the standard deviation values ranged between 3.96 and 9.89.

### Confirmatory Factor Analysis (CFA)

Many fit indices are used to assess the validity of the CFA model. Some of them are the chi-square fit test, Goodness of Fit Index (GFI), Adjusted Goodness of Fit Index (AGFI), Root Mean Square Residual (RMR or RMS), and Root Mean Square Error of Approximation (RMSEA). According to Sümer (2000), the model is a good fit with real data if the ratio calculated via CFA ( $\chi^2/sd$ ) is below 5. GFI and AGFI values should be over .90, and RMS or standardized RMS and RMSEA values should be below .05 for model-data fit.. However, GFI value of below 0.85, AGFI value of above 0.80, and RMS value of below 0.10 are expected to be criteria for the model-data fit (Marsh, Balla & McDonald, 1988; in Çokluk, Şekercioğlu & Büyüköztürk, 2012).

CFA was conducted to confirm the scale's construct validity with 27 items and 3 factors according to EFA. CFA is an analysis method used for testing the scale structures that are theoretically defined and proven to be valid (Kline, 2011). Once a model is formed for the analysis, initially, t values of the observed variables are analyzed. Both t values and error variances are recommended to be analyzed for the acceptability of the model (Çokluk, Şekercioğlu & Büyüköztürk, 2012).

CFA was conducted to test the validity of the three-factor model. Many statistics exist for the model-data fit, but the generally analyzed indicators (Sümer, 2000; Çokluk, Büyüköztürk & Şekercioğlu, 2012) include  $\chi^2$ ,  $\chi^2/df$ , R MSEA, NNFI, CFI and GFI values CFA was performed to test the validity of the three-factor structure determined by the EFA. CFA performed to analyze how much the three-factor model fit the data collected and the chi-square value calculated for model-data fit were found to be significant  $\chi^2=1354,32$ ,  $sd=295$ ,  $p<.01$ . Some fit statistics calculated using the same analysis are as follows:  $(\chi^2/sd)=4,59$ ,  $RMSEA=0.110$ ,  $RMR=0.13$ ,  $GFI=0.74$ ,  $AGFI=0.69$ ,  $NNFI=0.90$ ,  $NFI=0.89$ ,  $CFI=0.91$ ,  $RFI = 0.88$ . Table 4 shows the modifications and fit indexes in the confirmatory factor analysis. The last modification of the model (sixth modification) was done between Item 11 and Item 10, and fit statistics were found  $\chi^2=666,87$ ,  $sd=289$ ,  $p<.01$ ,  $(\chi^2/sd)=2,30$ ,  $RMSEA=0.066$ ,  $RMR=0.064$ ,  $GFI=0.85$ ,  $AGFI=0.82$ ,  $NNFI=0.96$ ,  $NFI=0.94$ ,  $CFI=0.96$ . Considering these values, the scale was found to demonstrate a perfect fit (Tabachnick & Fidell, 2001). Figure 1 shows the CFA path diagram.

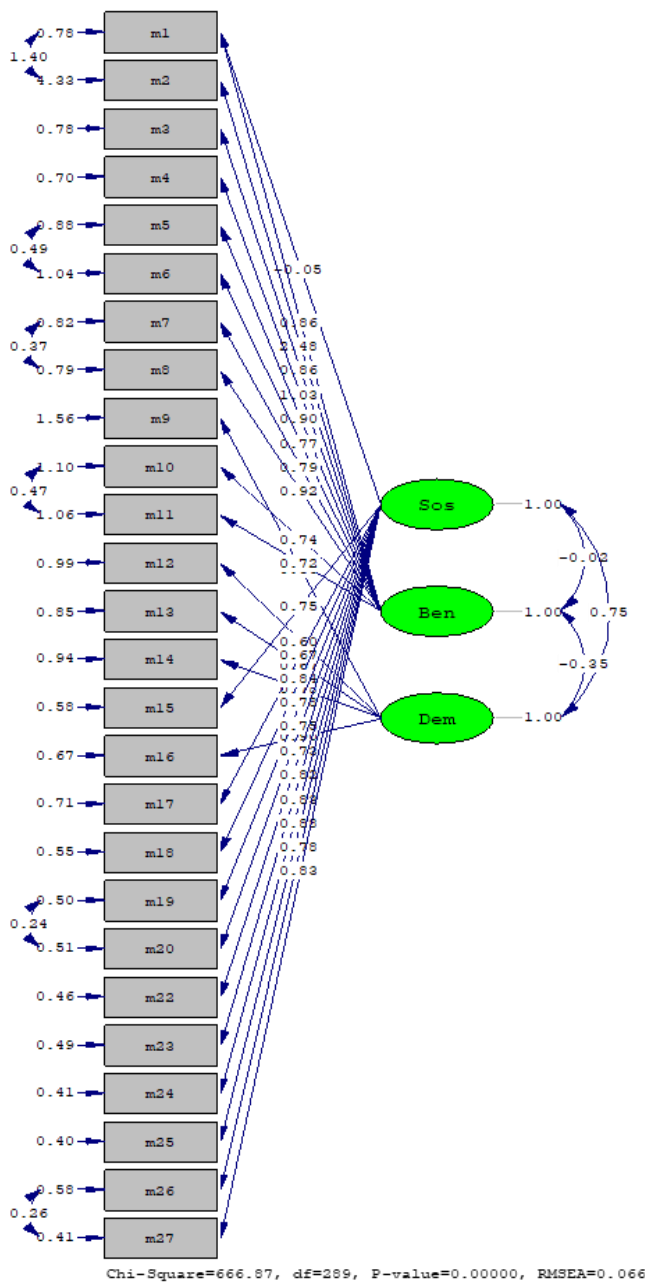


Figure 1. CFA path diagram.

Table 4. The Fit Indexes Reported in CFA for Scale Form Anchored with ATWS.

	$\chi^2$	$\chi^2/sd$	RMSEA	RMR	GFI	AGFI	NNFI	NFI	CFI	RFI
DFA Model 1	1354,32	4,59	0.110	0.13	0.74	0.69	0.90	0.89	0.91	0.88
DFA Model 2 (First Modification)	1111.07	3,77	0.096	0.12	0.78	0.73	0.93	0.91	0.93	0.90
DFA Model 3 (Second Modification)	946,17	3,22	0.086	0,12	0.80	0,77	0,94	0,92	0,94	0,91
DFA Model 4 (Third Modification)	865,13	2,96	0.081	0.069	0.82	0.78	0.94	0.92	0.95	0.92
DFA Model 5 (Fourth Modification)	775,81	2,66	0.075	0.12	0.83	0.80	0.95	0.93	0.95	0.92
DFA Model 6 (Fifth Modification)	723,36	2,49	0.071	0.066	0.84	0.81	0.95	0.93	0.96	0.93
DFA Model 7 (Sixth Modification)	666,87	2,30	0.066	0.064	0.85	0.82	0.96	0.94	0.96	0.93

$p < .01$ , CFA = confirmatory factor analysis; RMSEA = Root mean square error of approximation; CFI = comparative fit index; SRMR = SRMR: Standardized Root Mean Square Residual.

## CONCLUSION

This study sets out to develop the Attitudes towards Westernization Scale. Although the scale was originally formed as a four-factor structure based on the literature review (F1: social environment; F2: adoption; F3: democracy and F4: science and technique), it became a three-factor structure based on the EFA after the pilot study (F1: social environment; F2: adoption and F3: democracy). After the main administration of the EFA, while F1: social environment factor was composed of 12 items (25, 28, 26, 27, 24, 29, 32, 30, 34, 21, 33, and 23), F2: adoption factor had 10 items (Item no:8, 4, 5, 7, 6, 3, 1, 12, 11 and 2), and F3: democracy factor was composed of five items (Item no: 14, 13, 19, 22 and 9). The main administration revealed a 27-item scale in EFA. In this regard, CFA was performed to test the validity of the three-factor structure of the ATWS. CFA performed to analyze how much the three-factor ATWS fit the data that were collected and the chi-square test performed for model-data fit were determined significant. Fit statistics in the last modification of the model were found  $\chi^2=666,87$ ,  $sd=289$ ,  $p < .01$ ,  $(\chi^2/sd)=2,30$ . Some fit indices in the same analysis were found  $(\chi^2/sd)=2,30$ , RMSEA=0.066, RMR=0.064, GFI=0.85, AGFI=0.82, NNFI=0.96, NFI=0.94, CFI=0.96, RFI=0.93. Given these values, the scale was found to have a perfect fit (Tabachnick and Fidell, 2001). The distribution of 27 items according to factors based on the CFA was as follows: social environment factor 12 items (Item No: 15., 17., 18., 19., 20., 21., 22., 23., 24., 25., 26. and 27.), adoption factor:10 Items (Item no:1., 2., 3., 4., 5., 6., 7., 8., 10. and 11.) and democracy factor: 5 Items (Item No: 9., 12., 13., 14. and 16.)

The results of the CFA performed to test the original factor structure of the scale which was supported with expert views as well showed that the structure of 27 items in the scale was valid in education faculty students, indicating the adequate data fit of the model (Kline, 2011; Şimşek, 2007; Hoe, 2008).

Reliability, according to Klein (1998) and Wiersma (2000), is the consistency of a measurement tool in all measurements. Calculating Cronbach's alpha is the most reliable method used in studies (Dorman & Knightley, 2006). Cronbach's alpha internal consistency coefficients were found .87 for the total scale, .93 in factor 1, .88 in factor 2, and .67 in factor 3; hence, a reliable 27-item scale was obtained.

Based on the characteristics of the items in the factors, factor 1 was determined as "social environment", factor 2 as "adoption", and factor 3 as "democracy". This scale, which was found to be valid and reliable, is also the first measurement tool in our country that was developed using CFA.

According to the results of the reliability and validity studies conducted with education faculty students, the scale could assess the attitudes of education faculty students through a three-factor structure. Hence, the followings are considered:

-the scale structure is valid and reliable,

- results of the main administration could provide the necessary feedback about students' self-perceptions about their attitudes towards westernization

-the measurement tool could be investigated at a meta-analytic level through implementations and studies to be conducted with different samples in the future

-ATWS could be utilized in experimental and descriptive studies for the identification of self-perceptions of education faculty students about their attitudes towards westernization.

In addition, the scale is considered to contribute to the literature in terms of providing various data in future studies.

## **Batılılaşmaya Karşı Tutum Ölçeği'nin Geçerlilik ve Güvenirlilik Analizi**

### **GENİŞLETİLMİŞ ÖZET**

Batılılaşma ifadesi Osmanlı Devleti'nde başlayıp Cumhuriyet Türkiye'sinde yeni boyutlar kazanan Batı Avrupa'nın toplumsal ve fikirselsel birikimini ulaşılması gereken bir hedef olarak gören yaklaşımdır. Orduda ve eğitim sahasında başlayan bu süreç Osmanlı Devleti'nde coğrafyaya ve döneme göre farklı isimlerle de anılmıştır. 18. yüzyılın başlarında tecdüüd veya islahat, daha sonra da Tanzimat olarak tanımlanan hareketler asrılık, asrileşme olarak da adlandırılmıştır. Batılılaşma hareketleri muasırlaşma, çağdaşlaşma isimleriyle de tanımlanmıştır. Osmanlı Devleti'nin 17. yüzyılda savaşlardan istediği sonucu alamaması üzerine eskiye veya geleneğe dönme fikri denenmiş ancak bu çözüm getirmemiştir. Osmanlı Devleti, Karlofça ve Pasarofça antlaşmalarıyla kaybettiği topraklar ve Büyük Petro idaresindeki Rusya'nın batılılaşma ve modernleşme programlarıyla güçlenmesiyle Osmanlılar üstünlük psikolojisinden sıyrılarak Batının biliminden yararlanma düşüncesini kabul etmiştir. Batı'dan gelen yenilikleri ve etkileri kabul etme konusunda Osmanlı aydınları önemli görüş ayrılıkları yaşamışlardır. Kimi aydınlar Batılı değerlerin tamamıyla benimsenmesi gerektiğini dile getirirken kimi aydınlar da Batı'nın kültürel değerlerini reddederek bilim ve teknolojinin alınmasının gerektiğini savunmuşlardır. Örneğin Abdullah Cevdet, Kılıçzâde Hakkı ve Celâl Nuri Bey gibi aydınlar Osmanlı toplumunun yapısal problemlerine bağlı siyasal çözümlerin topyekûn Batılılaşma ile gerçekleşebileceğini savunmuşlardır. Bu kişilere göre "Asyai Kafalar" Batılılaşmalı, *Batı uygarlığı gülü ve dikenini ile birlikte kabul edilmelidir*. Öte yandan bazı aydınlar ise topyekûn Batılılaşmanın doğru olmadığını kültürel değerlerin korunması gerektiğini savunmuşlardır. Batı'dan yapılan çevirilerin yoğun olduğu dönemde Ali Suâvi, İngiliz Kerim Efendi, Harputlu Hoca İshak Efendi, Ömer Hilmi Efendi ve Cevdet Paşa gibi aydınlar İslam klasiklerini tercüme ederek tepkisel bir tavır ortaya koymuşlardır. Nitekim Cevdet Paşa'ya göre ise Osmanlı Devleti'nin gelişmesi için Batı'dan yenilikler alınmalı, körü körüne taklit yapılmamalı, kültürel

değerler korunmalıdır. Batılılaşma çabaları Osmanlı Devleti'nde askeri başarıların görülmesiyle başlayan çeşitli alanlarda iyileştirme çabalarını kapsamaktadır. Bu iyileşme çabaları Batılılaşma, yenileşme, modernleşme, çağdaşlaşma, laikleşme kavramlarıyla da ifade edilmiştir. Bu kavramların ne kadar örtüştüğü ne kadar ayrıştığı çeşitli çalışmalara konu olmuştur. Osmanlı Devleti'nde başarısızlıkların kaynağını ilk olarak içte arama fikri 1718 yılında sona ererek Avrupa'nın daha ilerde olduğu kabul edilmiş, Rusya ve İran'la mücadele edebilmek için Batı bilim ve tekniğinin transfer edilmesi gündeme gelmiştir. Osmanlı Devleti'nde Batılılaşma hamleleri Fransa örnek alınarak başlamıştır. Fransa ile geçmişe dayalı dostluk ve Fransa'nın Avrupa üzerindeki etkisi de bu başlangıç için önemlidir. Matbaanın kuruluşunda etkisi olan Sait Paşa Paris'te incelemelerde bulunmuş, Fransa kökenli Comte de Bonneval (Humbaracı Ahmet Paşa) Osmanlı Ordusunun ıslahı için çalışarak Hendesehane açmış, 1773 yılında açılan Mühendishane-i Bahri-i Hümayun'un öğretim kadrosu genellikle Fransız uzmanlardan oluşmuş, Birinci Abdülhamit döneminde (1774-1789) Fransa'dan ordunun eğitimi için teknik uzmanlar getirilmiş, bazı okulların öğretim dili Fransızca olmuştur. Ancak daha sonraki yıllarda Fransa ile dostluğun bitmesi ile Osmanlı Devleti'ni başka bir Batılı devlet olan Almanya'ya yönelmiştir. Osmanlı Devleti, Batı dünyasıyla eğitim açığının sadece uzman getirmekle çözülemeyeceğini anlamış, Batıya eğitim için öğrenci göndermeye de başlamıştır. III. Selim devrinde İshak Efendi eğitim alması için Fransa'ya gönderilmiştir. II. Mahmut ise bu konuyu daha fazla ciddiye almış harbiye ve Hendesehane-i Âmire'den seçilen yüz elli öğrenci Avrupa'ya yollanmıştır. 1834 yılında Harp Okulu'nun açılmasından sonra bu okulu bitiren yetenekli öğrenciler Viyana, Paris ve Londra'da askeri okullara yollanmıştır.

Tanzimat'a kadar değişmelerin ağırlık noktası askerlik veya ona bağlı alanlarda yoğunlaşırken devlet adamları girişilen yeniliklerin kalıcı olabilmesi için bilgili bir toplum, yeni bir aydın tipi ve kadro oluşturmak gerektiğini biliyorlardı. Cevdet Paşa ile Reşit Paşa ve arkadaşlarının amaçlarından biri örgün ve yaygın eğitim yoluyla devleti Avrupa'nın yeni usullerine göre düzenlemektir. Tanzimat Fermanı Osmanlı padişahının egemenliğini sınırlayan ve bu sınırlamayı tüm halka duyuran ilk belgedir. Hazırlanışında Batı Avrupa ülkelerinin de etkisi açıktır. İslahat Fermanı (1856) Tanzimat Fermanı ile başlayan eşit yurttaşlık adımını devam ettirerek, Müslüman unsurlardan imtiyazlı durumu almış Gayri Müslimlerle Müslümanları ortak vatandaşlık kavramı altında eşitlemiştir. Ancak Avrupa ülkelerinin baskısıyla Hıristiyanların ayrıcalıklar elde etmesi devletin yükünü çeken Müslüman-Türk unsurda tepki meydana getirmiştir. 1876 yılında ise Osmanlı Devleti'nde ilk anayasa ilan edilerek ilk parlamento oluşmuştur. Kısa süre sonra II. Abdülhamid (1876-1909) Osmanlı-Rus Savaşı'nı gerekçe göstererek, meclisteki Müslüman milletvekilleri ile Gayri Müslim milletvekillerinin oranındaki dengenin bozulmasının da etkisiyle, meclis uzun süre tatil edilmiştir. Ancak Osmanlı aydınlarının ve çeşitli güç gruplarının baskısıyla 1908 yılında Meclis tekrar açılmıştır ve padişahın yetkilerinin bir kısmı kısıtlanmıştır. Ancak meşrutî yönetime karşı geleneksel değerlerin aşındırıldığını savunan Derviş Vahdeti ve Volkan Gazetesi'nin etkisiyle İstanbul'da bir ayaklanma başlatılmıştır. 31 Mart İsyanı adı verilen bu ayaklanma Selanik'ten gelen hareket ordusu tarafından bastırılmıştır. 1914 yılında başlayan Birinci Dünya Savaşı Osmanlı Devleti'nin yenilgisiyle sonuçlanmıştır. Mondros Mütarekesi ve Sevr Antlaşması'yla Osmanlı Devleti pek çok toprağını kaybederken Anadolu da işgale uğramıştır. Mustafa Kemal Paşa önderliğinde başlayan Millî Mücadele başarıyla sonuçlandırıldıktan sonra ülkeyi çağdaş uygarlık seviyesine ulaştırma için çoğunluğu Batı kökenli yenilikler yapılmaya başlanmıştır. Bu yeniliklerle çağdaş uygarlık düzeyine ulaşmak istenirken, Batı uygarlığı ile de bir ortaklık kurulmaya çalışılmıştır. Türkiye, Batı ile siyasal alanın yanında eğitim alanında da ortaklık kurmaya çalışmıştır. Türk toplumu ile kalkınmasını ve gelişmesini büyük ölçüde tamamlamış olan Avrupa toplumları arasında bir bağ kurmak amacıyla yabancı uzmanlar Türkiye'ye davet edilmiştir. Maarif Vekili Mustafa Necati zamanında yayımlanmaya başlayan çağdaş eğitim akımları ve Batı ülkelerinin eğitim sistemlerine ilişkin makale ve kitaplar devamlı olarak artmıştır. 1924 yılı Tehvid-i Tedrisat Yasası sonrasında planlanan yurt dışı eğitim uygulaması Maarif Vekâleti tarafından Avrupa sınavıyla hayata geçirilmiştir. Ağustos ayında uygulanan sınavla 20 kişi Fransa'ya, iki kişi de Almanya'ya eğitime gönderilmiştir. 1929 yılında, 1416 yılında "Ecnebi Memleketlere Gönderilecek Talebe Hakkında Kanun" çıkarılmıştır. Bu kanun; devlet dairelerinin, valiliklerin, belediyelerin, ticaret odalarının, Sümerbank, MTA gibi iktisadi devlet kuruluşlarının ve harp okullarıyla askeri kurumların Avrupa'ya öğrenci gönderme kurallarını

belirlemiştir. Mustafa Kemal Atatürk'ün ölümünden sonra başa geçen ismet İnönü'nün Batı ile ilişkilerini II. Dünya Savaşı belirlemiştir. İkinci Dünya Savaşı'ndan Sovyetler Birliği'nin güçlenerek çıkması ve yayılmacı politika izlemesi Türkiye'yi Amerika Birleşik Devletleri'nin liderlik yaptığı Batı ittifakına dâhil etmiştir. Truman Doktrini ve Marshall Yardımı Batı Avrupa devletleriyle Türkiye'yi Sovyetler Birliğine karşı bir ittifak oluşturmak üzere hazırlanmış projelerdir. Türkiye 1945 tarihinde ise Birleşmiş Milletlere dâhil olmuştur. Batılı devletler ile olan ilişkiler Demokrat Parti'nin (1950) iktidara gelmesinden sonra da artarak devam etmiştir. Bu dönemde Türkiye'nin en büyük amaçlarından biri NATO'ya girmek olmuştur. Türkiye'nin Kore Savaşı'na asker göndermesi 1952 yılında üyeliğe kabul edilmesini sağlamıştır. Türkiye'nin en büyük hedeflerinden birisi de 1950'li yıllarda başlayıp günümüzde de devam eden Avrupa Birliği'ne girebilmektir. Türkiye 1959 yılında AET başvuru yapmıştır. 1960 ve 1971 askerî müdahaleleri ve 12 Eylül Askeri Darbesi AET'nin ve Avrupa toplumunun Türkiye'ye bakış açısını olumsuz etkilemiştir. 1983 seçimlerinde başarı kazanan Turgut Özal'ın ANAP hükümeti geleneksel dış politika çizgisi izleyerek AB'ye tam üyelik için hazırlıklara başlamıştır. Türkiye'nin Batı dünyası ile ilişkileri sadece siyasal ve ekonomik alanda değil aynı zamanda çevre konularında da olmuştur. Dünyada çeşitli nedenlerle çevrenin tahribata uğraması insanlığın geleceği açısından bazı önlemleri de gündeme getirmiştir. Türkiye genellikle Batılı devletler ve Birleşmiş Milletler tarafından oluşturulan bu kurumlarda yer almıştır. Çevre tahribatında fabrika ve otomobil gibi aygıtların yaydıkları zehirli gazlar etkili olmuştur.

Konuyu toparlayacak olursak Pasarofça Antlaşması'yla (1718) başlayan günümüzde de devam eden Batılılaşma süreciyle ilgili önemli çalışmalar yapılmıştır. Ancak çalışmalar genellikle teorik bir çerçevede şekillenmiş, bu konuda toplumun çeşitli kesimlerinin genel düşüncesi tespit edilmemiştir. Yapılan alan yazın taramasında Batılılaşmaya karşı öğretmen adaylarının tutumların belirlenmesine yönelik bir ölçme aracına yurt içi literatüründe rastlanılamamıştır. Ayrıca öğretmen adaylarının batılılaşmaya karşı bakış açılarının tespit edilmesi öğretmen eğitiminde yapılacak düzenlemelerde bir kaynak olacak, bu noktada eğitim programı tasarımlarında batının teknolojik ve işlevsel özelliklerinin programlara yansıtılmasında fayda sağlayacaktır. Buna ek olarak öğretmen adaylarının Batılılaşmaya karşı tutumunun ne olduğuyla ilgili yapılan ölçek geliştirme çalışması, bundan sonra yapılacak araştırmalarda da işlevsel bir ölçek olarak alana katkı sağlayacaktır. Araştırmanın amacı Lale Devri adı verilen dönemden beri devam eden batılılaşma kavramına ilişkin teorik tartışmalardan yararlanarak bir tutum ölçeği geliştirmektir. Batılılaşmaya Karşı Tutumlarını ölçen geçerliği ve güvenilirliği kanıtlanmış bir ölçek geliştirmeyi amaçlayan bu araştırma, nicel araştırma deseninde ve tarama modelindedir. Eğitim fakültesi düzeyinde "Batılılaşmaya Karşı Tutum Ölçeği" nin (BYTÖ) geliştirilmesi, geçerlik ve güvenilirlik çalışmalarının yapıldığı bir araştırmadır. Ölçme aracını geliştirmeye ilişkin süreçte sırasıyla; ölçek maddelerini hazırlama, kapsam geçerliği için uzman görüşü alma, deneme uygulaması, verilerin analizinde açıklayıcı faktör analizi, doğrulayıcı faktör analizi (DFA) ve geçerlik güvenilirlik çalışması şeklinde bir yol izlenmiştir. Araştırma kapsamında Açıklayıcı Faktör Analizi (AFA) ve Doğrulayıcı Faktör Analizi için, farklı demografik özelliklere sahip öğretmen adaylarına ulaşılarak maksimum çeşitlilik sağlanmaya çalışılmıştır. BYTÖ'nin geçerlik ve güvenilirlik analizleri kapsamında, toplanan veriler üzerinde güvenilirlik için Cronbach Alpha, Çıkarılan Ortalama Varyans (AVE) ve Composite Reliability analizleri, kapsam geçerliği için uzman görüşleri, yapı geçerliği için açıklayıcı ve doğrulayıcı faktör analizi yapılmıştır. Ayrıca açıklayıcı faktör analizi sonucunda oluşan form, başka bir grupta uygulanıp doğrulayıcı faktör analizi yapılmış ve yapının başka bir grupta da sağlanıp sağlanılmadığına bakılmıştır. Ayrıca, maddelerin aritmetik ortalama ve standart sapma değerleri ile madde-toplam puan korelasyonları incelenmiş, t-testi analiziyle de madde ayırıcılık güçleri hesaplanmıştır. Verilerin, cinsiyet ve öğrenim gördükleri ana bilim dalı değişkenleri açısından karşılaştırılması amacıyla aritmetik ortalama, t-testi ve tek yönlü varyans analizi teknikleri kullanılmıştır. DFA'ı sonucunda oluşan 27 maddenin alt faktörlere göre dağılımı ise Sosyal Çevre boyutu 12 madde (Madde No: 15., 17., 18., 19., 20., 21., 22., 23., 24., 25., 26. ve 27.), Benimseme boyutu 10 maddeden (Madde no:1., 2., 3., 4., 5., 6., 7., 8., 10. ve 11.) ve Demokrasi boyutu ise 5 maddeden (Madde No: 9., 12., 13., 14. ve 16.) oluşmuştur. BYTÖ'nin uzman görüşüyle de desteklenen özgün faktör yapısını sınamak



için yapılan doğrulayıcı faktör analizi sonuçlarına göre ölçek de yer alan 27 maddenin, eğitim fakültesi öğrencileri üzerinde geçerli bir yapı gösterdiğini doğrulanmıştır.

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## EK

### SCALE OF ATTITUDE TO WESTERNIZATION BATILILAŞMAYA KARŞI TUTUM ÖLÇEĞİ

Former Item No.	New Item No.	Items of Scale
1	1	Western culture is racist. Batı kültürü Irkçıdır.
2	2	Western culture is discriminatory. Batı kültürü ayrımcıdır.
3	3	Western civilization is dangerous . Batı medeniyeti tehlikelidir.
4	4	The moral values of Western civilization include benefits. Batı medeniyetinin ahlak değerleri menfaat içermektedir
5	5	Our national values have been damaged by Westernization movements. Milli değerlerimiz Batılılaşma hareketleri ile zarar görmüştür.
6	6	Our religious values have been damaged by Westernization movements. Dini değerlerimiz Batılılaşma hareketleri ile zarar görmüştür.
7	7	Western civilization is capitalist. Batı medeniyeti kapitalisttir.
8	8	Western civilization is colonial. Batı medeniyeti sömürgecidir
9	9	It doesn't bother me to dress like a Westerner . Bir Batılı gibi giyinmek beni rahatsız etmez
11	10	Westerners do not want Türkiye's well-being. Batılılar Türkiye'nin iyiliğini istemezler
12	11	Westerners don't care about anyone but themselves. Batılılar kendilerinden başkasına önem vermezler
13	12	The West has contributed greatly to Türkiye's democratic gains . Türkiye'nin demokratik kazanımlarında Batının büyük katkısı olmuştur
14	13	Westerners respect democracy. Batılılar demokrasiye saygı duyarlar.
19	14	Traditions of Western culture contribute to the development of societies. Batı kültürünün gelenekleri, toplumların gelişmesine katkı sağlar.
21	15	In Western countries, different exhibitions, operas, theaters, art galleries and sightseeing activities are given more space.

		Batılı ülkelerde farklı sergi, opera, tiyatro, sanat galerisi ve gezi etkinliklerine daha fazla yer verilir.
22	16	Westerners are more respectful of human rights and freedoms. Batılılar insan hak ve özgürlüklerine daha fazla saygılıdır.
23	17	Westerners fulfill their civil rights. Batılılar vatandaşlık haklarını yerine getirirler.
24	18	Western countries give importance to environmental cleanliness Batılı ülkeler çevre temizliğine önem verir.
25	19	Environmental awareness-raising activities are organized in Western countries. Batılı ülkelerde çevre bilincini oluşturu etkinlikler düzenlenir.
26	20	Environmental health is of vital importance in western countries. Çevre sağlığı batılı ülkelerde yaşamsal bir önem arz eder.
27	21	Western countries have legal regulations for environmental protection. Batılı ülkelerde çevre korumasına yönelik yasal düzenlemeler vardır.
28	22	Many functional projects for environmental protection are carried out in Western countries . Batılı ülkelerde çere korumasına yönelik birçok işlevsel projeler yapılır
29	23	The programs in the Western education system are more functional. Batılı eğitim sisteminde yer alan programlar daha işlevseldir.
30	24	Western education is qualified. Batı eğitimi niteliklidir
32	25	Western education contributes to personal development. Batı eğitimi kişisel gelişme katkı sağlar.
33	26	Western education contributes to psychological development.. Batı eğitimi psikolojik gelişme katkı sağlar.
34	27	Western education contributes to cognitive. Batı eğitimi bilişsel gelişme katkı sağlar

Factors and Item No in Exploratory Factor Analysis:

F 1(Social Environment, sosyal çevre): 15, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, and 27.

F2 (Adopt, benimseme): 1, 2, 3, 4, 5, 6, 7, 8, 10 and 11.

F 3 (Democracy, Demokrasi): 9, 12, 13, 14 and 16).