

The Impact of Feeling Safe on Marketable Education Activities: The Case of Palestine

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ABSTRACT

Feeling safe stands out as one of the most important needs for individuals to continue their daily activities. From a marketing perspective, feeling safe is important both for businesses that carry out marketing activities and for consumers to whom they will market their products. The aim of this study is to reveal how the feeling of security affects educational activities and marketing in Palestine. In the study, the correlation between the performance in the field of science in the Programme for International Student Assessment (PISA) announced by the Organization for Economic Cooperation and Development (OECD) for the year 2022 and the Global Peace Index (GPI) data in the OECD data is determined. For this purpose, countries with very high and very low PISA science performance and Palestine, on the one hand and on the other hand, countries ranked at the top and bottom of the Global Peace Index and Palestine are included in the data in question, and the interaction of the Global Peace Index and PISA science performance is shown using the Bivariate Correlation procedure on SPSS. Based on this result, PISA science performance, GPI, and Feeling Safe on the Street data are presented in the study as a separate comparison table within a separate data set that includes the top 10 countries in the GPI list and Palestine. These data sets are created from the data shared by the OECD in the organization's final documents. The study analyzes how educational activities are affected by feelings of safety and shows the impact of the situation in Palestine on marketable educational activities. These findings serve as a source of guidance for policymakers and businesses by clarifying the impact of feelings of security on educational activities.

Keywords: Education marketing, sense of security, palestine, pisa, oecd.

Güvende Hissetme Duygusunun Pazarlanabilir Eğitim Faaliyetlerine Etkisi: Filistin Örneği

ÖZ

Güvende hissetmek, bireyler açısından gündelik faaliyetlerini sürdürme noktasında en önemli ihtiyaçlardan biri olarak göze çarpmaktadır. Pazarlama açısından bakıldığında ise gerek pazarlama faaliyetlerini gerçekleştiren işletmeler açısından, gerekse ürünlerini pazarlayacakları tüketiciler açısından güvende hissetme duygusu önem taşımaktadır. Bu çalışmanın amacı, Filistin'de güvende hissetme duygusunun, eğitim faaliyetlerini ve pazarlanmasını ne şekilde etkilediğini ortaya koyabilmektir. Çalışmada Ekonomik İş birliği ve Kalkınma Örgütü (Organization for Economic Cooperation and Development [OECD]), tarafından 2022 yılı için açıklanan Uluslararası Öğrenci Değerlendirme Programı (Programme for International Student Assessment [PISA]) bilim alanı performansı üzerinden yine OECD verilerinde yer alan Küresel Barış Endeksi (Global Peace Index [GPI]) verileri arasındaki korelasyon tespit edilmektedir. Bu amaçla söz konusu verilere PISA bilim alanı performansı çok yüksek olan ve çok düşük olan ülkeler ile Filistin ve diğer taraftan Küresel Barış Endeksi'nde en üst sıralarda ve en alt sıralarda yer alan ülkeler ve Filistin dahil edilerek SPSS üzerinde Bivariate Korelasyon yordamı kullanılarak Küresel Barış Endeksi ve PISA bilim alanı performansının etkileşimi gösterilmektedir. Bu sonuçtan yola çıkarak GPI listesinde yer alan en iyi 10 ülke ve Filistin'in dahil edildiği ayrı bir veri setinin içerisinde PISA bilim alanı performansı, GPI ve Sokakta Güvende Hissetme verileri de ayrı bir kıyaslama tablosu olarak çalışma içerisinde sunulmaktadır. Söz konusu veri setleri OECD tarafından kurumun sonuç belgelerinde paylaşılan verilerden oluşturulmaktadır. Çalışmada yapılan analizler neticesinde eğitim faaliyetlerinin güvende hissetme duygusundan nasıl etkilendiği ortaya konarak, Filistin'deki durumun pazarlanabilir eğitim faaliyetleri üzerindeki etkisi gösterilmektedir. Bu bulgular politika geliştiriciler ve işletmeler için güvende hissetme duygusunun eğitim faaliyetleri üzerindeki etkisini netleştirerek yol gösteren bir kaynak olma niteliği taşımaktadır.

Anahtar Kelimeler: Eğitim pazarlaması, güvende hissetme, filistin, pisa, oecd.

Introduction

Feeling safe is one of the most basic human needs, and its effects on human life from different perspectives have recently been studied in various fields of science. The aim of this study is to reveal how the level of educational achievement and, therefore, marketable educational activities in Palestine are affected by the regional situation. In the case of Palestine, which constitutes the main axis of the study, the effect of feeling safe on educational achievement and, from this point of view, to show how marketable educational activities are affected by the conflict climate of the region. The data used shows how the insecure environment in the region affects educational achievement through the correlation between them. Among the sub-objectives of the study are to examine the psychological reflections of feeling safe and to reveal the interaction of the results of the feeling safe on the street survey, another OECD data, with the PISA science results. In this context, the study examines education in Palestine from different perspectives on the security axis.

Conceptual Framework

As the effects of feelings of security on educational activities are examined, it can be suggested that this is one of the reasons for success or failure in the marketing of these activities. In order to reveal the relationship between a detected failure and the decline in feelings of security, this study tries to reveal the connection between the PISA science test results announced in the OECD reports on Palestine and the Global Peace Index. The conceptual framework of the study is based on three main points. First, new studies on the physiological and psychological effects of feeling safe in terms of human health are examined in detail. Then, the parts of the study are brought together by looking at how the concept of feeling safe has been discussed in the literature from its earliest structure to the present day. Finally, to explain why the Global Peace Index was chosen for this study, the framework boundaries and structure of the study are described by mentioning the details of the Global Peace Index.

In the literature, education and marketable educational activities have been widely discussed, and the environmental conditions affecting educational activities have been investigated from different perspectives. One of the most prominent approaches from different perspectives is socio-economic status. Jiang emphasizes that higher socio-economic status is associated with increased parental involvement in children's education, which in turn improves academic performance. Parents from affluent families tend to participate more effectively in their children's learning, which increases children's academic achievement by reducing absenteeism and risky behaviors that can hinder academic success (Jiang, 2021). Munir et al. emphasize that efforts to reduce educational inequalities should take into account the impact of socioeconomic status on academic achievement and that understanding these dynamics is critical for policymakers (Munir et al., 2023). Islam and Khan show that socioeconomic status significantly impacts academic achievement among upper secondary school students, noting that students from low socioeconomic status backgrounds face more challenges in their educational endeavors (Islam & Khan, 2017). In many studies, family is cited as an important factor in educational achievement. Ishiguro's study of primary schools in Cambodia reveals that family-related factors have a greater impact on educational achievement than school-related factors and suggests that the home environment is a determinant of academic achievement (Ishiguro, 2017). Another study shows that parental education levels have a direct impact on children's academic expectations and achievement (Indrahadi et al., 2020). Liu finds that family cultural structures and socioeconomic status are increasingly influencing educational achievement in China, especially after educational policy changes (Liu, 2023).

Physiological and Psychological Effects of Feeling Safe

Numerous studies have examined the phenomenon of feeling safe in terms of human health and psychology. Fiore's study shows that effective risk perception that is institutionally supported increases personal health and well-being among employees. This approach suggests that when businesses prioritize safety, they create a safer work environment, positively contributing to the mental

and physical health of the workforce (Fiore, 2023). Okros and Vîrgă state that workplace safety is directly linked to employee well-being, and a negative correlation between safety concerns and health complaints is observed. Their findings reinforce the idea that safety is integral to employee satisfaction and health, highlighting that environments characterized by harassment and resource scarcity lead to increased health problems (Okros & Vîrgă, 2022). In the healthcare sector, the study by Lu et al. discusses how patient safety culture serves as a resource that benefits both patient outcomes and staff well-being. With a focus on safety and health, the study comments on its impact on meeting patient care standards while addressing feelings of burnout among healthcare workers (Lu et al., 2022). Valley and Stallones' research on mindfulness interventions for care workers suggests that increasing safety engagement through mindfulness can positively impact health (Valley & Stallones, 2021). The role of leadership in promoting a safe environment is also a factor to consider. Leduc's research shows that leadership behaviors can significantly influence the mental health of public safety communicators. A positive leadership influence can create a culture of safety by encouraging open communication about mental health and creating a supportive environment (Leduc, 2023). In another study, the importance of an open organizational culture in improving patient safety and quality of care is emphasized (Malik et al., 2021). The concept of psychological safety discussed by Akhimien and Kadiri emphasizes that employees should feel safe to express their concerns without fear of negative consequences. Psychological safety can be enhanced through perceived institutional support, which can lead to better engagement and performance in public organizations (Akhimien & Kadiri, 2022).

Effects of Feeling Safe on Training Activities

In addition to studies in health and psychology, the effects of feeling safe on educational activities have been studied for many years. A safe environment increases the effectiveness of learning and supports students' mental and social development. Trust in education can be understood through various theoretical frameworks, such as Maslow's Hierarchy of Needs. In Maslow's Hierarchy of Needs, physiological needs such as food, drink, and shelter are at the lowest level. After these needs are met, individuals move on to the next level of needs in the hierarchy, which includes personal security, financial security, health, and well-being (Bilici, 2024). Maslow (1943) argues that security is a basic need for higher levels of cognitive and emotional development. Bronfenbrenner's Ecological Systems Theory also emphasizes the importance of environmental factors that shape individual development and suggests that a safe learning environment is essential for effective learning (Bronfenbrenner, 1979). A safe learning environment requires a combination of physical safety, emotional safety, and a sense of belonging. Studies show that students who perceive their school environment as safe are more likely to engage in learning activities and exhibit positive academic outcomes (Thompson et al., 2016). In contrast, environments where bullying, discrimination, or violence are present can lead to increased anxiety and disengagement from educational activities (Smith et al., 2004). Many studies have investigated the relationship between trust and educational outcomes. For example, a study by the National Center for Education Statistics (NCES, 2018) found that students who felt safe at school had higher GPAs and lower absenteeism rates compared to their peers who did not feel safe. A meta-analysis conducted by Wang and Degol (2016) emphasizes that school climate, including the perception of trust, significantly increases students' academic motivation and engagement.

Global Peace Index

In order to support the place of feeling secure in the literature and in this study and to explain why the Global Peace Index is used in this study, it is necessary to examine the main elements of this index. The Global Peace Index uses three main themes to measure comprehensively. These three main themes can be summarized as social security (safety), militarization and political stability, and the degree of participation in conflict. Each of these themes is an important factor in assessing the overall peace of nations and regions. First, societal safety and security are assessed through indicators such as crime rates, the presence of organized crime, and the likelihood of civil unrest. Research shows that countries with lower crime rates and higher levels of social security score better on the GPI. For example, the GPI reflects that countries such as Oman, which have implemented effective governance

and social security measures, rank high in peace due to their stable social environment (Al'Abri et al., 2022). The relationship between social security and peace is emphasized in studies on social integration and trust among citizens as key elements in maintaining peace (Kalinichenko & Novikova, 2019). Second, the theme of militarization assesses how countries prioritize military spending and the presence of armed forces. High levels of militarization can negatively affect peace. This is because country resources are directed towards military capabilities instead of social welfare. The GPI shows that countries with lower military spending relative to GDP tend to promote a more peaceful environment. For example, Nordic countries that focus on disarmament and reducing militarization generally achieve higher peace rankings (Pratt & Liu, 2015). This is supported by findings from a different study showing a direct correlation between reduced militarization and improved social conditions (Soysa, 2015). Finally, political stability and the absence of conflict are critical components of the GPI. Political instability, government corruption, lack of political participation, and civil unrest significantly affect a nation's peace score. Studies show that countries with strong democratic institutions and active civic participation generally experience lower levels of conflict and higher levels of peace (Bayer, 2010). In a different study, Portugal, one of the countries with strong democratic practices, has maintained its high ranking in the Global Peace Index list due to its stable political environment and effective governance (Marujo et al., 2021). The interaction between political stability and social equality is important, as egalitarian societies are less prone to conflict and more likely to foster peaceful coexistence (Estes, 2023).

Methodology

In line with the aim of the study, correlation analysis was conducted to determine the relationship between the sense of security and educational achievement between Palestine and other countries. Since the study is designed to compare the 21 countries selected as a sample over two different variables by using the quantitative research method, the correlational research model, which is expected to serve the purpose of the research, was preferred. Bivariate analysis was chosen especially to understand the effect of the Global Peace Index variable on the educational achievement variable and to reveal possible relationships between the two variables. In the literature, correlational models are defined as models used to examine relationships between variables without establishing a cause-and-effect relationship. These studies can be found in many different fields of science. Medical research (Zayeri & Kazemnejad, 2006), social sciences (Comulada et al., 2010), health and environmental impact (Papanikos et al., 2022), natural disaster risks in engineering (Nandi & Shakoor, 2010) are examples of studies in different fields where bivariate analysis is used.

The preparation process for this article did not require the ethics committee decision.

Research Model/Design

In this study, the correlational research model was preferred to examine the relationship between the Global Peace Index and PISA Science Results. This model is frequently used in research to understand the degree of relationship between variables (Kutsamba, 2024; Nnebue et al., 2022; Momtaz et al., 2010). In the literature, correlational models are accepted as models that provide data for further studies by focusing on determining the relationship between variables. The graph expresses the expected effect of the two variables associated with the study in Figure 1.

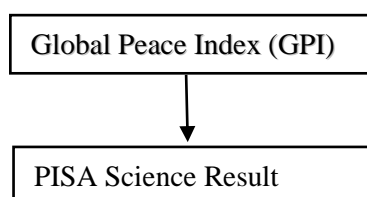


Figure 1. Research Model

Study Group/Population and Sample

The population of the study is the data set consisting of PISA exam results and Global Peace Index results included in OECD data. The population of this study is used by selecting a sample whose data can be obtained and which can represent low and high levels due to the fact that the PISA science results of some relevant countries are not disclosed. This sample consists of 21 countries, including Palestine's data, and three different data sets from this sample.

Data Collection Tools

The first of the two different data sets used in the study is the feeling of security data presented in the OECD reports on Palestine and the countries to be studied. The other data set includes PISA exam results. The data sets consisting of these results include the PISA science test results presented by the OECD. The main purpose of including 21 countries in the data set is to include the top 10 and bottom ten countries for which Global Peace Index and PISA science results are available and to create a comparative table that can be studied by including Palestine. The reason for not including all countries is that the PISA data of some countries for which Global Peace Index data are available or the Global Peace Index data of some countries with PISA data have not been measured and published. At this point, the bottom ten countries and the top 10 countries whose data were available were included in the data set.

Data Collection and Analysis

In this study, the data on Jordan, El Salvador, Guatemala, Paraguay, Morocco, Dominican Republic, Kosovo, Philippines, Uzbekistan, Cambodia, Iceland, New Zealand, Ireland, Denmark, Austria, Portugal, Slovenia, Czech Republic, Singapore, Japan and the Palestinian Authority, which is the center of the research, were obtained from OECD reports. On the other hand, SPSS program Version 21 was used for the bivariate analysis in the study, and the relationship between feeling safe and the success achieved in educational activities was revealed through the bivariate analysis. In the study, secondary data were utilized; therefore, no ethics committee approval was required.

Findings

This study analyzes how feelings of security affect educational activities in Palestine compared to other countries. Table 1 presents the data that allows us to observe the results of Palestine's Global Peace Index and PISA science field results, with the ten countries ranked at the top and the 10 countries at the bottom in the Global Peace Index values, which constitute our research samples. Within these values, having a lower score on the Global Peace Index indicates a more peaceful country, so a negative correlation was found at the end of the research. The negative correlation here does not indicate an inverse relationship between them but only a negative value due to the scoring structure. A country with a low Global Peace Index score is characterized as more peaceful. Likewise, a country with a high Global Peace Index score is characterized as a non-peaceful country, so a country with high PISA science scores is expected to have a low Global Peace Index score. Table 1 summarizes the situation in the sample in terms of comparing these values.

Table 1
PISA Science Results for Palestine and 20 Other Countries in GPI Data

Country	Global Peace Index	PISA Science Result
Jordan	1.849	375
El Salvador	2.231	374
Guatemala	2.139	373
Palestinian Authority	2.552	369
Paraguay	1.976	368
Morocco	1.969	365

Dominican Republic	1,99	360
Kosovo	1.938	357
Philippines	2.339	356
Uzbekistan	2.001	355
Cambodia	1.882	347
Iceland	1.107	447
New Zealand	1.269	504
Ireland	1.288	504
Denmark	1.296	494
Austria	1,3	491
Portugal	1.301	484
Slovenia	1.316	500
Czech Republic	1.318	498
Singapore	1.326	561
Japan	1.336	547

On the other hand, the data on feeling safe on the street, which is not included in the OECD data in aggregate but which is possible to access in the reports presented on a country basis, was added to the previous table, and Table 2 was obtained, in which it can be observed that the value of feeling safe on the street is presented in a form comparable to the PISA science results. While creating this table, instead of using the 20 countries in the previous structure, Palestine was included together with the ten countries with the highest PISA science results. Thus, the value of feeling safe on the street in countries with very high PISA science results is presented in a format comparable to Palestine's PISA science results and the value of feeling safe on the street.

Table 2:
Top 10 Countries in the Global Peace Index and Palestine's Feeling Safe on the Street Data

Country	Global Peace Index	PISA Science Result	Feeling Safety at Street
Iceland	1.107	447	85
New Zealand	1.269	504	66
Ireland	1.288	504	76
Denmark	1.296	494	85
Austria	1,3	491	85
Portugal	1.301	484	82
Slovenia	1.316	500	90
Czech Republic	1.318	498	77
Singapore	1.326	561	77
Japan	1.336	547	76
Palestinian Authority	2.552	369	62

Finally, the Pearson correlation value was obtained at -0.505 with the last analysis. In short, it was revealed that there is a moderate correlation between the Global Peace Index and the PISA science results. On the other hand, since the Sig value was obtained as 0.02, it seems possible to say that this connection is statistically strongly significant. As explained in the previous sections, the negative Pearson correlation value does not indicate an inverse relationship. In the Global Peace Index scoring system, countries with low scores are characterized as more peaceful countries, while countries with high scores are characterized as less peaceful countries. Due to this scoring structure, the correlation value of the PISA science score and the Global Peace Index is observed to be negative. Therefore, there is a linear correlation between the results of the Global Peace Index and PISA science.

		Global Peace Index	PISA Science Result
Global Peace Index	Pearson Correlation	1	-0,505
	Sig(2-tailed)		0,02
	N	21	21
PISA Science Result	Pearson Correlation	-0,505	1
	Sig(2-tailed)	0,02	
	N	21	21

Figure 2. SPSS Result (Bivariate Analysis)

Figure 3 presents a linear regression model showing the relationship between the Global Peace Index and PISA Science Results. The line of the model reflects the general trend of the data points and emphasizes the negative relationship between the two variables. This model supports the relationship between countries' PISA results according to their GPI levels.

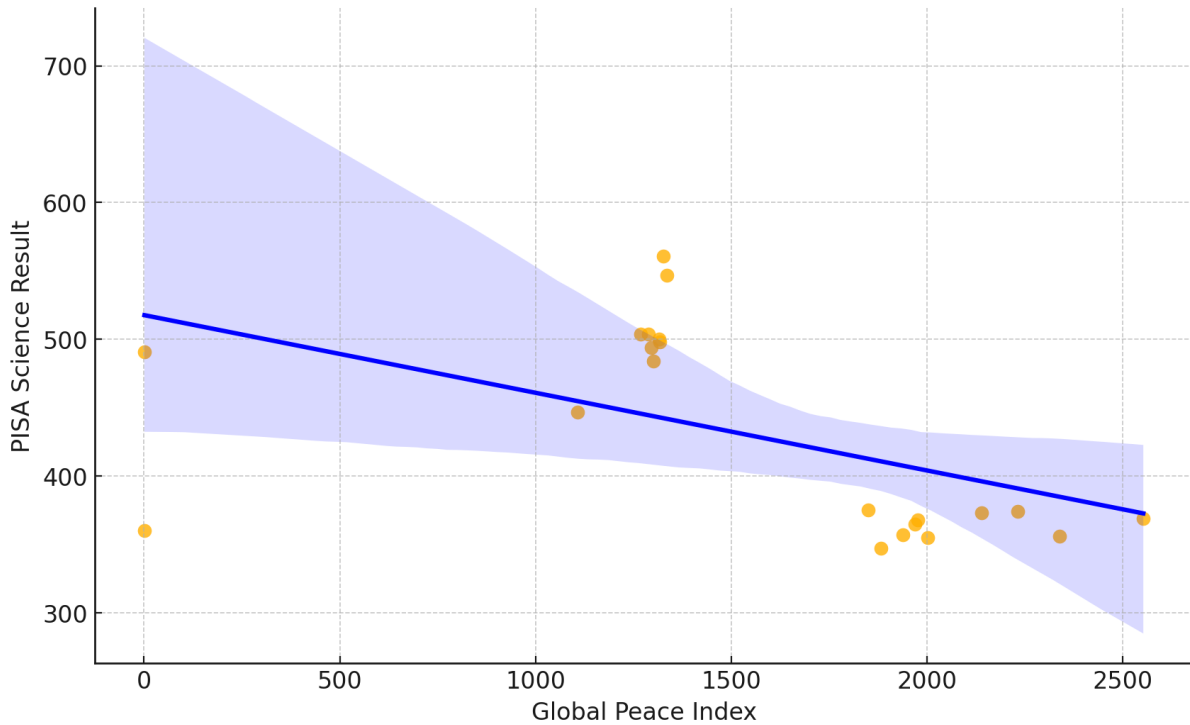


Figure 3. Linear Regression Model Showing the Relationship between Global Peace Index and PISA Science Results

Conclusion, Discussion, and Recommendations

This study demonstrates how marketable educational activities are affected by the sense of security in Palestine by revealing its effects on educational activities. These findings have important implications for developing educational policies and enhancing security measures. As a result, it is revealed that there is a correlation between the Global Peace Index used in the study and the results of PISA science exams. In addition to this correlation, the data on feeling safe on the street presented on a country basis in OECD documents are also in line with the Global Peace Index and PISA science results (See Table 2). To summarize, feeling safe is an essential topic in the field of education and in sustaining marketable educational activities. At this point, it seems possible to say that the current position of Palestine and the conflict environment that has been going on for many years have negatively affected educational activities.

While Palestine's relatively low PISA science results can be based on many different factors, in this study, an evaluation was made based on the feeling of being safe. In addition to variables such as curriculum, instructor success, education system, etc., which have a place in the literature in terms of success in education, the feeling of feeling safe is presented as a phenomenon that supports success or failure. In terms of marketable educational activities, it is clearly observed how this feeling of security can have negative effects on attracting foreign students to the region. As a result of this study, it can be shown that the concept of feeling safe has an important place in addition to all the factors underlying the level of success in education and the ability to achieve economic contributions by using marketable educational activities more effectively. In a study examining the effects of a sense of security and a sense of belonging on academic life, it is shown that being in a safe environment increases students' academic performance (Nunes, 2024). A study examining higher education students' perceptions of campus security shows that security plans and training positively affect students' academic achievement by increasing their sense of security (Campbell et al., 2022). There are studies on the effects of not only feeling physically safe but also feeling psychologically safe. A study emphasizing the importance of students' psychological safety in the distance education process shows that a safe learning environment has a positive effect on students' academic achievement (Avanesyan et al., 2022).

Although the overall study supports the relationship between feeling safe and educational achievement, there are countries that are excluded from the generalization due to very special circumstances, countries that are ranked lower in the Global Peace Index for various reasons but are observed to rank higher in the PISA exam results. One of the best examples of these countries is Turkey, which was not included in the data set of the study. Although Turkey ranks low in the Global Peace Index due to the expenditures made due to the armament and terrorism measures that seem to be compulsory in terms of preventing regional conflict, its position in the peace index does not seem to be in harmony with the PISA exam results in a way that supports the study. However, this situation can be explained by special reasons and constitutes a topic that needs to be examined in detail enough to be the subject of a new study.

In terms of advancing the study, re-measuring the success status by subjecting it to different studies with the current position, which includes more complex security problems that have emerged in the region, especially in the last two years, may reveal a study that can contribute to the literature. Since this study uses data for the year 2022 and considering the recent increase in security problems in the region, repeating the study with 2024 data may yield results that support this study. In addition, conducting a study on the data of all countries instead of the ten most successful and ten most unsuccessful countries sampled in this study may provide developmental benefits. Again, a limitation of this study is that only PISA science exams were used. Repeating the study with different field results presented by PISA has the potential to provide useful results. In addition, if the achievement results of universities and secondary education institutions can be obtained locally on the dates of regional changes and used in similar studies, results that can observe changes over time can be revealed.

Contribution Rate of Researchers

The author's contribution rate in the study is 100%.

Conflict of Interest

There is no conflict of interest in the research.

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Genişletilmiş Özet

Giriş

Eğitim kavramı sadece toplumların gelişimi açısından değil ülkelerin ekonomik gelecekleri açısından da en üst seviyeye tutulması gereken olgulardan biridir. Bu çalışma, eğitimdeki başarı seviyesinin güvende hissetme duygusu ile ilişkisi üzerinden kurgulanmaktadır. Güvende hissetmenin eğitim faaliyetleri üzerine olumlu ve olumsuz etkilerini kıyaslayabilmek adına öncelikle OECD tarafından açıklanan PISA bilim alanı sonuçları bir gösterge olarak kabul edilmektedir.

Araştırmalar, daha düşük suç oranlarına ve daha yüksek toplumsal güvenlik seviyelerine sahip ülkelerin GPI'de daha iyi puan aldığı göstermektedir. Örneğin, etkili yönetim ve toplumsal güvenlik önlemleri uygulayan Umman gibi ülkelerin, istikrarlı sosyal ortamları nedeniyle barışta yüksek sıralarda yer aldığı GPI'de yansıtılmaktadır (Al'Abri vd., 2022). Toplumsal güvenlik ile barış arasındaki ilişki, sosyal bütünleşme ve vatandaşlar arasında güvenin barışı sürdürmede temel unsurlar olduğu üzerine yapılan çalışmalarda vurgulanmaktadır (Kalinichenko ve Novikova, 2019).

Çalışmalar, okul ortamını güvenli olarak algılayan öğrencilerin, öğrenim faaliyetlerine daha fazla katıldıklarını ve olumlu akademik sonuçlar sergilediklerini göstermektedir (Thompson vd., 2016). Aksine, zorbalık, ayrımcılık veya şiddetin bulunduğu ortamlar, artan kaygı ve eğitim faaliyetlerinden uzaklaşmaya yol açabilmektedir (Smith vd., 2004). Güven duygusu ile eğitim sonuçları arasındaki ilişkiyi araştıran birçok çalışma bulunmaktadır. Örneğin, Ulusal Eğitim İstatistikleri Merkezi (NCES, 2018) tarafından yapılan bir çalışma, okulda kendini güvende hisseden öğrencilerin, güvenli hissetmeyen yaşlılarına kıyasla daha yüksek not ortalamalarına ve daha düşük devamsızlık oranlarına sahip olduğunu belirtmektedir. Wang ve Degol (2016) tarafından gerçekleştirilen bir meta-analizde, güven algısını içeren okul ortamının, öğrencilerin akademik motivasyon ve katılımını önemli ölçüde artırdığını vurgulanmaktadır.

Bu çalışmada en başarılı görünen ve en başarısız görünen on ülkenin PISA bilim alanı sonuçları OECD raporlarından alındıktan sonra bu kıyaslamaların içine dahil edilebilmesi adına Filistin'in verileri de eklenerek 21 ülkeli bir veri grubu elde edilmektedir. Ardından yine OECD verilerinde yer alan Küresel Barış Endeksi sözkonusu 21 ülke için sağlanarak bir veri seti oluşturulmaktadır. Bu veri seti üzerinden SPSS v.21 yardımıyla bivariate analiz yapılarak Küresel Barış Endeksinde en üst ve en alt sırada olan ülkelerin bu sıralamalar üzerinden aldıkları puanlar ile PISA bilim puanları arasında bir korelasyon varlığı test edilmektedir.

Yöntem

Çalışmada nicel araştırma yöntemi kullanılarak, örneklem olarak seçilen 21 ülkenin iki farklı değişkeni üzerinden kıyaslanması ile tasarlandığından, araştırmanın amacına hizmet etmesi beklenen korelasyonel araştırma modeli tercih edilmiştir. Çalışmada, Küresel Barış Endeksi ve PISA Bilim Sonuçları arasındaki ilişkiyi incelemek için korelasyonel araştırma modeli tercih edilmiştir. Çalışmada kullanılan iki farklı veri setinden ilki OECD raporlarında yer alan Filistin ve çalışmaya konu edilecek ülkelerin üzerine yapılmış incelemeler sonucu sunulan güvende hissetme verileridir. Diğer veriler ise PISA sınav sonuçlarını içermektedir. Bu sonuçlardan oluşan veri setleri yine OECD tarafından sunulan PISA bilim alanı sınav sonuçlarını içermektedir. Veri setine 21 ülkenin dahil edilmesindeki temel amaç Küresel Barış Endeksi ve PISA bilim alanı sonuçlarına ulaşılabilen en üst sıradaki 10 ülke ve en alt sıradaki on ülkenin alınması ve bunlara Filistin'in dahil edilerek üzerinde çalışılabilecek bir kıyaslama tablosu oluşturabilmektir. Tüm ülkelerin alınmamasının sebebi, Küresel Barış Endeksi verisine ulaşılabilen bazı ülkelerin PISA verilerinin ya da PISA verileri olan bazı ülkelerin Küresel Barış Endeksi verilerinin ölçülerek yayınlanmamış olmasıdır. Veri setinde yer alan ülkeler, Ürdün, El Salvador, Guatemala, Paraguay, Fas, Dominik Cumhuriyeti, Kosova, Filipinler, Özbekistan, Kamboçya, İzlanda, Yeni Zelanda, İrlanda, Danimarka, Avusturya, Portekiz, Slovenya, Çek

Cumhuriyeti, Singapur, Japonya, Filistin şeklindedir. Araştırmada veri setine ait bilgiler OECD raporlarından alındığı için etik kurul raporu içermemektedir.

Bulgular

Yapılan analiz ile pearson korelasyon değeri -0,505 olarak elde edilmiş kısaca Küresel Barış Endeksiyle PISA bilim alanı sonucu arasında orta seviyede bir korelasyon olduğu ortaya konmuştur diğer taraftan Sig değeri 0,02 olarak elde edildiğinden istatistiksel olarak bu bağlantının güçlü şekilde anlamlı olduğunu söylemek mümkün görünmektedir. Pearson korelasyon değerinin negatif çıkması aralarında ters bir ilişki olduğunu göstermemektedir. Küresel Barış Endeksi puanlandırma sisteminde düşük puanda olan ülke daha barışçıl ülke, puanı yüksek olan ülkeler ise daha az barışçıl olan ülkeler olarak nitelendirilmektedir. Bu puanlandırma yapısı gereği PISA bilim alanı sonucu ile Küresel Barış Endeksi korelasyon değeri negatif olarak gözlemlenmektedir. Dolayısıyla Küresel Barış Endeksi ve PISA bilim alanı sonuçları arasında doğrusal bir korelasyon mevcuttur. Çalışmada ayrıca PISA bilim alanı sonuçları, Küresel Barış Endeksi ve sokakta güvende hissetme duygusu üzerine toplanan veriler birer tablo olarak sunulmaktadır.

Sonuç, Tartışma ve Öneriler

Sonuç olarak çalışmada kullanılan Küresel Barış Endeksi ile PISA bilim sınavları sonuçları arasında bir korelasyon olduğu ortaya konmaktadır. Bu korelasyona ek olarak OECD belgelerinde ülke bazında sunulan sokakta güvende hissetme verileri de Küresel Barış Endeksi ve PISA bilim sonuçları ile uyum içinde olduğu gözlemlenmektedir. Özetle eğitim alanında ve pazarlanabilir eğitim faaliyetlerinin sürdürülmesinde güvende hissetme duygusu önemli bir başlık olarak karşımıza çıkmaktadır. Bu noktada Filistin'in mevcut konumu ve uzun yıllardır devam eden çatışma ortamı eğitim faaliyetlerini olumsuz etkilediğini söylemek mümkün görünmektedir. Filistin'in PISA bilim alanı sonuçlarındaki göreceli düşük olarak kabul edilebilecek sonucunun birçok farklı etkene dayanabileceği gibi bu çalışmada güvende hissetme duygusu üzerinden değerlendirme yapılmıştır. Eğitimde başarı noktasında literatürde kendine yer bulan müfredat (Fauzi, 2019; Mauliddina ve Muhayat, 2021; Yanti vd., 2023), öğretmen yetkinliği (Tarlina ve Sari, 2023; Roca vd., 2021), eğitim sistemi (Montt, 2010; Woessmann, 2016) gibi değişkenlerin yanında kendini güvende hissetme duygusu başarı ya da başarısızlığı destekleyen olgu olarak sunulmuştur. Pazarlanabilir eğitim faaliyetleri açısından da güvende hissetme duygusunun eksikliğinin, bölgeye yabancı öğrenci çekme noktasında ne derece olumsuz etkileri olabileceği açıkça gözlemlenmektedir.

Eğitimde başarı seviyesinin ve pazarlanabilir eğitim faaliyetlerinin daha etkin şekilde kullanılarak ekonomik katkılar elde edilebilmesinin temelinde yatan tüm unsurların yanında güvende hissetme kavramının da önemli bir yer teşkil ettiği bu çalışmanın sonucu olarak gösterilebilir. Çalışmanın sonunda Küresel Barış Endeksinde üst sıralarda yer alan ülkelerin eğitim konusunda iyi noktalarda olduğu Küresel Barış Endeksindeki sıralama ile eğitim faaliyetlerinin ölçülmesinden elde edilen veriler arasında bir korelasyon olduğu tespit edilmiş ayrıca çalışmada Filistin özelinde yapılmış olan güvende hissetme çalışmaları kapsamlı şekilde değerlendirilmiştir.

Çalışmanın iletilmesi anlamında özellikle son iki yılda bölgede oluşan daha karmaşık güvenlik sorunları içeren mevcut konum ile farklı çalışmalara konu edilerek başarı durumunun yeniden ölçülmesi literatüre katkı sağlayabilecek bir çalışma ortaya çıkarabilecektir. Bu çalışmada 2022 yılı verileri kullanıldığından ve son dönemde bölgede güvenlik sorunlarının artmış olduğu göz önünde bulundurulursa çalışmanın 2024 verileriyle tekrar edilmesi bu çalışmayı destekleyici sonuçlar ortaya koyabilecektir. Ayrıca bu çalışmada örnek alınan en başarılı ve en başarısız on ülke yerine tüm ülkelerin verileri üzerinden bir çalışma yapılması geliştirici faydalar sağlayabilecektir. Yine bu çalışmanın bir kısmı olarak sadece PISA bilim sınavlarının kullanılması gösterilebilir. Çalışmayı PISA tarafından sunulan farklı alan sonuçlarıyla tekrar etmek faydalı sonuçlar sunabilecek potansiyele sahiptir. Bunun dışında bölgesel değişimlerin olduğu tarihlerde üniversiteler ve ortaöğretim seviyesindeki eğitim kurumlarının başarı sonuçları yerel olarak elde edilebilir ve benzer çalışmalarda kullanılabilirse zaman içerisindeki değişimlerin gözlemlenebileceği sonuçlar sunulabilir.