

HALKILM  
FOLKLORE

ANTROPOLOJİ  
ANTHROPOLOGY

ÖL  
LANGUAGE

ÖLÜM  
LINGUISTIC

EDİBİYAT  
LITERATURE

### ICOPFE

INTERNATIONAL CONFERENCE ON PERSPECTIVES FOR FUTURE EDUCATION  
CONFERENCE PAPERS  
CYPRUS INTERNATIONAL UNIVERSITY  
2-4 May 2018 / Kıyevia (North Cyprus)

### UGEBAK

ULUSLARARASI GELECEĞİN EĞİTİMİNE BAKIŞ KONGRESİ  
BİLDİRİLERİ  
ULUSLARARASI KIBRIS ÜNİVERSİTESİ  
2-4 Mayıs 2018 / Kıyevia / Kuzey Kıbrıs

97-1  
Özel Sayı

Uluslararası Hakemli Dergi Yılda Dört Sayı Çıkar

*A Peer-Reviewed Quarterly International Journal*

**folklor/edebiyat**  
*folklore/literature*



ULUSLARARASI  
KIBRIS  
ÜNİVERSİTESİ

CYPRUS  
INTERNATIONAL  
UNIVERSITY

ISSN 1300-7491  
Cilt - Vol. 25,  
Sayı - No. 97.1  
**2019**

## BU SAYININ HAKEMLERİ / REVIEWERS of THIS ISSUE

Prof. Dr. Aytekin İřman	Doç. Dr. Knl Memmedova
Prof. Dr. Fahriye Altınay	Doç. Dr. Mehmet Akif Helvacı
Prof. Dr. Fatoř Silman	Doç. Dr. Muhittin alıřkan
Prof. Dr. Hikmet Seim	Doç. Dr. Mukaddes Sakallı Demirok
Prof. Dr. Mehmet Ali Yavuz	Doç. Dr. Neslihan Saltalı
Prof. Dr. Mehmet aęlar	Doç. Dr. Nurdan Atamtrk
Prof. Dr. Mfit Kmleksiz	Doç. Dr. Olga Pilli
Prof. Dr. Mnevver Yalinkaya	Doç. Dr. Sibel Dinyrek
Prof. Dr. Recep Songn	Doç. Dr. řerife Gndz
Prof. Dr. Vsal Baęirov	Doç. Dr. Tayfun Doęan
Doç. Dr. Ahmet Adalier	Doç. Dr. Tolgay Karanfiller
Doç. Dr. Ahmet Gneyli	Doç. Dr. Umut Akıl
Doç. Dr. Ařkın Kiraz	Yrd. Doç. Dr. Ayhan akıcı Eř
Doç. Dr. Ayře Nergis Iřık	Yrd. Doç. Dr. Azize Ummanel
Doç. Dr. Behbood Muhammedzade	Yrd. Doç. Dr. Behiye Akacan
Doç. Dr. Behet znacar	Yrd. Doç. Dr. elen Dimililer
Doç. Dr. Cemil Atakara	Yrd. Doç. Dr. Ece Emre Mezzin
Doç. Dr. aęla Gr	Yrd. Doç. Dr. Elif nal Bozcan
Doç. Dr. iędem Hrsen	Yrd. Doç. Dr. Erin Eraę
Doç. Dr. Eda Kargı	Yrd. Doç. Dr. Esen Sucuoęlu
Doç. Dr. Emre Debreli	Yrd. Doç. Dr. Eser Gemikonaklı
Doç. Dr. Erkan Iřık	Yrd. Doç. Dr. Gliz ztrk
Doç. Dr. Fezile zdamlı	Yrd. Doç. Dr. Grcan Seim
Doç. Dr. Filiz Erbay	Yrd. Doç. Dr. Hanife Bensen
Doç. Dr. Hasan Avcioęlu	Yrd. Doç. Dr. Messer Nat
Doç. Dr. Hasan Eriř	Yrd. Doç. Dr. Necla Iřıkdoęan Uęurlu
Doç. Dr. Hatice Kayhan	Yrd. Doç. Dr. Nihan Koran
Doç. Dr. Hseyin Bicen	Yrd. Doç. Dr. zge Razi
	Yrd. Doç. Dr. Sarem zdemir

Yrd. Doç. Dr. Sevilay Atmaca

Dr. Özlem Dağ

Yrd. Doç. Dr. Zehra Şensoy

Dr. Senem Şanal Erginel

Dr. Besime Erkmen

Dr. Şerife Özbiler

Dr. İrfan Şimşek

Bu sayıya göndermiş ve yayımlanmış/ yayımlanmamış makaleler için değerli katkılarını esirgemeyen değerli bilim insanlarımıza teşekkürlerimizi sunuyoruz.

We would like to thank the valuable scientists for their precious time and contributions in evaluating the published and unpublished articles that were sent for this issue.

**Folklor/edebiyat**

## İÇİNDEKİLER

<b>Editörden.....</b>	I-VIII
<b>Does the Education Degree Significantly Affect the Perception of a Virtual Reality Environment?</b> Eğitim Derecesi Sanal Gerçeklik Ortamının Algılanmasını Önemli Etkiler mi? <b>AbdulKader El Rawas - Çağın Kazımoğlu.....</b>	1-17
<b>Ortaokul Öğrencilerinin Sosyal Medyayı Eğitsel Amaçlı Kullanma Durumları ve Sosyal Medyaya Yönelik Tutumları</b> Use of Social Media for Educational Purposes by Secondary School Students and Attitudes towards Social Media <b>Ahmet Hakan Hançer - Hande Mişe .....</b>	18-30
<b>Education in the Digital Age: Technological Trends in Anatomy Education</b> Dijital Çağda Eğitim: Anatomi Eğitiminde Teknolojik Eğilimler <b>Türker Sahin - Nadire Çavuş.....</b>	31-46
<b>Fen Bilgisi Öğretmen Adaylarının Eğitsel İnternet Kullanımına Yönelik Öz Yeterlik Düzeyi İle Bilgisayar Destekli Eğitime İlişkin Tutumlarının Farklı Değişkenler Açısından İncelenmesi</b> Examination of Attitudes of Computer Science Teachers About Self-Efficacy and Computer Assisted Instruction for Educational Internet Usage in Terms of Variable <b>Hüseyin Gökal - Ayşe Sönmez - Orhan Ercan.....</b>	47-63
<b>Validity and Reliability of the “Gamification Applications in Education” Scale</b> Eğitimde Oyunlaştırma Uygulamaları” Ölçeğinin Geçerlik ve Güvenirliği <b>Fezile Ozdamli - Senay Kocakoyun Aydoğan .....</b>	64-76
<b>Yüksek Öğretimde Sanal Gerçeklik Kullanımı ile İlgili Yapılan Araştırmalara Yönelik İçerik Analizi</b> Examination of Virtual Reality Usage in Higher Education in Terms of Different Variables <b>İrfan Şimşek - Tuncer Can .....</b>	77-90
<b>Çevrimiçi Pedagojik Formasyon Sertifika Programının Tasarlanması, Uygulanması Ve Değerlendirilmesi</b> Design, Implementation And Evaluation Of The Online Pedagogical Formation Certificate Program <b>Volkan Cantemir - Müesser Nat .....</b>	91-104
<b>Öğretmenlerin Ve Öğretmen Adaylarının Mobil Eğitim Uygulamalarına Yönelik Tutumları</b> The Attitudes of the Teachers and Teachers Candidate Towards Mobile Education Applications <b>Hüseyin Göksu - Sevilay Atmaca .....</b>	105-115
<b>An Extended Mobile Application Design For Special Education To Teach Numbers</b> Sayıları Öğretmek İçin Özel Eğitim İçin Genişletilmiş Bir Mobil Uygulama Tasarımı <b>Umut Zeki - Tolgay Karanfiller - Kamil Yurtkan .....</b>	116-127
<b>Üniversite Öğrencilerinin Katı Atık Kirliliği ve Yönetimi Konusundaki Farkındalıkları ve Davranışlarına Eğitimin Etkileri</b> The Influence of Education on the Awareness and Behavior of University Students towards Solid Waste Pollution and Management <b>İme Akanyeti - Çağın Kazımoğlu.....</b>	128-145
<b>Sürdürülebilir Kalkınma Farkındalığı ve Çevresel Duyarlılık Üzerine Bir Durum Çalışması: Uluslararası Kıbrıs Üniversitesi</b> A Case Study on Sustainable Development Awareness and Environmental Responsibility <b>Doğa Kavaz - Hüseyin Öztoprak.....</b>	146-165
<b>Male Representations in Woolf’s A Room of One’s Own</b> Woolf’un Bir Odasında Erkek Temsilciliği <b>Çelen Dimililer - Nurdan Atamtürk.....</b>	166-176

<b>A Feminist Stylistics Analysis of “The Laugh of the Medusa,” by H�el�ene Cixous</b> H�el�ene Cixous'un “Medusa'nın G�l�l�ş�” Feminist Stilistik Analizi	
<b>Fatma Batular</b> .....	177-189
<b>The Importance of LMS Use Policy in Higher Education Institutions</b> Y�ksek�ğretim Kurumlarında �YS Kullanım Politikasının �nemi	
<b>Larian M Nkomo - Muesser Nat - Philip Siaw Kissi</b> .....	190-201
<b>A Case Study on Staff Development Program at a Private University in Cyprus</b> Kıbrıs'ta �zel bir �niversitenin Personel Geliřtirme Programı �zerine bir �alıřma	
<b>R�ya Mert Altıncı</b> .....	202-212
<b>�ğretmenlerin Mesleki Doyum ve �rg�tsel Baėlılık D�zeylerinin İř Stresi D�zeylerine G�re İncelenmesi</b> Investigation Of The Teachers’ Job Satisfaction, Organizational Commitment According to Stress Levels	
<b>Bedriye Alıcı - M�nevver Yal�nkaya</b> .....	213-229
<b>Realization Of The Use Of Primary School Branch Teachers' Ways Of Communicating With The Parents</b> Sınıf �ğretmeni Adaylarının Velilerle İletişim Kurma Y�ntemlerinin Kullanımının Ger�ekleřtirilmesi	
<b>Azmiye Yinal - Figen Yaman Lesinger - Gamze Peler řahoėlu</b> .....	230-262
<b>�ğretmenlerin Eėitim Denetmenlerine İliřkin Metaforik Algıları</b> Metaphorical Perceptions of Teachers about Educational Supervisors	
<b>Osman Vaiz - Nesrin M. Bah�elerli - Akıř Vaiz</b> .....	263-270
<b>Denetmen G�rev ve Sorumlukları; Kıbrıs �rneėi</b> Educational Supervisors Duties and Responsibilities; A case of Cyprus	
<b>Osman Vaiz - Nesrin M. Bah�elerli - Akıř Yeřilada</b> .....	271-279
<b>The Experience of Uncertainty in Foreign Language Learning within Dynamic Systems Framework</b> Dinamik Sistem �er�evesinde Dil �ğreniminde Yařanılan Belirsizlik Deneyimleri	
<b>Aysun Daėtař - řehnaz řahinkarakař</b> .....	280-293
<b>Every Challenge Is An Opportunity To Learn: Student-Teachers’ Learning Experiences</b> Her Zorluk �ğrenme Fırsatıdır: �ğrenci �ğretmenlerinin �ğrenme Deneyimleri	
<b>Besime Erkmen</b> .....	294-308
<b>The Use of Drama in Overcoming Anxiety in English as a Foreign Language Class: An Action Research</b> Yabancı Dil Sınıfı Olarak İngilizcede Kaygıyı Gidermede Dramanın Kullanımı: Bir Eylem Arařtırması	
<b>�elen Dimililer - Nurdan Atamt�rk</b> .....	309-316
<b>Foreign Language Anxiety Among Prospective Language Teachers</b> �ğretmen Adaylarının Yabancı Dil Kaygısı	
<b>Danyal �ztař T�m</b> .....	317-332
<b>Apology Strategies among EFL Postgraduate Learners</b> İngilizce Lisans�st� �ğrencilerinin Kullandıkları �z�r Dileme Stratejileri	
<b>Farida Aboud</b> .....	333-346
<b>Comprehension of Conversational Implicatures by Students of the ELT Department</b> İngilizce �ğretmenliėi �ğrencilerinin Konuřma Sezdirimlerini Anlama Becerileri	
<b>Behbood Muhammedzadeh - Ozge Razi - Mehmet Ali Yavuz</b> .....	347-354
<b>Dil �ğreniminde �ğrenci Baėıřlılıėının Dinamik Geliřimi</b> The Dynamic Development of Student Immunity in Language Learning Motivation	
<b>Semiha G�rsoy - řehnaz řahinkarakař</b> .....	355-375
<b>Sosyal Duygusal �ğrenme �er�evesinde �z D�zenleme Yabancı Dil �ğrenme �l�eėinin Geliřtirilmesi</b> Development of a Self- Regulation Foreign Language Learning Scale Within the Framework of Social Emotional Learning	
<b>Senem Zaimoėlu - řehnaz řahinkarakař</b> .....	376-390

<b>A Study on the Views of English Literature Teachers about How to Teach English Literature: Libyan Higher Education Context</b> İngiliz Edebiyatı Öğreten Öğretmenlerin İngiliz Edebiyatını Öğretme ile İlgili Görüşleri:Libya Yüksek Öğretim Örneği	
<b>Almakki Rumadhan Al Sabiri - Sibel Ersel Kaymakamoğlu</b>	391-406
<b>Libyan Student Teachers' Perception about Attributes of the Effective EFL Teachers</b> Libya Öğrencilerinin Öğretmenlerin Etkili EFL Öğretmenlerinin Niteliklerine İlişkin Algıları	
<b>Najma Salem</b>	407-423
<b>Production of Conversational Implicatures by Students of the ELT Department</b> İngilizce Öğretmenliği Öğrencilerinin Konuşma Sezdirimlerini Kullanma Becerileri	
<b>Özge Razi - Behbood Muhammedzadeh - Mehmet Ali Yavuz</b>	424-439
<b>Öğretmenlerin Süreç Odaklı Ölçme Araçlarının Kullanımına Yönelik Tutum ve Öz Yeterlik Algıları Arasındaki İlişkinin Belirlenmesi</b> Determining the Relationship Between Teachers' Attitudes Towards the Use of Process-Oriented Measurement Tools and Self-Efficacy Perceptions	
<b>Çiğdem Hursen - Sibel Süzek Birkollu</b>	440-454
<b>Transformative Learning Theory through the Incorporation of Edublogs: The Experiences of Prospective Teachers</b> Edublogların Katılımıyla Dönüştürücü Öğrenme Kuramı: Öğretmen Adaylarının Deneyimleri	
<b>Enis Fash - Funda Gezer Fash</b>	455-477
<b>Influence of Teacher Candidates' Motivation on Social Entrepreneurship: A Qualitative Study</b> Öğretmen Adaylarının Motivasyonlarının Sosyal Girişimciliğe Etkisi: Nitel Çözümleme	
<b>Hale Erden</b>	478-493
<b>4-6 Yaş Arasındaki Çocukların Ebeveynlerinin İstismara Yönelik Farkındalığı</b> The Awareness Levels Of Parents Whose Children Ages Between 4 and 6.	
<b>Nihan Koran</b>	494-508
<b>Okul Öncesi Eğitim Kurumlarındaki Öğretmenlerin Psikolojik Sermaye Ve Okul Kültürü Özellikleri Arasındaki İlişkinin İncelenmesi</b> Investigation Of The Relationship Between Teachers' Psychological Capital And School Culture Characteristics In Preschool Education Institutions	
<b>Figen Yaman Lesinger - Salim Akyürek - Hülya Şenol</b>	509-535
<b>60-72 Aylık Çocukların Bilişsel, Sosyal- Duygusal ve Özbakım Yeterliklerinin Çeşitli Değişkenler Açısından İncelenmesi: Kuzey Kıbrıs Örneği</b> An Investigation of 60 – 72 Months-Old Preschool Children's Qualification on Cognitive, Socio-Emotional and Self-Care Skills in Terms of Specific Variables: North Cyprus Sample	
<b>Sarem Özdemir</b>	536-553
<b>Okul Öncesi Eğitim Kurumlarına Devam Eden Çocukların Motivasyon Düzeylerinin Problem Çözme Becerileri ve Öğretmenlerine İlişkin Bazı Değişkenler Açısından İncelenmesi<sup>1</sup></b> An Investigation of the Motivation Levels of Children in Preschool Education Institutions in Terms of Problem Solving Skills and Some Variables Related to Teachers	
<b>Mehlika Köyceğiz - Saide Özbey</b>	554-574
<b>İşitme ve Konuşma Engelli Bireyler için İşaret Tanıma Sistemi Geliştirme</b> Development of Sign Recognition System for Hearing and Speech Impaired Individuals	
<b>Bora Oktekin - Nadire Çavuş</b>	575-590

<b>Zihin Engelliler Öğretmenliği Bölümü Öğretmen Adaylarının Özel Eğitim Uygulama Merkezlerinde Yapılan Öğretimsel Düzenlemelere İlişkin Görüşleri</b> Prospective Teachers of the Department of Mentally Handicapped Teachers' Views on the Instructional Regulations Made in Special Education Practice Centers <b>Vasfiye Karabıyık - Necla Işıkdوغان Uğurlu</b> .....	591-610
<b>Üç Farklı Tekrarlı Okuma Stratejisinin Dikkat Eksikliği ve Hiperaktivitesi Olan Bir Öğrenci Üzerindeki Etkililiği</b> Effectiveness of Three Different Repetitive Reading Strategies on a Student with Attention Deficit and Hyperactivity <b>Gül Kahveci</b> .....	611-638
<b>Göçle Gelen Yabancı Uyruklu Öğrencilerin Okul Ortamında Karşılaştıkları Sorunlar</b> The Problems of Immigrant Foreign Students in School Environment <b>Aygil Takır - Ayşen Özerem</b> .....	639-657
<b>Yatılı Yurtta ve Ailesinin Yanında Kalan Ortaöğretim 12. Sınıf Öğrencilerinin Durumluk ve Süreklilik Kaygı Düzeylerinin Karşılaştırması</b> Comparison of State-Trait Anxiety Levels of Secondary School 12 <sup>TH</sup> Grade Students Who Stay At Dormitory and Who Stay With Their Parents <b>Mustafa Onur Tatlı - Ayşe Bengisoy</b> .....	658-675
<b>The Impact Of Violence On The Visual Media On High School Students</b> Görsel Medyadaki Şiddetin Lise Öğrencileri Üzerindeki Etkisi <b>Figen Yaman Lesinger - Musa Oytun - Azmiye Yınal</b> .....	676-702
<b>Öğretmen Adaylarının Akademik Erteleme Davranışlarının İncelenmesi</b> Review of Academic Procrastination Behaviors of Teacher Candidates <b>Hande Mişe - Ahmet Hakan Hançer</b> .....	703-715
<b>Ergenlerde Sosyal Onay ve İyilik Hallerinin İncelenmesi</b> Examination of Social Approval and Wellbeing Conditions in Adolescents <b>Münevver Yalçinkaya - Meryem Taner - Emre Demirci</b> .....	716-729
<b>Lise Öğrencilerinde İnternet Bağımlılığı ve Depresyonun Cinsiyet, Akademik Başarı ve İnternete Giriş Süreleri Açısından İncelenmesi</b> A Study on Internet Addiction and Depression Among High School Students due to Gender, Academic Success and İnternet Usage Duration <b>Cemre Anlayışlı - Nergüz Bulut Serin</b> .....	730-743
<b>İlkokul 3. Sınıf Öğrencilerinin Kaygı ve Depresyon Düzeylerinin İncelenmesi</b> A Study on Anxiety and Depression Levels of Primary School Third Grade Students <b>Ülkü Tosun - Aziz Zorlu</b> .....	744-780
<b>İlköğretim Matematik Öğretmen Adaylarının Akademik Başarılarını Öğrenme Stillere Göre İncelenmesi</b> Investigation of Elementary Mathematics Teacher Candidates Academic Achievement According to Kolb's Learning Styles <b>Hasan Altun - Süha Yılmaz</b> .....	781-792
<b>Lexical Categories in Eleven by Sandra Cisneros: A Pedagogical Stylistic Study</b> Sandra Cisneros'un Eleven Adlı Eserinin Sözcüksel Kategorileri: Pedagojik Bıçembilimsel İnceleme <b>Safiye Çiftlikli</b> .....	793-803

## **Editörden**

Değerli Okurlar,

2-4 Mayıs 2018 tarihleri arasında “1. Uluslararası Geleceğin Eğitime Bakış (UGEB’ 18)” Konferansı düzenlenmiş ve, eğitim bilimleri alanında çalışan bilim insanları uluslararası düzlemde buluşup, eğitim sorunlarını tartışmışlar ve alana yeni bilgi ve düşüncelerle katkıda bulunmuşlardır. Konferansımız ayrıca çeşitli bilimsel ve sosyal etkinliklerle zenginleştirilmiş, eğitim bilimleri alanında isim yapmış, davetli bilim insanlarının konuşmalarına, belli sorunların ele alındığı panellere, özel konulardaki çalıştaylara da yer verilmiştir.

Konferansımızda sunulan bildiriler makale formatında üniversitemizin ULAKBİM indeksli Folklor/Edebiyat dergisinin özel sayısında yayınlanmak üzere özel sayı editör ve editör yardımcıları tarafından belirlenen hakemlere gönderilmiştir. Ciddi bir hakem değerlendirme sürecinin ardından seçilen makalelerin derginin özel sayısında yayınlanmasına karar verilmiştir.

Konferansımızın gerçekleşmesinde katkıda bulunan tüm ekip arkadaşlarımıza, asistanlarımız Hüseyin Gökal ve Meryem Taner’e ve özel sayı editörlüğü sürecinde bizlere destek olan Folklor/Edebiyat dergisi Editörü Prof.Dr.Metin Karadağ’a sonsuz teşekkürlerimizi sunarız.

Prof. Dr. Fatoş Silman

Folklor/Edebiyat Özel Sayı Editörü

Doç. Dr. Ayşe Negiş Işık

Doç. Dr. Erkan Işık

Folklor/Edebiyat Özel Sayı Editör Yardımcıları





DOI: 10.22559/folklor.922

Folklor/edebiyat, cilt:25, sayı: 97-1, 2019/1

## **Does the Education Degree Significantly Affect the Perception of a Virtual Reality Environment?**

Eğitim Durumu Sanal Gerçeklik Ortamının Algılanmasını Önemli Derecede Etkiler mi?

**AbdulKader El Rawas\***

**Çağın Kazımoğlu\*\***

### **Abstract**

Virtual Reality (VR) is a software generated digital environment that is aimed to simulate a realistic experience by creating a variety of stimuli conditions. While VR existed for more than two decades, it has dramatically gained the attention of public domain in recent years due to the portability and cost effectiveness of modern head mounted display (HUD) tools. Currently, the most widely used area of VR in research is Virtual Reality Exposure Therapy (VRET) which is a method risen from the use of VR to potentially help people to treat a specific ailment. Over the last two decades, VRET has been established to be a highly effective way in various areas specifically in helping muscle control of stroke patients, treating various disorders and phobia problems.

While there are an overwhelming number of researches undertaken in using VR, to this day it is not clear whether or not the educational degree of users is an impact factor that significantly affects how users perceive a VR system. Many researchers analysed whether or not there would be noticeable differences between VRET and traditional cognitive behavioural therapies (such as VIVO). However, what makes a VR system highly usable or whether or not the educational degree of users significantly impacts the usability of a VR system is still an unexplored area.

This paper investigates whether or not there is a significant difference in experiencing a VR system specifically designed to treat acrophobia among people who have a higher education degree compared to those who do not have one. A VR environment was created using Nielsen's heuristics to treat potential subjects that suffer from acrophobia. Having done so, a quasi-experimental study was undertaken in order to identify whether or not the educational degree of participants significantly impacted their experience in using the VR system. The findings of the study suggest that the educational degree of participants did not significantly impact how they perceived the VR environment. In other words, it was found that

---

\* Research Assistant, Faculty of Engineering, Cyprus International University.

\*\* Asst. Prof. Dr., Faculty of Engineering, Cyprus International University.

educational degree of participants is not a significant influence that affect how realistic and immersive participants found their VR experiences.

**Keywords:** *Virtual Reality, Education and Virtual Reality, Virtual Reality Exposure Therapy, Virtual Reality User Experience*

## **Öz**

Sanal Gerçeklik (SG), çeşitli uyarı koşullarını yaratarak gerçekçi bir deneyimi simüle etmeyi amaçlayan dijital bir yazılım ortamıdır. SG, yirmi yıla aşkın bir süredir varlığını devam ettirirken, sanal gerçeklik başlıklarının maliyetinin düşük olması ve taşınabilirliği nedeni ile son birkaç yıldır kamuoyunun dikkatini çekmektedir. Günümüzde, sanal gerçekliğin eğlence sektörü dışında en çok kullanıldığı alan Sanal Gerçeklik Maruz Kalma Terapisi (SGMKT) olup, belirli bir psikolojik rahatsızlığın tedavi etme sürecine yardımcı olma amacını güden bir yöntemdir. Son yirmi yılda, SGMKT, özellikle kas kontrolü ile ilgili hastalıkların tedavi sürecine yardımcı olmak, ve çeşitli rahatsızlıkları ve fobi problemlerinin iyileştirme sürecini desteklemek amacıyla etkili bir yol olarak kullanılmaktadır.

SG kullanımıyla ilgili çok sayıda araştırma yapılırken, bu güne kadar kullanıcıların eğitim derecelerinin, SG sistemi nasıl algıladıklarını; ve SG deneyimlerine önemli ölçüde etki edip etmediğini ölçen bir çalışma yapılmamıştır. Birçok araştırmacı, SGMKT ile geleneksel bilişsel davranışçı terapiler arasında (VIVO gibi) farklar olup olmadığını analiz etmiştir. Ancak, bir SG sistemini son derece kullanışlı kılan etkilerin eğitim derecesiyle ilişkisini inceleyen veya kullanıcıların eğitim derecelerinin bir SG sistemine olan etkilerini ölçen istatistiksel araştırmalar yok denecek kadar azdır.

Bu araştırmada, yükseklik korkusunun tedavisini desteklemek amacı ile geliştirilen bir sistemi test eden kullanıcılar arasında yüksek bir eğitim derecesine sahip olanlarla, daha az ya da hiç eğitim derecesine sahip olan bireyler arasındaki SG deneyimleri karşılaştırılmıştır. Yükseklik korkusu (Akropobi) rahatsızlığının tedavisinde potansiyel olarak kullanılacak bir SG sistemi Nielsen'in sezgisel değerlendirmesi kullanılarak oluşturulmuştur. Mütakiben, katılımcıların eğitim derecelerinin SG sistemini kullanmadaki etkilerini belirlemek için yarı deneysel bir çalışma yapılmıştır. Yapılan çalışmanın sonucunda, araştırma bulguları, katılımcıların eğitim derecelerinin SG ortamına önemli ölçüde etki etmediği gözlemlenmiştir. Bir diğer değişle, katılımcıların eğitim derecelerinin SG deneyimlerinde ve kullanımlarında etkin bir rol oynamadığı ortaya çıkmıştır.

**Anahtar Sözcükler:** *Sanal Gerçeklik, Eğitim ve Sanal Gerçeklik, Sanal Gerçeklik Maruz Kalma Terapisi, Sanal Gerçeklik Kullanıcı deneyimi*

## 1. Introduction

Virtual Reality (VR) is a unique way to interact with the digital world (Verg & Vance, 2017) by stimulating multiple senses including visual, auditory, and kinaesthetic communication. While the visual and auditory senses are usually delivered using a head mounted display (HUD), the sense of touch and kinaesthetic communication often delivered through special gloves in VR (Dascal, *et al.*, 2017). In recent years, VR technologies have become a mainstream technology adaptable to many different game consoles as well as smart phones (Jackson, 2015).

Virtual Reality Exposure Therapy (VRET) is a type of psychological therapy which helps treating anxiety issues using a VR environment in order to minimise certain way of thinking or behaviours in individuals. In this kind of environment, patients often interact with virtual representations of traumatic stimuli within a harmless environment in order to reduce their fear responses. VRET has been proven to treat anxiety-related problems such as posttraumatic stress disorder (PTSD) and various phobias (Tull, 2018).

In addition to VRET, VR is also perceived as an opportunity in education particularly because it can motivate the learners and connect them with the teaching activities (Kolo *et al.*, 2017). A recent work in this area argue that VR has the potential to create the workforce of the future as 94% of teachers in the UK provided feedback that VR is potentially beneficial in their classrooms for engaging students in learning activities (Ismail, 2018). Another recent study discusses feasibility reports suggesting that VR industry is expected to cost around \$38 Billion by 2026 and that this will highly impact the education sector (Terdiman, 2018).

While virtual reality has been perceived as a tool to improve educational experiences of students (Němec, *et al.*, 2015; Ott & Freina, 2015; Howard, *et al.*, 2018), there is a dearth of evidence investigating whether or not educational background is an impact factor in how people perceive their VR experiences.

For this specific reason, this paper investigates whether or not there is a significant correlation between educational degrees of participants and their immersion in using a VR system particularly designed as a VRET for acrophobia. The paper first reviews the literature published in this area in order highlight what has been done regarding education and VR. Having done so, the methodology and study design used in this research is discussed. Finally, the findings of the study with statistical analysis are presented.

## 2. Literature review

While the educational effectiveness of Virtual Reality (VR) has been an active research area for more almost 30 years, it has only taken public attention in the last decade (Pantelidis, 2009). VR is currently being used in wide variety of areas including but not limited to training employees to have professional skills (Ngobi, 2018), enhancing creativity and reducing stress (Aqeel, 2018), treating phobia problems (Ayala *et al.*, 2018) and supporting educational activities (Herold, 2017).

Many studies argue that VR has the potential to enhance students' learning and engagement inside the classrooms by refining the delivery of educational content (Walsh, 2017; Babich, 2018). Various educational institutions today offer VR applications as instructional approaches in a series of fields in education particularly in New Pedagogies (James, 2014), Recruiting (Schnell, 2015), Virtual Field Trips (Babcock, 2015), Medical Uses (World first, 2016), Content Creation (Walsh, 2017), and Special Education (Herold, 2017). Recent work in this field reported that majority of students respond positively to VR active learning engagement (Kolo, 2017).

A recent survey study revealed that 93% of secondary school teachers in United States of America (USA) believe that their students are excited to use VR in their learning activities and that 83% of secondary school teachers provided feedback that VR has the potential to improve learning outcomes in education for secondary school students (Hyman, 2016). Due to the enthusiasm stimulated and the increase of students' engagement caused by VR inside the classroom environment, several teachers have reported that they got impressed by VR's impact on their students' motivation (Hentsch, 2018). As a result, VR is not only revolutionizing the traditional learning medium but it is also improving how student interact with real-world applications. The latest example to this is a recent study which underpinned that performing virtual surgeries in the medical classes via VR tools potentially prepare students for real life situations (Pamic, 2018).

New studies suggest that Virtual Reality has a unique approach in treating anxieties problems such as public speaking and sexual traumas (Melville, 2018). Virtual Reality Exposure Therapy (VRET) is recognized as a great fit for this purpose and used particularly to treat and posttraumatic stress disorder (PTSD) and phobia problems (Weir, 2018).

While VR has proven to be a very effective and a promising approach to support wide variety of areas, to this day it is unclear whether or not educational degree of people has an impact on how these people perceive their VR experiences. Recent studies argue that various

companies believe the skill set of their employees could be improved using VR employee training programmes (Weiss, 2018). However, these studies do not highlight if the educational background of these employees could have an impact on their perception of VR experiences. In other words, there is a dearth of evidence regarding how educational degree of people impact on their VR experiences. In order to explore this area, this paper investigates the following research question:

*Does the educational degree of participants have a significant impact on how they perceive a virtual reality environment?*

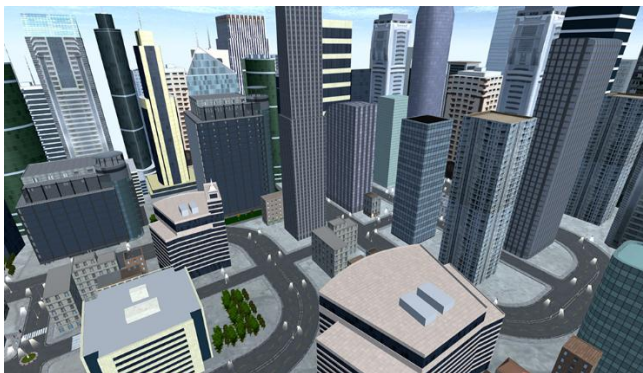
As this paper focuses on the above question, two hypotheses were generated as the outcome of the question.

**Null hypothesis (Ho1):** Yes, the educational degree of participants has a significant impact on how they perceive a virtual reality environment.

**Alternative hypothesis (Ha1):** No, the educational degree of participants does not have a significant impact on how they perceive a virtual reality environment.

### **3. Methodology & study design**

In order to investigate the research question identified above, a Virtual Reality Environment (VRE) was created using Unity3D game engine. The VRE was created as a Virtual Reality Exposure Therapy (VRET) approach in the premise of supporting people's progress of overcoming acrophobia (i.e. the fear of heights).



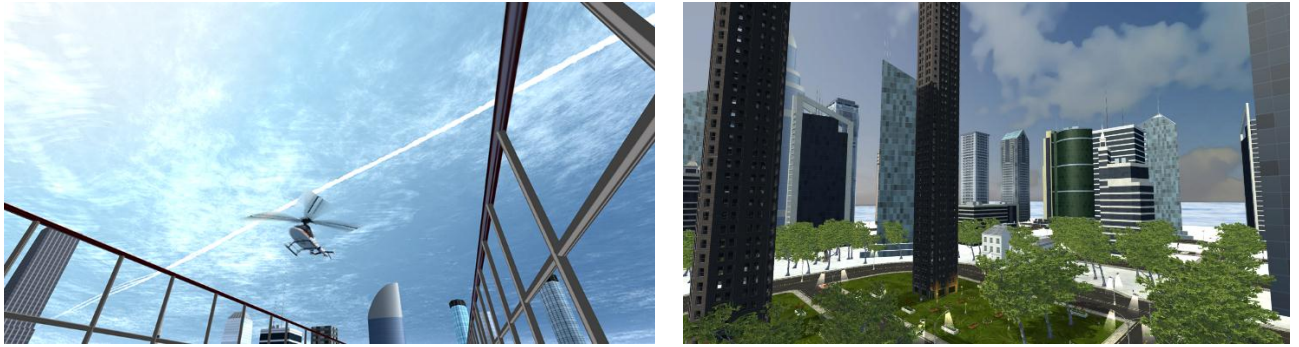


Figure 1 – showing various screenshots from the Virtual Reality Environment used as a test bed in this research

As shown in Figure 1, the VRE was designed as a virtual city where the player has to walk over long bridges interconnected at the top of the skyscrapers. There are four major skyscrapers in the city and each of these is connected to one another with long bridges. The VRE was designed using intrinsic video game motivations as players have to find their lost cat by crossing over the bridges and saving the cat from the roof tops. As there are four bridges in the VRE, each time the simulation starts the cat is pre-scripted to appear on one of the four roofs connected by narrow bridges. The idea of this simulation is to expose the users to virtual heights and support their progress of overcoming acrophobia.

During the development of VRE, the usability and user-friendliness of the environment was prioritized because of the need of an efficient human-computer interaction. In the field of human-computer interaction, usability inspection of a system is an important approach used to identify problems associated with the design of user interface. In order to apply this, Nielsen's Heuristics (Nielsen, 1994) was followed in this research. Nielsen's Heuristics is a seminal work that argues delivering 10 broad rules for user interaction design which are introduced by Nielsen (1994) as essential components to deliver an effective user interface. In the seminal work of Nielsen (1994), these set of rules are simply referred to as heuristics which are the

1. Visibility of the system.
2. Match between the system and the real world.
3. User control and freedom.
4. Consistency and standards.
5. Error prevention.
6. Recognition rather than recall.
7. Flexibility and the efficiency of use.
8. Aesthetic and the minimalist design.

9. User recognition, diagnose, and recovery from errors.
10. Documentation.

Having attempted to apply all of the above heuristics into the VRE, a pilot study was designed to assess whether or not the developed VRE is user friendly and serves its purpose.

To assess the heuristics successfully and to measure whether or not the educational degree of participants impacted on their VR experience, a quasi pre-post experimental study was undertaken. The quasi study designed involved filling a pre-study, followed by the use of the VR environment for as long as the users want, and that followed filling a post-study. The pre and the post study included almost the same set of questions asking the users about their degree of experience in VR and if they think that the VR environment could potentially be useful for its purpose, with the exception that the pre-study also included demographic questions (i.e. education degree, age, gender, etc.). At the end of the study, the results from the post-study were compared to the results from the pre-study in order to measure whether or not the VR intervention created a difference in between the given responses.

#### **4. Study findings**

##### **4.1 Demographic data**

As discussed in the previous section, a quasi experimental design was conducted to measure whether or not the educational degree of people has impact on their VR experiences. Due to the reason that this was designed as a quasi study, the target group involved all people across different age groups with different level of educational degrees.

It was originally planned to obtain 30 or more participants from each education category identified in the study as 30 participants would be enough to undertake relevant statistical analysis for each category per se. However, due to the non-normal distribution of the population, the number of people of each category changed vastly, hence a precise sample size was not measured for the study. This is why, this study is regarded as a quasi experimental design rather than a gold standard pre and post study.

Initially, 155 participants were invited to participate in the study; however, 51 of these either dropped out or completed the pre-study but did not complete the post-study. At this point, it is important to underline that participation in the study was a voluntary work. Hence, we had no control over the participants' behaviour and they had the option to drop out without providing any reason. Due to the vast number of drop outs, the study analysis was conducted based on the responses of 104 participants.

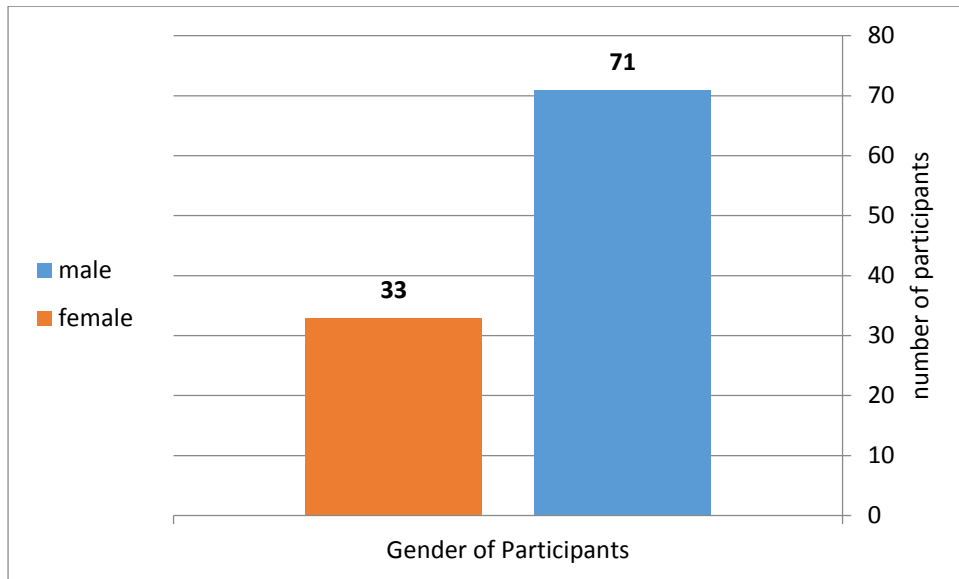


Figure1. Showing the gender of participants who participated in the study.

Figure1 shows the gender distribution of participants who participated in the study.

As it can be observed from the figure 1, 71 (68.2%) out of 104 participants were male and 33 (31.8%) out of 104 were female.

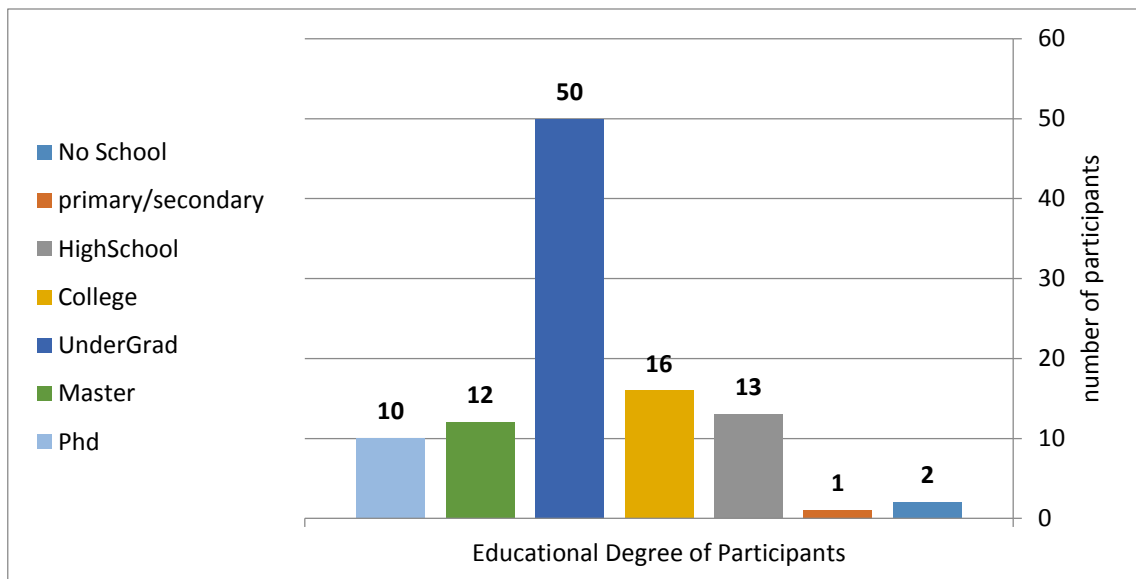


Figure 2. Showing the educational degree of participants who participated in the study.

As shown from Figure 2, 10 (9.6%) out of 104 participants who participated in the study were registered to a PhD programme. Additionally, 12 (11.5%) participants were studying a master/post-graduate degree and 50 (48%) participants were studying an undergraduate degree. While 16 (15.4%) of the participants were enrolled in a college or a vocational school, 13



(12.5%) participants were studying in a high school. Finally, 1 (1%) participants were registered to a primary/secondary school and 2 (2%) participants had no educational degree at all.

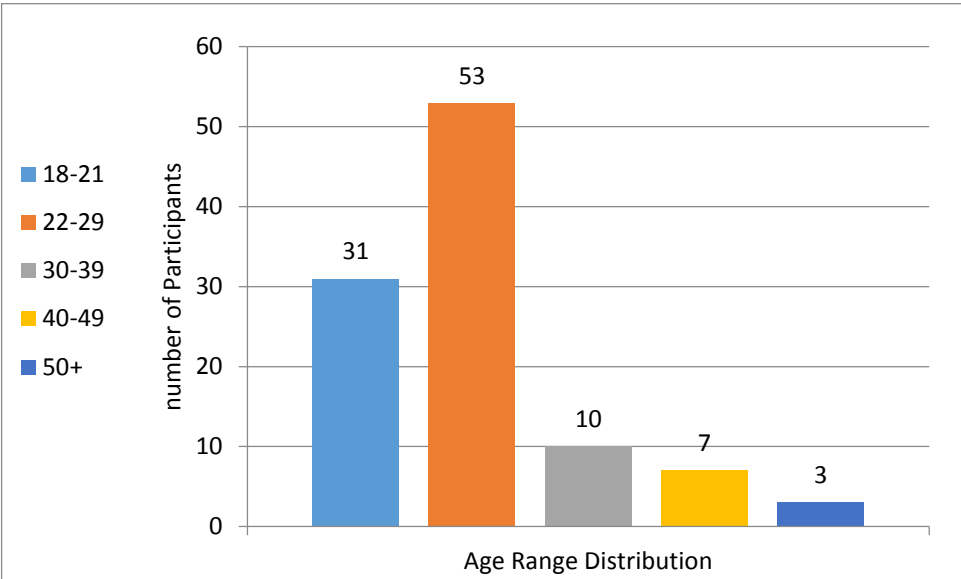


Figure 3. Showing the age distribution of participants who participated in the study.

Figure 3 shows the distribution of age groups of participants who participated in the study. According to the figure, most of the participants were in the 22-29 age group as 53 (51%) out of 104 responses came from this group. While 31 (29.8%) participants were in the 18-21 age-group, 10 (9.6%) participants were within the 30-39 age range. Finally, 7 (6.7%) responses came from the 40-49 age group and only 3 (2.9%) responses were obtained from 50+ years old participants.

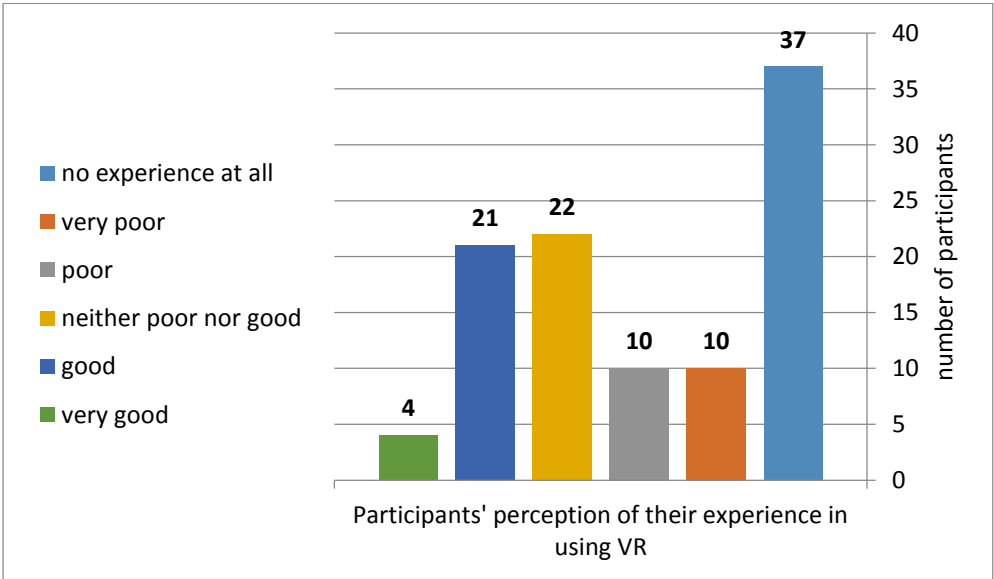


Figure 4. Showing participants' perception of their experience in using VR.

The final figure (i.e. Figure 4) shows participants' perception of their experience in using VR systems. All participants were asked to rate their experience in using VR based on a 5 point Likert scale which changed from very poor (1) to very good (5). Those who absolutely had no prior experience in using VR also had the option to choose no experience (shown as 0) to indicate that they were never exposed to a VR environment before.

As shown in Figure 4, 37 (35.6%) out of 104 participants indicated that they had no prior experience in using VR. While 10 (9.6%) participants ranked their experience as very poor; 10 (9.6%) more indicated their own experience as only poor. 22 (21.2%) out of 104 participants expressed that their perception of experience in using VR is neither poor nor good; and, 21 (20.2%) participants indicated that their perception of experience is only good. Finally, 4 (3.8%) participants ranked their perception of experience in using VR as very good.

## **4.2 Results and discussions**

Having collected the pre-study questionnaire from the participants, it was essential to identify whether or not the data set came from a normally distributed population. Identifying the distribution of data was the key in defining which statistical method would be fitting to analyse the collected data. If the data set was found to be collected from a normally distributed population, Pearson correlation coefficient (PCC) would be used to analyse the data. On the other hand, if the data set was found to be collected from a non-normally distributed population, Spearman's rank correlation coefficient would be used to investigate the correlations.

In order to analyse whether or not the data came from a normally distributed population, two different methods were used which were the a) Histogram; b) Test of Normality.

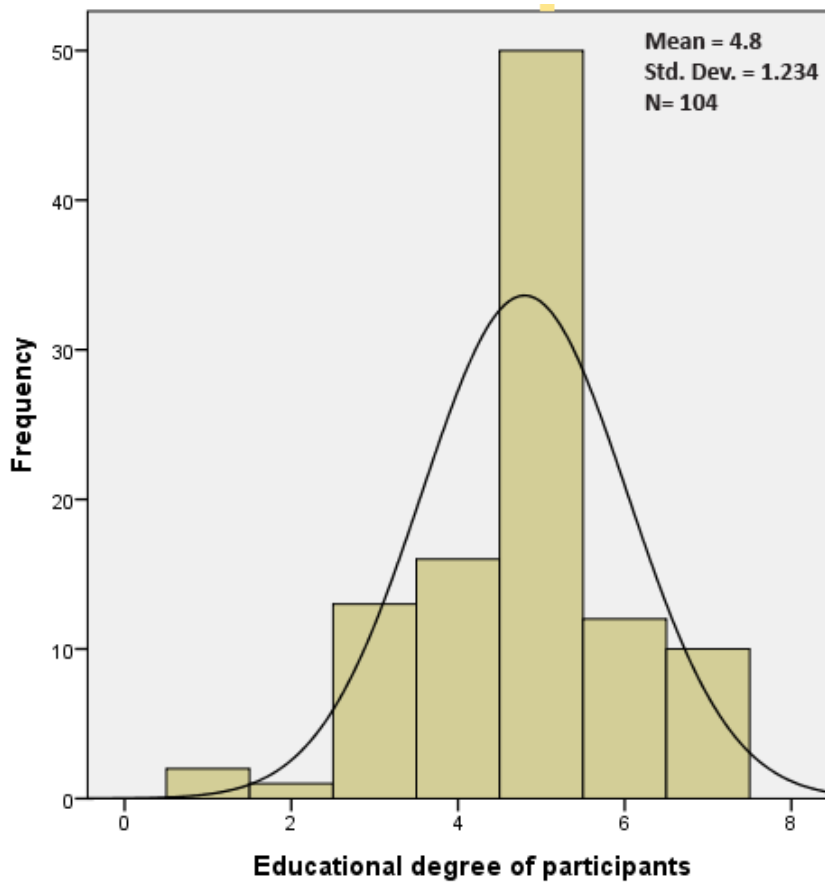


Figure 5. Showing the histogram of data distribution among educational degree of participants.

Figure 5 shows the histogram of the data distribution came from participants regarding their educational degrees. As shown from the figure, the histogram is skewed to the right dramatically. This shows that majority of the responses came from people who were studying an undergraduate or above degrees. In other words, the histogram suggests that the responses were not distributed normally among the educational degree groups and that the overall data came from a non-normally distributed population.

In order to ensure that the evidence obtained from the histogram is correct, a test of Normality was conducted. The test of normality included Kolmogorov-Smirnov and Shapiro-Wilk normality tests which are popular tests used in frequency statistics.

Table 1. Test of Normality undertaken on the educational degree level of participants

	Kolmogorov-Smirnov			Shapiro-Wilk		
	Stat	Degree of freedom	Significance	Stat	Degree of freedom	Significance

Educational degree of participants	0.226	104	<b>0.000</b>	0.845	104	<b>0.000</b>

As shown in Table 1, both in Kolmogorov-Smirnov and Shapiro-Wilk test results show that the significance value was found to be less than 0.05 ( $p < 0.05$ ). In this case the null hypothesis (i.e. the data came from a normally distributed population) was rejected and the alternative hypothesis was accepted, that is the data significantly deviating from a normal distribution.

At this point, it is important to mention that the Histogram and the Test of normality were not only used to investigate the distribution of data on educational degree of participants but also used for each and every question asked in the pre and the post study. In other words, each question was analysed individually in order to ensure a correct interpretation regarding the normality of data distribution. These however, were not presented in this paper due to the repetitiveness of the undertaken procedure of looking into histogram and test of normality for every single question.

Having identified that the data came from a non-normally distribution, it was obvious that Spearman's rank correlation coefficient is the fitting statistical method for investigating the correlations among the collected data set.

Spearman's rank order correlation				
			Educational degree	How useful participants found the VR environment
Spearman's rho	Educational degree	Correlation Coefficient	1.000	0.88
		Sig. (2-tailed)	.	<b>0.372</b>
		N	104	104
	How useful participants found the VR environment	Correlation Coefficient	0.88	1.000
		Sig. (2-tailed)	<b>0.372</b>	.
		N	104	104

Table 2. Spearman's rank order Correlation between the educational level of participants and how useful they found the VR environment.

Table 2 shows the Spearman's rank correlation coefficient in between the educational degree of participants and how useful they found the VR environment. Having exposed to the VR environment, each participant ranked their perception regarding how useful they found their VR experience after using the developed VRE with a head mounted display (HUD). The results given regarding the use of VR in the pre study and the responses given in the post study were compared with one another. These results were then analysed and correlation coefficients are presented in Table 2.

As shown from the Table 2, the correlation between the two groups was found to be not significant ( $r=0.88$ ;  $n=104$ ;  $p=0.372$ ). As the p value was over 0.05 ( $p=0.372$ ), the Spearman's rank order correlation indicated that there is no statistically significant relationship in between the educational degree of participants and how useful they found their VR experience. This result clearly underpins that the educational degree of participants did not play a significant role in deciding whether or not they found the VR environment useful. In other words, participants' perception of how useful they found the VR environment was not judged based on how educated participants were. The results provide strong evidence that those who not have a higher educational degree could find a VR environment useful as much as those who have a higher educational degree. In other words, it was found that the educational degree is not an impact factor in deciding whether or not a VR environment is useful.

Finally, this study investigated whether or not participants were engaged in the VR environment according to the Nielsen's heuristics.

How much participants found the VR environment immersive		Educational Degree	How much participants found the VR environment <b>Interesting &amp; Appropriate</b>	How much participants found the VR environment <b>Immersive</b>	How much participants found the VR environment <b>Realistic</b>	How much participants found the VR environment <b>Interactive</b>	How much participants found the VR environment <b>User friendly</b>	How much participants felt the <b>sense of presence</b>
Correlation Coefficient	0.110	<b>0.394</b>	1.000	<b>0.475</b>	<b>0.294</b>	<b>0.382</b>	<b>0.474</b>	
Sig. (2-tailed)	0.265	<b>0.000</b>	.	<b>0.000</b>	<b>0.002</b>	<b>0.000</b>	<b>0.000</b>	
N	104	104	104	104	104	104	104	

Table 3. Spearman's rank order Correlation in between participants' immersion and other heuristics integrated in the VR environment.

Table 3 shows how much participants' perception of immersion in the VR environment correlated with other heuristics identified from Nielsen's work (1994). In other words, the study investigated how much participants found the VR environment:

- a) Interesting and Appropriate
- b) Immersive
- c) Realistic
- d) Interactive
- e) User Friendly
- f) Reflecting Sense of Presence

As shown from the Table 3, all of the categories were found to have statistically correlated. In other words, in all cases the P value is always less than 0.05. While the correlations were found to be statistically significant, in none of the cases a very strong relationship was identified as the r value varied in between the 0.294 and 0.474 range. This shows that there is definitely a correlation among the heuristics applied to the VR environment and that participants found their experience in the positive way rather than the negative.

However, none of the correlations were very strong which indicated that participants' immersion with the environment was not very strong.

An important result that could be obtained from Table 3 is that none of the categories were actually correlated to the educational degree of the participants. This provided further evidence that educational degree did not impact on how much participants found the environment interesting and appropriate, immersive, realistic, interactive and user friendly.

As a result, this research presented strong and statistical evidence that educational degree of participants did not significantly impact to how they perceive their VR experiences. In other words, the alternative hypothesis of the research question that is "*the educational degree of participants does not have a significant impact on how they perceive a virtual reality environment*" is accepted. Moreover, the research results put forward strong evidence that participants significantly found their Virtual Reality Experience realistic, interesting, and interactive, user friendly, and have a sense of presence. Although none of the correlations was found to be very strong, they were all found to be statistically significant.

## **5. Conclusion**

This paper investigated whether or not the educational degree of participants is an impact factor in deciding how participants perceive their Virtual Reality experience. A survey study undertaken by 104 participants clearly demonstrated that the educational degree of participants did not impact on their decisions over whether or not they found a VR environment interesting and appropriate, immersive, realistic, interactive, user friendly and reflecting a sense of presence.

Having analysed the results collected from the participants' questionnaires in a pre-post study, the alternative hypothesis of the proposed research question was accepted meaning that the educational degree do not significantly affect the participants' perception of a VR environment. Moreover, this research suggests that participants found their Virtual Reality experience realistic, interesting, interactive, user friendly, and had a sense of presence.

As future work, we plan to expand the VR environment with more options and game elements. We believe that this will increase the strength of the correlations among the heuristics identified in the study. Having done so, a gold standard experimental study would be conducted with an actual sample size in order to observe whether or not similar outcomes would be obtained.

## References

- Ayala, A., Martinez, P., Loreda, A., Rosas, R., & Reyes, P. (2018). Virtual Reality for Social Phobia Treatment. In Smart Technology: First International Conference, MTYMEX 2017, Monterrey, Mexico, May 24-26, 2017, Proceedings (Vol. 213, p. 165). Springer.
- A. Melville, N. (2018). *Virtual Reality Therapy Gains Ground for PTSD, Other Disorders*. Retrieved July 01, 2018, from Medscape Medical News: <https://www.medscape.com/viewarticle/894990>
- Aqeel, F. (2018). *Using Virtual Reality to Improve Employee Training*. Retrieved June 29, 2018, from Training Industry: <https://trainingindustry.com/articles/learning-technologies/using-virtual-reality-to-improve-employee-training/>
- Babcock, S. (2015). *This edtech startup is bringing virtual reality to the classroom*. Retrieved June 29, 2018, from Technically: <https://technical.ly/baltimore/2015/05/29/alchemy-learning-virtual-reality-classroom-oculus/>
- Babich, N. (2018). *How Virtual Reality Will Change How We Learn and How We Teach*. Retrieved June 29, 2018, from Adobe Blog: <https://theblog.adobe.com/virtual-reality-will-change-learn-teach/>
- Dascal, J., Reid, M., W IsHak, W., Spiegel, B., Recacho, J., Rosen, B., et al. (2017, February 01). *Virtual Reality and Medical Inpatients: A Systematic Review of Randomized, Controlled Trials*. Retrieved 06 29, 2018, from National Center for Biotechnology Information: <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC5373791/>
- Hentsch, C. (2018). *Virtual Reality in Education: How VR can be Beneficial to the Classroom*. Retrieved June 29, 2018, from Ed Tech Times: <https://edtechtimes.com/2018/02/09/virtual-reality-in-education-how-vr-can-be-beneficial-to-the-classroom/>
- Herold, B. (2017). *Augmented, Virtual Reality Yet to Gain Traction in K-12, Survey Finds*. Retrieved June 29, 2018, from Education Week: [http://blogs.edweek.org/edweek/DigitalEducation/2017/04/augmented\\_virtual\\_reality\\_traction\\_K-12.html](http://blogs.edweek.org/edweek/DigitalEducation/2017/04/augmented_virtual_reality_traction_K-12.html)
- Howard, Sarah, Serpanch, Kevin, Lwein, & Kim. (2018). *Virtual reality content for higher education curriculum*. Retrieved June 29, 2018, from E Prints QUT: <https://eprints.qut.edu.au/116132/>
- Hyman, L. (2016). *Survey Finds Teachers Want to Make Virtual Reality a Reality in the Classroom*. Retrieved June 29, 2018, from Business Wire: <https://www.businesswire.com/news/home/20160627005621/en/Survey-Finds-Teachers-Virtual-Reality-Reality-Classroom>
- Ismail, N. (2018). *VR will help create the workforce of the future*. Retrieved June 29, 2018, from Information Age: <https://www.information-age.com/vr-education-workforce-future-123470538/>
- Jackson, B. (2015). *What is Virtual Reality? [Definition and Examples]*. Retrieved June 29, 2018, from marxentlabs: <https://www.marxentlabs.com/what-is-virtual-reality/>
- James, P. (2014). *This is the Beginning of VR Education, and It Will Only Get Better*. Retrieved June 29, 2018, from Road To VR: <https://www.roadtovr.com/world-of-comenius-virtual-reality-education-biology-lesson-leap-motion-oculus-rift-dk2/>
- Kolo, K. (2017). *Virtual Reality: The Next Generation Of Education, Learning and Training*. Retrieved June 29, 2018, from VR/AR Association: <http://www.thevrara.com/blog2/2017/12/13/virtual-reality-the-next-generation-of-education-learning-and-training>
- Kolo, K., Evry, H., J. Ochoa, C., Ralph, R., Jacoby, D., Coady, Y. V., et al. (2017). *Virtual Reality, the Next Generation of E-Learning in Schools*. Retrieved June 29, 2018, from VR/AR Association:



<http://www.thevrara.com/blog2/2017/10/17/virtual-reality-the-next-generation-of-e-learning-in-schools>

Němec, M., Fasuga, R., Trubač, & Kratochvíl, J. (2015). *Using virtual reality in education*. Retrieved June 29, 2018, from IEEE: <https://ieeexplore.ieee.org/document/8102514/>

Ngobi, E. (2018). *The Impact of Augmented and Virtual Reality on Personalized Learning*. Retrieved June 29, 2018, from Samsung Business Insights: <https://insights.samsung.com/2018/05/04/the-impact-of-augmented-and-virtual-reality-on-personalized-learning/>

Nielsen, J. (1994). Enhancing the explanatory power of usability heuristics. *CHI '94 Proceedings of the SIGCHI Conference on Human Factors in Computing Systems* (pp. 152-158). Massachusetts: Association for Computing Machinery.

Ott, M., & Freina, L. (2015). A LITERATURE REVIEW ON IMMERSIVE VIRTUAL REALITY IN EDUCATION: STATE OF THE ART AND PERSPECTIVES. *Conference proceedings of »eLearning and Software for Education« (eLSE)* , 133-141.

Pamic, I. (2018). *VIRTUAL REALITY: THE NEXT GENERATION OF EDUCATION, LEARNING AND TRAINING*. Retrieved June 29, 2018, from Virtual MultiModal Museum: <https://www.vi-mm.eu/2018/02/16/virtual-reality-the-next-generation-of-education-learning-and-training/>

S. Pantelidis, V. (2009). Reasons to Use Virtual Reality in Education and Training Courses and a Model to Determine When to Use Virtual Reality. *THEMES IN SCIENCE AND TECHNOLOGY EDUCATION* , 59-70.

Schnell, L. (2015). *Unreal: Virtual reality is changing how college football teams train, recruit*. Retrieved June 29, 2018, from Sports Illustrated: <https://www.si.com/college-football/2015/08/06/college-football-virtual-reality-michigan-stanford-recruiting>

Terdiman, D. (2018). *Why 2018 Will Be The Year Of VR 2.0*. Retrieved June 29, 2018, from Fast Company: <https://www.fastcompany.com/40503648/why-2018-will-be-the-year-of-vr-2-0>

Tull, M. (2018). *How Virtual Reality Exposure Therapy (VRET) Treats PTSD*. Retrieved June 29, 2018, from Very Well Mind: <https://www.verywellmind.com/virtual-reality-exposure-therapy-vret-2797340>

Verg, L., & M Vance, J. (2017). Industry use of virtual reality in product design and manufacturing: a survey. *Virtual Reality* .

Walsh, K. (2017). *Real Uses of Virtual Reality in Education: How Schools are Using VR*. Retrieved June 29, 2018, from Emerging Ed Tech: <https://www.emergingedtech.com/2017/06/real-uses-of-virtual-reality-in-education-how-schools-are-using-vr/>

Weir, K. (2018). *Virtual reality expands its reach*. Retrieved July 01, 2018, from American Psychological Association: <http://www.apa.org/monitor/2018/02/virtual-reality.aspx>

Weiss, D. (2018). *When Virtual Reality Becomes a Reality in Corporate Training*. Retrieved June 29, 2018, from Time to Know: <https://www.timetoknow.com/blog/virtual-reality-vr-becomes-reality-corporate-training/>

*World first: French patient wears 3D virtual reality glasses to guide surgeons during operation*. (2016, February 17). Retrieved June 29, 2018, from RT News: <https://www.rt.com/news/332730-virtual-reality-glasses-surgery/>



DOI: 10.22559/folklor.923

Folklor/edebiyat, cilt:25, sayı: 97-1, 2019/1

## **Ortaokul Öğrencilerinin Sosyal Medyayı Eğitsel Amaçlı Kullanma Durumları ve Sosyal Medyaya Yönelik Tutumları**

Use of Social Media for Educational Purposes by Secondary School Students and Attitudes towards Social Media

**Ahmet Hakan Hançer\***

**Hande Mişe\*\***

### **Öz**

Çalışmada, ortaokul öğrencilerinin sosyal medyayı eğitsel amaçlı kullanım durumlarının ve sosyal medyaya yönelik tutumlarının çeşitli değişkenlere göre değerlendirilmesi amaçlanmıştır. Öğrencilerin Sosyal medyayı eğitim amaçlı kullanmaları onlara çok zengin bir eğitim ortamı sağlarken, küreselleşen dünyada hızla değişen yenilikler hakkında da bilgi sahibi olmalarına neden olacaktır. Araştırmada, ilişkisel tarama modeli kullanılmış ve 2017-2018 öğretim yılında Sivas da öğrenim gören ve seçkisiz örneklem yöntemi ile belirlenen 388 ortaokul öğrencisinin katılımı ile gerçekleştirilmiştir. Veri toplama aracı olarak, “Sosyal medya eğitsel kullanım ölçeği” ve “Sosyal medya tutum ölçeği” kullanılmıştır. Elde edilen veriler ANOVA ve çoklu regresyon analizi ile test edilmiştir. Yapılan analizler sonucunda, ortaokul öğrencilerinin, sosyal medyayı eğitsel amaçlı kullanmalarına yönelik puanın, orta düzeyde olduğu, cinsiyete göre anlamlı bir farkın olmadığı; Sosyal medyaya yönelik tutum puanlarına bakıldığında ise erkek öğrencilerin puanları olumlu yönde iken kız öğrencilerin puanlarının olumsuz yönde olduğu ve cinsiyete göre, erkek öğrencilerin lehine anlamlı bir farkın olduğu; Öğrencilerin sosyal medyaya yönelik tutumları, evde internete sahip olma durumları ve internet kullanma sürelerinin, sosyal medyayı eğitim amaçlı kullanmalarına ilişkin toplam varyansın %8,6’sını açıkladığı sonuçlarına ulaşılmıştır.

**Anahtar sözcükler:** sosyal medya, internet kullanma, akademik başarı, tutum, cinsiyet

---

\*Doç.Dr., Cumhuriyet Üniversitesi, Eğitim Fakültesi, Fen Bilgisi Eğitimi ABD

## Abstract

This research aims to review use of social media for educational purposes by the secondary school students and attitudes towards social media based on different variables. Use of social media by the students for educational purposes offers them a very rich educational platform and also helps them to obtain information about the ever-changing innovations of the globalizing world. Relational screening model is used for this study and 388 secondary school students, who are selected among students attending to school in Sivas in the academic year of 2017 and 2018 with random sampling method, participated to this study. The “Educational use of social media scale” and the “Social media attitude scale” were used as data collection tools. The obtained data was tested with ANOVA and multiple regression analysis. As a result of the analyzes, it is concluded that the score of secondary school students in terms of using social media for educational purposes is at average level, there is no significant difference based on gender; the male students have a positive scores and female students have negative scores when it comes to scores relate to attitude towards social media and there is significant difference in favor of the male students if compared based on gender and time of using internet accounts for 8.6 % of the total variance regarding use of social media for educational purposes.

**Keywords:** Social media, using internet, academic success, attitude, gender

## Giriş

İnsanlar sosyal bir varlıktır ve yaşamını sürdürmek için çevresiyle, yaşadığı toplumla sürekli iletişim halindedir. Yaşanılan çevre insanlara pek çok deneyim, tecrübe ve o topluma ait değer yargıları hakkında bilgi sahibi olmasını sağlasa da, kapsamlı bir bilgiye sahip olması açısından yeterli değildir. Sosyal yaşam içerisindeki önemi her geçen gün gittikçe daha da artan bilgi, insanlar için yaşamlarının vaz geçilmez bir değeridir. Bilgi insanların toplumdaki statülerini koruma ve yükseltme, toplum içerisinde değer görme, söz sahibi olma, saygın ve güçlü olma gibi avantajları da beraberinde getirmektedir. Bilgi, günümüzde insanlar için artık ekmek su gibi zorunlu temel ihtiyaçlardan birisi haline gelmiştir. Bu nedenle bulunduğumuz çağ da bilgi çağı olarak adlandırılmıştır.

İnsanlar çevresindeki olaylardan hakkında bilgi sahibi olmak için gazete, radyo, tv ve internet gibi iletişim araçlarını kullanmaktadır. Zengin bir içeriğe ulaşılmasını sağlayan internet, her yerden bilgiye kolayca ulaşılabilir olma özelliği nedeniyle de sıkça tercih edilir hale gelmiştir.

TUIK (2016) tarafından yayımlanan rapora göre Türkiye de yaklaşık on haneden sekizinin internet erişim olanağına sahip olduğu, hanelerde %96,9 oranında cep telefonu veya akıllı telefonun olduğu, %22,9 oranında masaüstü, %36,4 oranında taşınabilir ve %29,6 oranında tablet bilgisayarın bulunduğu ifade edilmiştir. İnternetin kullanımında ki amaçlar göz önünde bulundurulduğunda, 2016 yılı ilk üç ayında internet kullananların %82,4’ü sosyal

medyayı profil oluşturma, mesaj gönderme veya fotoğraf vb. içerik paylaşımı için kullanırken, bunu %74,5 oranla paylaşım sitelerindeki videoları izleme, %69,5 oranla online olarak haberleri, gazeteleri ya da dergileri okuma, %65,9 oranla sağlığa yönelik bilgileri arama, %65,5 oranla mal ve hizmetler hakkında bilgilerin aranması ve %63,7 oranla internette müzik dinledikleri ifade edilmiştir.

İnternetin yaygınlaşması ve teknolojinin gelişmesi ile birlikte başta akıllı telefonlar, tablet ve bilgisayarlar olmak üzere pek çok teknolojik araç gelişmiş ve yaygın olarak kullanılmaya başlanmıştır. Özellikle bilgisayar ve akıllı telefonların yaygınlaşması ve yoğun bir şekilde kullanılması, sosyal medyayı da fenomen haline getirmiştir. Sosyal medya terimi, Tuncer (2013) tarafından içeriği yaratıcı tüketiciler tarafından oluşturulan içeriklerin paylaşılmasına olanak sağlayan internet tabanlı uygulamalar olarak tanımlanmıştır. Ryan (2014) ise sosyal medyayı; kullanıcıların çevrimiçi ortamda bir araya gelip fikir alışverişi yapmasına, tartışmasına, iletişim kurmasına ve herhangi bir biçimde sosyal etkileşime girmesine olanak tanıyan, web tabanlı yazılım ve hizmetleri tarif etmek için kullanılan bir çatı terim olarak tanımlamakla birlikte bu karşılıklı etkileşimin metinsel, işitsel, görsel, video ve diğer biçimlerde de olabileceğini ifade etmiştir.

Özellikle Facebook, MySpace, LinkedIn, YouTube, Twitter, Whatsapp ve benzeri sosyal medya ortamlarının artması ile insanların günlük yaşamlarında önemli sayılabilecek bir süreyi bu uygulamalarla geçirdikleri yönünde önemli sayılabilecek düzeyde araştırmalar görülmektedir. TÜİK (2017) raporunda insanların son üç ay içerisinde Sosyal medya üzerinden profil oluşturma, mesaj gönderme veya fotoğraf vb. içerik paylaşma durumlarının kadınlarda %79.5, erkeklerde ise %86.9 oranında olduğu belirtilmektedir. Buradan da görüldüğü gibi sosyal medya kullanımı her geçen gün gittikçe artmaktadır. Aslında dünyadaki milyonlarca insanı ve pek çok sosyal grubu teknolojik araçlarla bir araya getirerek iletişim kurmalarını sağlayan interneti, tek başına sosyal medya olarak tanımlamak da mümkündür.

Bu kadar yoğun ilgi gören sosyal medyanın olumsuz olarak değerlendirilebilecek etkilerinin olduğu yadsınamaz bir gerçektir. Fakat doğru kullanıldığında toplumu bilgilendirirken aynı zamanda eğitmekte, eğlendirmekte ve bütünleştirme gibi avantajları da içerisinde barındırmaktadır. Sosyal medya, toplum tarafından çok çeşitli amaçlara yönelik kullanılmakla birlikte, eğitsel açıdan bireysel öğrenmeyi destekleyebileceği, araştırmacılara pedagojik bir araç olarak kullanılabilmesi bakımından ilham verebileceği düşünülmektedir (McLoughlin and Lee, 2008; Lockyer and Patterson, 2008). Örneğin Singapur hükümeti teknolojiyi ve sosyal medyayı eğitimde daha iyi kullanmanın yollarını aramakta ve buna yatırım yapmaktadır. Hükümet stratejisinin bir bölümünü de sosyal medya oluşturmaktadır.

Ülkemizdeki Fırsatları Artırma ve Teknolojiyi İyileştirme Hareketi (FATİH) projesi de buna örnek olarak verilebilir.

Sosyal medyanın gerek eğitim gerekse farklı amaçlarla yaygın olarak kullanılması ile birlikte bu alana yönelik olarak araştırma sayıları da artmaya başlamış ve pek çok araştırmacı bu alanda akademik çalışmalar yapmışlardır. Bu çalışmaların bir bölümünün sosyal medyanın kullanım alışkanlıklarının incelenmesi (Aslan, 2017; Kalender, 2016; Kaya, 2014), sosyal medyanın eğitsel süreçler üzerindeki etkisi (Baran ve Ata, 2011; Görü-Doğan, 2014), eğitsel kullanım amaçlarının değerlendirilmesi (Derya, 2017), sosyal medyayı kullanım alışkanlıkları (Aslan, 2017; Kalender, 2016; Kaya,2014) ve sosyal medyaya ilişkin tutumlar (Aksak, 2017; Argın, 2013; Atalay, 2014; Kılıç, 2016; Otrar ve Argın, 2015; Yanar, 2015) ile ilgili konularda yapıldığı görülmektedir.

Literatür taramasından görüldüğü gibi özellikle ortaokul seviyesindeki öğrencilerin sosyal medyayı eğitim amaçlı kullanmaları ve sosyal medyaya yönelik tutumlarının birlikte araştırıldığı bir çalışmaya rastlanmamıştır. Geleceğimizin teminatı olan gençlerin dipsiz bir kuyu olarak değerlendirebileceğimiz sosyal medyayı eğitsel amaçlı kullanma durumlarının incelenmesinin önemli olduğu düşünülmektedir. Bu düşünceden hareketle, ortaokul öğrencilerinin sosyal medyayı eğitsel amaçlı kullanım durumları ve sosyal medyaya yönelik tutumlarının çeşitli değişkenlere göre değerlendirilmesi amaçlanmış ve aşağıdaki soruların yanıtları araştırılmıştır.

Ortaokul Öğrencilerinin;

1. Sosyal medyayı eğitsel amaçlı kullanımları arasında cinsiyete göre anlamlı bir fark var mıdır?
2. Sosyal medyaya yönelik tutumları arasında cinsiyete göre anlamlı bir farklılık var mıdır?
3. Sosyal medyaya yönelik tutumları, evde internet olup olmaması ve internet kullanma süreleri, sosyal medyayı eğitim amaçlı kullanmalarını yordamakta mıdır?

### **Yöntem**

Araştırmada, ilişkisel tarama modeli kullanılmıştır. Bu modelle iki ve daha çok sayıdaki değişkenler arasındaki ilişkilerin, birlikte değişim varlığının veya derecesinin belirlenmesi amaçlanır.

### **Evren ve örneklem**

Araştırmanın evrenini 2017-2018 eğitim-öğretim yılında Sivas da ortaokulda öğrenim gören öğrenciler oluşturmaktadır. Örneklem grubunu ise basit seçkisiz örneklem yöntemiyle belirlenen 186 kız ve 202 erkek olmak üzere toplam 388 ortaokul öğrencisi oluşturmaktadır.

### Veri toplama araçları

Araştırmada veri toplama aracı olarak “Sosyal Medya Eğitsel Kullanım Ölçeği” ve “Sosyal Medya Tutum Ölçeği” kullanılmıştır.

*Sosyal Medya Eğitsel Kullanım Ölçeği (SMEKÖ)*; Mazman (2009) tarafından geliştirilen ölçek, iletişim (6 madde), işbirliği (3 madde) ve kaynak/materyal paylaşımı (2 madde) olmak üzere toplam 3 faktör ve 11 maddeden oluşmaktadır. Ölçeğin tamamı için hesaplanan Cronbach Alfa güvenirlik katsayısı .938 olarak bulunmuştur. Ölçek 5’li likert tipi olup, 1-Hiç bir zaman 5-Her zaman anlamına gelmektedir.

Elde edilen aritmetik ortalamanın hangi aralığa denk geldiğini belirtmek için seçeneklere göre kodlanan puan aralığına dayalı aşağıda belirtilen puan aralıkları temel alınmıştır.

Ölçeğin Adı	Ağırlık	Seçenekler	Sınır
SMEKÖ	1	Hiç bir zaman (olumsuz)	1.00 - 1.80
	2	Nadiren (düşük)	1.81 - 2.60
	3	Bazen (orta)	2.61 - 3.40
	4	Çoğunlukla (iyi)	3.41 - 4.20
	5	Her zaman (Yüksek)	4.21 - 5.00

Bu araştırma için ölçeğin güvenirlik analizi tekrar yapılmış ve ölçeğin geneli için toplam güvenirlik katsayısı cronbach alfa değeri .88 olarak bulunmuştur.

*Sosyal Medya Tutum Ölçeği (SMTÖ)*; Öğrencilerin sosyal medyaya ilişkin tutumlarını belirlemek amacıyla Otrar ve Arğın (2013) tarafından geliştirilen ölçek, paylaşım ihtiyacı, sosyal yetkinlik, sosyal izolasyon, öğretmenlerle ilişki olmak üzere 4 faktörden oluşmuştur. Beşli Likert tipi olan ölçek, 17’si olumlu ve 6’sı olumsuz olmak üzere toplam 23 madde içermektedir. Ölçeğin toplam puanı, olumsuz ifadeler yönelik puanlar tersine çevrilerek hesaplanmıştır. Ölçeğin her bir alt boyutu için hesaplanan iç tutarlılık Cronbach  $\alpha$  katsayısının .70’in üzerinde olduğu, tüm iç tutarlılık katsayısının ise .85 olduğu görülmüştür. Bu araştırma için yapılan güvenirlik analizi sonucunda ölçeğin geneli için cronbach alfa katsayısı .79 olarak hesaplanmıştır.

Ölçekten alınabilecek en yüksek toplam puan (115) en olumlu tutumların, en düşük toplam puan (23) ise en olumsuz tutumları ifade etmektedir. “Kararsızım” seçeneği işaretlenerek elde edilebilecek en yüksek toplam puan (69) ise yönü belli olmayan nötr durumların göstergesidir. Yani 69 puanın üzerindeki puanlar olumlu tutumlara, 69 puanın altındaki puanlar olumsuz tutumlara yöneliktir.

## Veri analizi

Ortaokul öğrencilerinin, sosyal medyayı eğitim amaçlı kullanma durumlarını ve sosyal medyaya yönelik tutumlarını belirlemek için istatistiksel yöntemlerden ANOVA, sosyal medyaya yönelik tutumlarının, evde internet olup olmasının ve internet kullanma sürelerinin, sosyal medyayı eğitim amaçlı kullanmalarını ne derece yordadığını belirlemek için ise çoklu regresyon analizi kullanılmıştır.

## Bulgular

### 1. Alt Problem

“Ortaokul Öğrencilerinin cinsiyet türüne göre Sosyal medyayı eğitsel amaçlı kullanımları arasında anlamlı bir farklılık var mıdır?” Şeklinde ifade edilen bu alt problemle ilgili olarak, öğrencilere *SMEKÖ* uygulanmıştır. Örneklem grubundan elde edilen verilerin .05 anlamlılık düzeyinde normallik varsayımının belirlenmesi için Kolmogorov-Smirnov testi uygulanmış ve her iki gruplan elde edilen verilerin ( $p_{kız}=.073$ ;  $p_{erkek}=.114$ ) normal dağılım ( $p>.05$ ) sergilediği belirlenmiştir. Varyansların homojenliğini incelemek için uygulanan Levene testi sonucunda ise  $p=.085$  ( $p>.05$ ) olarak hesaplanmıştır. Anlamlılık düzeyinin  $p>.05$  olarak hesaplanması varyansların homojenliğinin sağlandığını göstermektedir. Gerekli varsayımlar sağlandıktan sonra cinsiyete göre elde edilen puanlar arasında anlamlı bir fark olup olmadığını belirlemek için tek faktörlü ANOVA uygulanmıştır. Elde edilen bulgular Tablo 1’de verilmiştir

**Tablo 1. Cinsiyete Göre SMEKÖ ANOVA Sonuçları**

Betimsel Değerler				ANOVA Sonuçları					
Grup	N	$\bar{X}$	ss	Varyans Kay.	KT	Sd	KO	F	p
Kız	186	2.95	8.24	Gruplar arası	305.656	1	305,656	3,671	,056
Erkek	202	2.79	9.87	Gruplar içi	32135,334	386	83.252		
Toplam	388	2.87	9.16	Toplam	32440,990	387			

Tablo 1’e göre ortaokul öğrencilerinin *SMEKÖ*’den aldığı ortalama puanın ( $\bar{X}=2.87$ ) orta düzeyde olduğu, kız ve erkek öğrencilerin ortalama puanları arasında 0.16 puanlık bir fark olduğu ancak bu farkın cinsiyete göre istatistiksel açıdan anlamlı bir fark oluşturmadığı ( $F_{(1, 386)}=3.671$ ;  $p>.05$ ) görülmektedir.

### 2. Alt Problem

“Ortaokul Öğrencilerinin Sosyal medyaya yönelik tutumları arasında cinsiyete göre anlamlı bir farklılık var mıdır?” Şeklinde ifade edilen bu alt problemle ilgili olarak, öğrencilere *SMTÖ* uygulanmıştır. Örneklem grubundan elde edilen verilerin .05 anlamlılık düzeyinde normallik varsayımının belirlenmesi için Kolmogorov-Smirnov testi uygulanmış ve her iki gruplan elde edilen verilerin ( $p_{kız}=.070$ ;  $p_{erkek}=.199$ ) normal dağılım ( $p>.05$ ) sergilediği belirlenmiştir. Varyansların homojenliğini incelemek için uygulanan Levene testi sonucunda ise  $p=.567$  ( $p>.05$ ) olarak hesaplanmıştır. Anlamlılık düzeyinin  $p>.05$  olarak hesaplanması varyansların homojenliğinin sağlandığını göstermektedir. Gerekli varsayımlar sağlandıktan sonra cinsiyete göre tutum puanları arasında anlamlı bir fark olup olmadığını belirlemek için tek faktörlü ANOVA uygulanmış ve elde edilen bulgular Tablo 2’de verilmiştir.

**Tablo 2. Cinsiyete Göre SMTÖ ANOVA Sonuçları**

Betimsel Değerler					ANOVA Sonuçları				
Grup	N	$\bar{X}$	ss	Varyans K.	KT	Sd	KO	F	p
Kız	186	65,58	15,99	Gruplar arası	3044,858	1	3044,858	10,955	.001
Erkek	202	71,19	17,27	Gruplar içi	107288,142	386	277,949		
Toplam	388	68,50	16,88	Toplam	110333,000	387			

Tablo 2’de erkek öğrencilerin Sosyal Medyaya Yönelik Tutum puanları ( $\bar{X}=71.19$ ) ortalamasının nötr durumların göstergesi olan 69 puanın üzerinde yani olumlu yönde olduğu, kız öğrencilerin ortalama puanlarının ( $\bar{X}=65.58$ ) ise olumsuz yönde olduğu ve aralarında erkek öğrenciler lehine istatistiksel olarak anlamlı düzeyde fark olduğu ( $F_{(1, 386)}= 10,955$ ;  $p>.05$ ) görülmektedir.

### 3. Alt Problem

“Sosyal medyaya yönelik tutumları, evde internet olup olmaması ve internet kullanma süreleri, sosyal medyayı eğitim amaçlı kullanmalarını yordamakta mıdır?” Şeklinde ifade edilen bu alt problemle ilgili olarak, elde edilen verilerin .05 anlamlılık düzeyinde normallik varsayımının belirlenmesi için Kolmogorov-Smirnov testi uygulanmış ve her iki gruplan elde edilen verilerin ( $p_{kız}=.073$ ;  $p_{erkek}=.114$ ) normal dağılım ( $p>.05$ ) sergilediği belirlenmiştir. Verilerin normal dağılım sergilediği belirlendikten sonra sosyal medyanın eğitim amaçlı kullanımını etkileyen faktörleri belirlemek için çoklu regresyon analizi uygulanmış ve elde edilen bulgular Tablo 3 ve Tablo 4’de verilmiştir.



**Tablo 3. Betimsel Değerler**

İnternet Kullanma	f	%	Evde İnternet Durumu	f	%
Hiç	140	36.1	Var	284	73.2
1-3 Saat	212	54.7	Yok	104	26.8
3-5 Saat	18	4.6	Toplam	388	100
5 Saat Üstü	18	4.6			

Tablo 3 incelendiğinde öğrencilerin evlerinde %73.2 oranında internete sahip oldukları, en çok internet kullanma oranının (%54.7) 1-3 saat aralığında olduğu ve toplam %63.9'nun (288 kişi) farklı saat aralıklarında günlük internet kullandığı görülmektedir.

**Tablo 4. Sosyal Medyayı Eğitim Amaçlı Kullanma Durumlarının Yordanmasına İlişkin Çoklu Regresyon Analizi**

Değişken	B	SH	$\beta$	t	p
Sabit	22,250		8,125	8,125	.001
Sosyal Medyaya Yönelik Tutum	,117	,215	4,070	4,070	
Evde İnternet olup olmaması	-,917	-,044	-,821	-,821	
İnternet Kullanma	1,362	,110	1,903	1,903	

\*Bağımlı değişken: Sosyal medyanın Eğitim Amaçlı Kullanımı

\*R=.294; R<sup>2</sup>=.086; N=388, p=.001

Tablo 4'e göre sosyal medyaya yönelik tutum, evde internet olup olmaması ve internet kullanma (Yordayıcı bağımsız) değişkenleri ile sosyal medyayı eğitim amaçlı kullanma (bağımlı) değişkeni arasındaki çoklu korelasyon katsayısı (R=.294; R<sup>2</sup>=.086; p=.001) için hesaplanan anlamlılık değeri p<.05 olduğundan, bu değişkenler arasında anlamlı bir ilişki olduğu görülmektedir. Ancak çoklu korelasyon katsayısı (R=.294) değerine bakıldığında ilişki düzeyinin küçük düzeyde olduğu ve ortaokul öğrencilerinin sosyal medyayı eğitim amaçlı kullanmalarına yönelik puanlara ilişkin toplam varyansın %8.6'sını açıkladığı görülmektedir.

### **Sonuç, tartışma ve öneriler**

Yapılan araştırma kapsamında, ortaokul öğrencilerinin, sosyal medyayı eğitsel amaçlı kullanmalarına yönelik puanın, orta düzeyde olduğu ve cinsiyete göre anlamlı bir farkın olmadığı yönünde bulgulara ulaşılmıştır.

Bu sonuçlara ilişkin ilgili literatüre bakıldığında, sosyal medyanın genel olarak eğlenme, iletişim kurma, bilgiye erişim ve akademik bilgi paylaşım (Bostancı, 2010; Durak, Çankaya ve Yüksel, 2014; Koçak, 2012) amacıyla kullanıldığı görülmektedir. Gençlik ve Spor Bakanlığı (2013) tarafından yapılan araştırmada ise Sosyal medyayı eğlenme amacıyla kullananların oranı %60, bilgi edinme amacıyla kullananların oranı ise %59 olduğu

görülmektedir. Derya (2017) ise çalışmasında sosyal medyanın eğitim amaçlı kullanılmasında cinsiyete göre anlamlı bir fark olmadığı yönünde bulgulara ulaştığını ifade etmiştir. Araştırmadan elde edilen bulgular da literatürdeki bulgular ile paralellik göstermektedir.

Sosyal medyadaki uygulamaların hızla artması, küresel dünyada insanlar arasında yeni bir dönem başlamasına ve bu sosyal ağlar aracılığı ile fikirler ve yeni bilgilerin, dünya üzerinde hızlı bir biçimde yayılmasına olanak sağlamaktadır. Karaman, Yıldırım ve Kaban (2008) da sosyal medyanın eğitim ortamında kullanımının giderek arttığını, Ajjan ve Harsthone (2008) sosyal medyanın, öğrencilerin arkadaşlarıyla ve okulla olan etkileşimini sağladığını, başarılarını ve derse olan ilgilerini artırdığını, Yuen ve Yuen (2008) öğrencilerin sosyal medyayı, ders ile ilgili kaynakları paylaşma, iletişim kurma ve çalışma grupları oluşturma amacı ile kullandıklarını belirtmiştir. (Toğay, Akdur, Yetişken ve Bilici, 2013) Sosyal medya ile eğitim süreçlerinin desteklenmesinin öğrenci öğrenmelerinde etkili olduğu, öğrenme süreçlerini kolaylaştırdığı ve eğitim süreçlerini geliştirdiği tespit etmiş, Durak, Çankaya ve Yüksel (2014) ise öğrencilerin sosyal ağları çok sık kullandığı için, eğitimcilerin de bu sosyal ağları eğitim ortamına entegre etmesi gerektiğini dile getirmiştir.

Araştırmadan ve literatürden elde edilen bilgiler ışığında sosyal medya kullanımının hızla arttığı, eğitimde kullanılmasının öğrencilerde gerek akademik açıdan gerekse iletişim açısından olumlu sonuçlar meydana getirdiği ve eğitimcilerinde eğitim ortamı ile sosyal medya arasındaki entegrasyonu sağlamasının gerektiği görülmektedir.

Ortaokul öğrencilerinin sosyal medyaya yönelik tutum puanlarına bakıldığında, erkek öğrencilerin puanları olumlu yönde iken kız öğrencilerin puanlarının olumsuz yönde olduğu ve cinsiyete göre, erkek öğrencilerin lehine anlamlı bir farkın olduğu görülmüştür.

Sosyal medyaya yönelik tutum puanlarına ilişkin olarak literatüre bakıldığında, araştırma sonuçları ile benzerlik gösteren çalışmalar (Alican ve Saban 2013; Otrar ve Argın, 2014) olmakla birlikte cinsiyete göre anlamlı bir farklılık olmadığı (Atalay, 2014; Yanar, 2015) ve kız öğrenciler lehine anlamlı fark olduğu (Saraç, 2014) yönünde bulgulara ulaşıldığı görülmektedir.

Morgan (2015) 12 ile 30 yaş aralığının tutumların oluşması açısından kritik dönem olduğunu, bu süreçte kişinin arkadaşları, tüm kitle iletişim araçları, bilgi ve tecrübelerin kazanılabileceği diğer kaynaklar bireylerin tutumlarının oluşmasında etkili rol oynadığını belirtmiştir. Alican ve Saban (2013) öğrencilerin sosyal medya kullanım süresi arttıkça, sosyal medyaya ilişkin tutumları olumlu yönde geliştiğini, Aküzüm ve Saraçoğlu (2017) ise erkek öğrencilerin tutum puanlarının yüksek çıkma nedenini toplumumuzda erkeklerin daha serbest hareket edebilmelerinden, erkeklerin evlerinde internet olmasa bile internet salonlarına

rahatlıkla giderek uzun süre bu salonlarda vakit geçirebilmelerinden, çeşitli amaçlarla interneti ve sosyal medya ağlarını kullanabilmelerinden ve ayrıca sosyal ağlarda daha rahat davranış sergileyebilmelerinden kaynaklanabileceğini ifade etmişlerdir.

Öğrencilerin sosyal medyaya yönelik tutumları, evde internete sahip olma durumları ve internet kullanma sürelerinin, sosyal medyayı eğitim amaçlı kullanmalarını ne derece yordadığına ilişkin olarak elde edilen bulgulara bakıldığında ilişki düzeyinin pozitif yönde küçük düzeyde ( $R=.294$ ) olduğu ve toplam varyansın %8,6'sını açıkladığı görülmüştür. Ayrıca, internete sahip olma oranının %73.2 olduğu görülmüştür. Oysa TUIK (2016) raporunda internete sahip olma oranının %80 olduğu belirtilmektedir. TUIK (2016) raporu ile bu araştırmanın yapıldığı tarih de göz önüne alındığında aradaki oluşan farkın örneklem büyüklüğünden kaynaklanabileceği düşünülmektedir.

Gelecekte teknolojinin dolayısı ile sosyal medyanın eğitimde kullanılacağı açıktır. Araştırmamızda öğrencilerin sosyal medyayı eğitim amaçlı kullanma durumlarının orta düzeyde olduğu görülmüştür. Bu durum kötü olmamakla birlikte daha üst seviyelere çıkarılması için ne gibi tedbirler alınması gerektiği konusunda araştırmaların artırılmasının uygun olacağı düşünülmektedir.

Öğretmenlerin ve velilerin öğrencilerin sosyal medyayı eğitim amaçlı kullanmalarında ne gibi katkılarının olacağını araştırılması önemli olacaktır. Bu konuyu nedenleriyle daha derinlemesine araştırarak nitel çalışmalar da yapılabilir.

### **Kaynaklar**

- Ajjan, H. and Hartshorne, R., (2008). Investigating faculty decisions to adopt web 2.0 technologies: theory and empirical tests. *Internet and Higher Education: Vol:11, No:2*, pp.71-80.
- Aküzüm, C. ve Saraçoğlu, M. (2017). Üniversite öğrencilerinin sosyal medyaya ilişkin tutumlarının incelenmesi. *Dicle Üniversitesi Ziya Gökalp Eğitim Fakültesi Dergisi*, 32, 803-817.
- Aksak, M. (2017). *Farklı lise türlerine devam eden lise öğrencilerinin sosyal medyaya ilişkin tutumları ile yalnızlık düzeyleri arasındaki ilişkinin incelenmesi*. Yayımlanmamış Yüksek Lisans Tezi. Marmara Üniversitesi Eğitim Bilimleri Enstitüsü, İstanbul
- Alican, C. ve Saban, A. (2013). Ortaokul ve lise de öğrenim gören öğrencilerin sosyal medya kullanımına ilişkin tutumları: Ürgüp örneği. *Sosyal Bilimler Enstitüsü Dergisi*, 35(2), 1-14

- Argın, F. S. (2013). *Ortaokul ve lise öğrencilerinin sosyal medyaya ilişkin tutumlarının incelenmesi*. Yayınlanmamış Yüksek Lisans Tezi. Yeditepe Üniversitesi Sosyal Bilimler Enstitüsü, İstanbul
- Aslan, G. (2017). *Ortaokul öğrencilerinin sosyal medya kullanım alışkanlıklarına yönelik bir inceleme*. Yayınlanmamış Yüksek Lisans Tezi. Abant İzzet Baysal Üniversitesi Eğitim Bilimleri Enstitüsü, Bolu
- Atalay, R. (2014). *Lise öğrencilerinin sosyal medyaya ilişkin tutumları ile algıladıkları sosyal destek düzeyleri arasındaki ilişki*. Yayınlanmamış Yüksek Lisans Tezi. Marmara Üniversitesi Eğitim Bilimleri Enstitüsü, İstanbul.
- Baran, B. ve Ata, F. (2011). Üniversite öğrencilerinin web 2.0 teknolojileri kullanma durumları, beceri düzeyleri ve eğitsel olarak faydalanma durumları. *Eğitim ve Bilim*, 38(169), 192-208
- Bostancı, M. (2010). *Sosyal medyanın gelişimi ve iletişim fakültesi öğrencilerinin sosyal medya kullanım alışkanlıkları*. Yayınlanmamış Yüksek Lisans Tezi. Erciyes Üniversitesi Sosyal Bilimler Enstitüsü, Kayseri
- Derya, U. (2017). *Ortaokul öğrencilerinin sosyal medya sitelerini eğitsel kullanım amaçlarının değerlendirilmesi*. Yayınlanmamış Yüksek Lisans Tezi. İstanbul Aydın Üniversitesi Sosyal Bilimler Enstitü, İstanbul
- Durak, G., Çankaya, S. ve Yünkül, E. (2014). Eğitimde sosyal ağ sitelerinin kullanımı: edmodo örneği. *Dumlupınar Üniversitesi Sosyal Bilimler Dergisi*. 41, 309-316.
- Gençlik ve Spor Bakanlığı. (2013). <http://www.gsb.gov.tr> adresinden 03.02.2018 tarihinde erişilmiştir.
- Görü-Doğan, T. (2014). Sosyal medyanın öğrenme süreçlerinde kullanımı: ters-yüz edilmiş öğrenme yaklaşımına ilişkin öğrenen görüşleri. *Açıköğretim Uygulamaları ve Araştırmaları Dergisi*, 1(2), 24-48
- Kalender, M. E. (2016). *Fen lisesi ve sosyal bilimler lisesi öğrencilerinin sosyal medya kullanım alışkanlıklarının incelenmesi*. Yayınlanmamış Yüksek Lisans Tezi. Afyon Kocatepe Üniversitesi Fen Bilimleri Enstitüsü, Afyon
- Karaman, S., Yıldırım, S. ve Kaban, A. (2008). öğrenme 2.0 yaygınlaşıyor: web 2.0 uygulamalarının eğitimde kullanımına ilişkin araştırmalar ve sonuçları . XIII. Türkiye’de İnternet Konferansı Bildirileri 22-23 Aralık 2008 Orta Doğu Teknik Üniversitesi, Ankara

- Kaya, Y. (2014). *Mesleki ve teknik eğitim öğrencilerinin internet ve sosyal medya kullanım alışkanlıklarının değerlendirilmesi*. Yayınlanmamış Yüksek Lisans Tezi. Bahçeşehir Üniversitesi Fen Bilimler Enstitüsü, İstanbul.
- Kılıç, Ö. (2016). *Ortaöğretim öğrencilerinin sosyal medyaya ilişkin tutumlarının incelenmesi*. Yayınlanmamış Yüksek Lisans Tezi. Cumhuriyet Üniversitesi Eğitim Bilimleri Enstitüsü, Sivas
- Koçak, N. G. (2012). *Bireylerin sosyal medya kullanım davranışlarının ve motivasyonlarının kullanımlar ve doyumlar yaklaşımı bağlamında incelenmesi: eskişehir’de bir uygulama*. Yayınlanmamış Doktora Tezi. Anadolu Üniversitesi Sosyal Bilimler Enstitüsü, Eskişehir.
- Lockyer, L. and Patterson, J. (2008). *Integrating social networking technologies in education: a case study of a formal learning environment*. 8th IEEE International Conference on Advanced Learning Technologies, Santander, Spain, 1-5 July, s.529-533.
- Mazman, S. G. (2009). *Sosyal ağların benimsenme süreci ve eğitsel bağlamda kullanımı*. Yayınlanmamış Yüksek Lisans Tezi. Hacettepe Üniversitesi Fen Bilimleri Enstitüsü, Ankara.
- McLoughlin, C. and Lee, M. J. W. (2008). The three p’s of pedagogy for the networked society: personalization, participation, and productivity. *International Journal of Teaching and Learning in Higher Education*, 20(1), 10-27
- Morgan, C.T. (2015). *Psikolojiye giriş*. (Çev. Ed. Sirel Karakaş, Rükzan Eski). Konya: Eğitim Kitabevi Yayınları.
- Otrar, M. ve Argın, F. S. (2015). Öğrencilerin sosyal medyaya ilişkin tutumlarını belirlemeye yönelik bir ölçek geliştirme çalışması. *Eğitim ve Öğretim Araştırmaları Dergisi*, 4(1), 391-403
- Ryan, D. (2014). *Dijital pazarlama*. İstanbul: Türkiye iş bankası kültür yayınları
- Saraç, N. (2014). *8. sınıf öğrencilerinin benlik saygıları ile sosyal medyaya ilişkin tutumları arasındaki ilişki (Beykoz ilçesi örneği)*. Yayınlanmamış Yüksek Lisans Tezi, Yeditepe Üniversitesi, Eğitim Bilimleri Enstitüsü.
- Toğay, A., Akdur, T. E., Yetişken, İ.C., Bilici, A. (2013). Eğitim süreçlerinde sosyal ağların kullanımı: bir myo deneyimi. XIV. Akademik Bilişim Konferansı, **Antalya** 23-25 Ocak 2013
- TUİK, (2016). *Hane halkı bilişim teknolojileri kullanım araştırması*. 17.02.2018 tarihinde <http://www.tuik.gov.tr/> adresinden elde edilmiştir.

- TUIK (2017). *Hane halkı bilişim teknolojileri kullanım araştırması*. 17.02.2018 tarihinde <http://www.tuik.gov.tr/> adresinden elde edilmiştir.
- Tuncer, A.S. (2013). *Sosyal medyanın gelişimi*. Eskişehir: T.C. Anadolu Üniversitesi Yayın,ı No: 2877
- Yanar, E. (2015). *Ergenlerin sosyal medya tutumlarının kişisel gelişimleri üzerine etkileri*. Yayımlanmamış Yüksek Lisans Tezi. Nişantaşı Üniversitesi Sosyal Bilimler Enstitüsü, İstanbul
- Yuen, S. & Yuen, P. (2008). *Social networks in education*. in g. richards (ed.), proceedings of world conference on e-learning in corporate. Government, *Healthcare and Higher Education*. 1408-1412. Chesapeake, VA: AACE.



DOI: 10.22559/folklor.925

Folklor/edebiyat, cilt:25, sayı: 97-1, 2019/1

## Education in the Digital Age: Technological Trends in Anatomy Education

### Dijital Çağda Eğitim: Anatomi Eğitiminde Teknolojik Eğilimler

**Türker Sahin\***  
**Nadire Çavuş\*\***

#### Abstract

New developments in medicine and health sciences produced high volume knowledge. However, the more knowledge led to narrowing in duration of anatomy education given to students. For this reason, it may be useful for teachers who teach anatomy to use alternative learning strategies and alternative educational tools, including today's interactive digital technologies, to enhance the effectiveness of anatomy teaching. This research is a literature review study. In order to reveal the current situation and to make it better understandable, the research is based on the review of the literature. In this study, it is observed that use of interactive digital technologies in anatomy education is insufficient and no so widespread. Therefore, the aim of this study is to reveal the significance of interactive digital technologies that can be used in anatomy education. In accordance with this aim, the study mentioned about some important digital technologies and teaching strategies such as flipped classroom model and gamification in anatomy education. Indeed, the development of digital technologies has not only created an impact on electronics, space science, agriculture and medicine, but also on education. Nowadays, students can learn anatomical tissues through 3-dimensional digital cadavers, they can access them and repeat study whenever and wherever they want. These new learning materials in digital age encourage each student to use their time more effectively in accordance with their own learning pace and skill set. It is expected that this study will contribute to the anatomy teachers on improvement of learning environments and using interactive digital technologies in anatomy education.

**Keywords:** *anatomy education, flipped classroom, gamification, infographics, digital technologies*

---

\* Near East University, Computer Education and Instructional Technologies, Northern Cyprus

\*\* Near East University, Computer Information Systems, Northern Cyprus

## Öz

Tıp ve sağlık bilimlerindeki yeni gelişmeler, daha hızlı ve daha çok bilgi üretilmesine olanak sağlamıştır. Ancak üretilen bilginin artması, öğrencilere verilen Anatomi eğitiminin süresinde bir daralmaya yol açmıştır. Bu nedenle, Anatomi dersi veren öğretmenlerin, günümüzün yenilikçi dijital teknolojileri, alternatif öğrenme stratejileri ve alternatif eğitim araçlarını kullanmaları, anatomi öğretiminde etkinliği artırma konusunda faydalı olabilir. Bu araştırma, Anatomi eğitiminin verildiği öğrenme ortamında kullanılacak interaktif dijital teknolojilere odaklanmak ve mevcut durumu daha anlaşılır hale getirmek için yapılan bir literatür incelemesidir. İncelemelerle elde edilen veriler araştırmacılar tarafından betimsel yaklaşımına uygun olarak değerlendirilmiş ve yorumlanmıştır. Yapılan çalışmalar incelendiğinde, Anatomi eğitiminde interaktif dijital teknolojilerin kullanımının yeterli ve yaygın olmadığı anlaşılmaktadır. Bu nedenle, bu çalışmanın amacı, Anatomi eğitiminde kullanılacak interaktif dijital teknolojilerin ve bu teknolojilerle beraber kullanılacak öğrenme/öğretme stratejilerin de neler olabileceği hakkında bilgi vermek ve bunların önemini ortaya koymaktır.

Dijital teknolojilerin gelişmesi sadece sanayide, elektronikte, uzay bilimlerinde, tarımda veya tıp alanında değil aynı zamanda eğitimde de önemli etkiler yaratmıştır. Günümüzde dijital teknoloji, yeni verilerin oluşturulmasında ve bu verilerin yeni öğretim platformlarına aktarılmasında çeşitli olanaklar sağlamaktadır. Dijital teknolojinin etkisiyle, yüzlerce yıldır konservatif bir yapıda devam eden anatomi eğitiminin sınıf içi teorik derslerin yapısı pek değişmemiştir. Üstelik kadavra diseksiyonu üzerinden verilen uygulama eğitimi sorgulanmaya başlanmıştır. Bu durum anatomi eğitiminde ciddi bir dönüşümün öncü göstergesi olarak kabul edilebilir. Günümüzde dijital eğitim materyallerinin öğrenci ile etkileşim kurabiliyor (interaktif) hale gelmesi, bu dönüşümün en önemli tetikleyicisidir. Bazı çalışmalar göstermektedir ki öğrenciler, anatomik dokularla ilgili öğrenimlerini 3-boyutlu (3D) dijital kadvralar üzerinden yapabilmekte, bu ders materyallerine istedikleri zamanda, istedikleri yerden ulaşabiliyor ve istedikleri kadar tekrar yapabilmektedirler. Dijital çağın sunduğu bu yeni öğrenme materyalleri, her öğrenciyi kendi öğrenme hızına ve becerisine uygun biçimde zamanı daha etkin kullanmaya teşvik etmektedir. Ayrıca, öğrenme etkinliğini arttırmak için ters-yüz sınıf modelinin bir öğretim stratejisi olarak kullanılması; Kahoot, Classcraft, Plickers, Padlet gibi oyunlaştırma yöntemlerinin geliştirilmesi; infografiklerin kullanılması; mobil öğrenme araçlarının ve bunlara ait programların da bu öğrenme ortamlarına entegre edilmesi ile dijital teknolojilerin eğitim alanına çok ciddi bir katkı sunma potansiyeli olduğunu göstermektedir.

Sonuç olarak, bilginin daha iyi işlenmesini sağlayan, eğitimde zamanı ve mekanı daha etkin kullanmamızı mümkün kılan dijital çağın bu yeni ürünleri, günümüzde, emekleme safhasında olan arttırılmış gerçeklik, sanal gerçeklik, Web 4.0 ve yapay zeka gibi araçların da entegre edilmesiyle, eğitimde zamanı daha etkin kullanan, daha eşitlikçi eğitim ortamı, daha objektif ölçme ve değerlendirme yapabilme olanağı sağlayan yeni öğrenim platformları sunmaktadır. Bu çalışmanın, Anatomi öğretmenlerine, öğrenme ortamlarının iyileştirilmesine ve Anatomi eğitiminde etkileşimli dijital teknolojilerin kullanılmasına katkı sağlaması beklenmektedir. Bu çalışma ile Anatomi öğretmenlerinin, 3D dijital Anatomi materyalleri ve dijital Anatomi kaynaklarını dijital teknolojiler kullanarak geliştirmeleri ve bunları ters-yüz sınıf, oyunlaştırma gibi dijital teknolojilere dayalı öğrenme stratejileri ile entegre ederek zenginleştirilmiş öğrenme ortamları geliştirmelerine ve bu geliştirilen interaktif dijital teknoloji destekli Anatomi eğitimi sağlanan ortamları eğitim sistemimize kazandırmalarına yardımcı olacağı ümit edilmektedir.

**Anahtar sözcükler:** *anatomi eğitimi, ters-yüz sınıf, oyunlaştırma, infografik, dijital teknolojiler.*



## **Introduction**

Since the introduction of computers in the 1950s, technology has had important and beneficial effects in terms of the supply of goods and services, the analysis of meteorological and geological conditions as well as forecasting (e.g., earthquakes, weather, global warming) (Flynn, 2002). In addition to producing this institutional information, computers have also begun to be used for daily life operations in human life and are increasingly influential. In fact, it is not wrong to say that people are becoming increasingly addicted to computers. This is the case in all areas of life and the relationship between digital technology and humans is being reshaped every day. Of course, human beings interacting with new technologies in the digital age are inevitably benefiting from these technologies and possibilities in educational settings. However, Larry Cuban has argued that computers do not play an important role in teaching practices, based on their work (Cuban, 1986; Cuban, 2000; Cuban, 2001). In the mid-1980s, Cuban was probably right, but this claim was seriously questioned in 2000, (Becker, 2000). Becker and Ravitz showed that Cuban's claims were invalid (Becker & Ravitz, 2001). In developed countries, after the personal computer revolution, computers began to spread rapidly in the 1970s and began to be used in houses and schools (Fidalgo-Neto et al., 2009). Computers play many important roles in modern teaching laboratories, such as the delivery of pre-laboratory courses to students, interactive exams, molecular modelling and theoretical calculations, animations, data collection and analysis (Kennepohl, 2001). Indeed, when recent decades are examined, it can be seen that computers are located at almost all levels of educational institutions and computer laboratories are now established in schools (Grieshaber, 2010). It can also be seen that the course materials presented to the students are becoming increasingly digital, that the assignments and evaluations given to the students are being given on digital platforms (Terzis & Economides, 2011), and that even in the curriculum, the students are provided with courses aimed at developing computer programs (Zyda, 2009; Repenning, 2012; Denner, Werner, Ortiz, 2012), or developing computer game software or robotics software (Coxon et al., 2018; Yilmaz, et al., 2013; Bers, et al., 2014; Costa, 2017; Bartholomew & Furse, 2015).

Today, learning by utilizing digital technologies and accessibility to information by means of education are at high levels. Nevertheless, some studies have shown that access to computers in class is not sufficient to ensure student participation and to increase the effectiveness of the teacher. (Warschauer, Cotten & Ames, 2011). In fact, it can be seen that teachers, who are important users of digital technologies besides the students in schools, are increasingly adapting themselves to the new situation and are contributing to this transformation. However, it may take some time to understand how these technologies are used and to see their effects. Teachers are still playing an important role in all educational processes during this significant transformation. In this respect, the dominant role of the teachers will continue to provide solutions during the education processes. In doing this, it is inevitable that teachers should have technological literacy and that they use digital technologies effectively, which will contribute to their teaching success. Until recently, teachers had focused on the mechanical use of these devices, but it can now be seen that the pedagogical use of computers, learning, and teaching methods is also important for them (Valanides & Angeli, 2008).

From a historical point of view, some of the digital technological developments used in education are very important. For example, the establishment of Microsoft in 1975, the first trial of the computer-based behavioral teaching model in 1976 in the United States and in England, the establishment of Apple in 1977, Microsoft's first text processing system, "Microsoft Word", in 1983, the introduction of Microsoft's "Windows operating system" to the market in 1985, the release of the first e-book reader was on the iPhone in 2007 (Zawacki-

Richter & Latchem, 2018), the establishment of the first massive open online courses (MOOCs) in 2008 (Bozkurt, Keskin & de Waard, 2016), followed by other developments such as the launch of the iPad's in 2010, are all key technological developments that have rapidly increased the effectiveness and prevalence of online and mobile learning platforms. Indeed, students are now entering classrooms with their laptops, tablets and smartphones (Brown & Pettito, 2003). Of course, while students bring these digital technologies to school, their sole purpose is not to take notes while they are listening to lessons (Fried, 2008). This has led to the initiation of new debates concerning the claim that schools and classes are becoming computer environments (Brown & Pettito, 2003; Wurst et al., 2008; Kraushaar & Novak, 2010). The debate has focused on the question of whether these technologies are harmful or beneficial to learners. There have been reports in studies showing that the use of these technologies in non-structured classes has reduced student achievement, and it has been reported that the use of these technologies should be limited in classes (Fried, 2008). However, another study did not find a significant difference in terms of Grade Point Average (GPA) scores between the students who brought these technologies to class and those who did not (Wurst et al., 2008). Today, it is becoming increasingly possible to transfer the course subjects to the students by taking advantage of the digital technologies that have been used in classes, particularly in anatomy classes, which is considered to be difficult course in health sciences education and in medicine, incorporating many Latin terms. This allows the students to take advantage of the opportunities of the digital age, thereby creating a more effective learning environment (Groff, 2013; Dede, 2014).

### **1. The problem statement**

Because of new developments and produced much more knowledge in medicine and health sciences, the duration of anatomy education given to students is narrowing in the curriculum. Therefore, anatomy lecturers have to use alternative learning strategies and alternative education tools including today's innovative digital technologies. The question of "What are these digital technologies?" constitutes the main problem of this research and below questions were sought in this context:

- What main digital technologies can be used in anatomy education?
- What main learning strategies benefiting from digital technologies can be used in anatomy education?

### **2. Aim of the study**

We see that the digital technologies developed today are used as a teaching tool in many different areas and these technologies are being used with different learning strategies (Ferrer-Torregrosa et al., 2016; Ang et al., 2018; Singh & Min, 2017). The main aim of the study is to reveal the significance of digital technologies that can be used in anatomy teaching. In accordance with this aim, the study mentioned about some important digital technologies in teaching and learning anatomy. Also, flipped learning/classroom and gamification subjects were mentioned in the study as learning strategies that can enhance the effectiveness of anatomy teaching.

### **3. Methodology**

This study focuses on how digital technologies and learning strategies can be used effectively in anatomy education. For this purpose, anatomy education studies in the literature have been reviewed. Therefore, this study is based on a literature review research method. The aim of a literature review can be expressed as obtaining information needed for a research topic before developing an argument (Arshed & Danson, 2015). The articles, which are suitable for

the purpose of the study, in the literature obtained from the Web of Science and PUBMED databases are the sources of this research.

The issues of digital technologies, which can be used in anatomy education and the advantages of them, will be discussed while examining the articles for this study. Therefore, the studies mentioning technology-based learning environment that can be used in anatomy education, computer-based education, internet-based education, mobile learning-based education, massive open online courses (MOOCs), infographics, 3-dimensional digital anatomy materials, augmented reality, virtual reality, wearable technologies, flipped classroom model and gamification have been analyzed and interpreted in accordance with the scope of this research.

#### **4. Results**

When the studies obtained by the literature review are examined, it is seen that almost all of these studies are focused on a single subject related to digital technologies, which are effective and available for anatomy education (Brazina, Fojtik, Rombova, 2014; McMEnamin, et al., 2014; Custer & Michael, 2015; Ozdamli et al., 2016; Estai & Bunt, 2016; Balogun, 2018). However, it is seen that there are only a limited number of studies covering the general digital technologies available for anatomy teaching.

As a result of this study, it has been seen that the developments in digital technologies strongly support the creation of technology-based learning environments. It is also evident that today we have some digital technologies that can be used effectively in the future anatomy education. Some of these digital technologies are; MOOCs infographics, 3-D digital simulation programs, augmented reality, virtual reality and wearable technologies. With the development of digital technologies, new learning strategies have also been developed such as Flipped classroom and gamification.

##### **4.1. Technology-based learning environments**

By the emergence of the microcomputer in the 1980s, the potential of this new information technology was seen as a lever to improve the quality of education and this development has created high expectations (De Corte, 1994). Indeed rapid developments in digital technology resulted in new teaching techniques and platforms. Today there are many technologies produced during the digital age that are being used in the teaching of anatomy. However, the discussion surrounding these technologies is beyond the scope of this study. Nevertheless, some digital technologies that are thought to be important will be mentioned, such as personal computers, internet, mobile smart devices contributed to anatomy education as well. In addition to these developments some other digital technologies arose such as massive-open-online-courses (MOOCs), infographics, digital 3D simulations, augmented reality (AR), virtual reality (VR), and wearable technologies.

##### **4.1.1. Computers and computer-based learning in anatomy education**

With personal computers becoming more widespread, computer-assisted education in the education field has always been on the agenda. Computers have come to the fore as powerful and realistic education tools, not only in developed countries, but also in developing and underdeveloped countries (Kozma & Anderson, 2002). Anatomy is considered as one of the fundamental courses in medical and health sciences education and clinicians begin to develop their clinical skills through this course. In the mid-nineteenth century, it was possible to obtain a doctor's degree diploma in the United States, even though education on human dissection was not given significant focus. However, many medical educators have argued that disciplined medical students should form a practical basis for possible surgical procedures in general

practice. This understanding has led to dissection gaining increased prominence for medical students (Warner & Lawrence, 2006). For safe clinical practices, and for surgical disciplines in particular, it is important that anatomy must be well understood (Turney, 2007). The use of cadavers is the most important component of anatomy education, and the usage of the anatomy models prepared with special digital software is becoming more prominent because of the limited accessibility of human cadavers (Hoyek et al., 2014). Since the anatomy learning process is based on diagrams and anatomical images in particular, it is very convenient for computers to be used for anatomy training. Thus, it is more interesting for the student if the course is presented with multimedia tools via computer (Ur-Rehman et al., 2012). Computers enable the instructor to create a good organizational structure in the intended form before giving lectures to the students (Cassady, 1998). Indeed, computers for students and instructors are advantageous in terms of both time and cost. At the same time, computers provide students with the possibility of viewing magnetic resonance (MR) and x-ray images to the students together (Ur-Rehman et al., 2012). Computer-assisted learning can be very useful in anatomy training if it is well-designed and the curriculum is well integrated (Tam et al., 2009).

#### **4.1.2. Internet-based learning in anatomy education**

There are some difficulties in anatomy training due to the increase in the number of students taking anatomy courses and compulsory application hours. Due to the limited use of laboratories and the limited number of teaching staff, small groups of students cannot be taught anatomy lessons (Ozer et al., 2017). However, educators are now developing new strategies. The development of video streaming and broadcasting technology, the development of web-based computer-assisted learning platforms such as Moodle and Blackboard, and the ability to combine varied communication and information technologies facilitate the integrating students as part of the learning process (Saxena et al., 2008). In general, web-based visual courses are useful in teaching anatomy with internet-based learning (IBL) because it produces solutions that are tailored to the intellectual and psychological profiles and needs of each student. Furthermore, IBL can contribute to the success of the learner, particularly in large groups (Ozer et al., 2017). Providing e-learning items through learning management systems (LMS) is one of the key factors for effective and permanent learning in medical education (Gray & Tobin, 2010).

#### **4.1.3. Mobile devices and mobile-based learning in anatomy education**

Shortly after tablet computers were introduced, they quickly found application fields in many countries. Since the use of mobile devices has increased many scientists are interested in using these technologies in education and in classroom in the belief that students will benefit from these mobile technologies. As a result, tablet computers have been used for anatomy courses. For instance, Lynn et al. (2015) reported that mobile devices contributed positively to students' learning experience, that students increased their cooperation with their peers, and that these mobile devices helped them to learn course subjects by using anatomy of muscle and skeletal systems that were loaded on iPad computers. Smartphones are the most common mobile devices which are becoming increasingly popular in both personal and professional arenas. Over the last decade, we have seen the introduction of new technology that has changed many aspects of our culture, our business, our communications, and our education. Smartphones have been rapidly adopted in many countries, and information is now easily accessible in ways that were not possible before (Gavali et al., 2017). Smartphones are considered to be a suitable tool for providing further education for many reasons, particularly in developing countries. It is generally acknowledged that this is because mobile phones are more common and their penetration rate is higher in developing countries. Nevertheless, the growing impact of mobile phones on the educational environment in developing countries needs to be investigated based on evidence (Walk et al., 2010). Nowadays, smartphones are being

used in many fields of medicine. Moreover, the number of applications and programs developed for use in medicine is increasing day by day. As an educational tool, the smartphone has the capacity to provide both the theory and the application of the desired information. There are some studies showing that smartphones are a useful educational tool for medical students (Robinson et al., 2013; Jamali et al., 2015; Wenting et al., 2017; Mackay, Anderson & Harding, 2017; Risling, 2017).

#### **4.1.4. MOOCs (massive open online courses) in anatomy education**

MOOCs are *massive* courses where thousands of learners can enroll on the same course. MOOCs are *online* platforms that are open to everybody and are created by higher education institutions around the world that provide open access to anyone on a commercial platform such as FutureLearn, EdX or Coursera. MOOCs have been criticized for the limited pedagogical nature of the video lessons that only have multiple-choice exam questions. When assessed in terms of the medical curriculum, it is thought that MOOCs are currently unable to integrate the curriculum and provide a real advantage over open educational resources (Doherty et al., 2015). Although there are many studies about medical education through MOOCs in the literature, the potential role of MOOCs has not yet been sufficiently explored (Pickering et al., 2017).

#### **4.1.5. Infographics in anatomy education**

Visualization ensures that complex information in the learning process is given to students in an easier and more effective way. Infographics, which is a visual medium, is being increasingly used as a means of communication. As human beings, we have more interest in the visuals, and the visual expressions and narratives drawn graphically attract us easily. It is undeniable that people are bombarded with more information on a daily basis than was the case 20-30 years ago (Evans, 2016). Every day, we encounter vast amounts of new information coming from new situations, social media tools, radio and television, e-mail, advertisements, billboards, daily work at the office, and various other sources. In fact, the reality is that the amount of information we process is limited. As a result, infographics with images, texts and numbers attract our attention more effectively and more easily than information attacks coming from other sources. Based on these positive features, studies on how to exploit the advantages of infographics in education have been investigated (Ozdamli & Ozdal, 2018). Infographics facilitate the process of transferring and understanding complex and very large amounts of information. In particular, infographics highlight important texts and data which could be missed by the reader in long texts. In this respect, the fields of use of infographics are growing rapidly, not only in social media, but also in academic platforms. Ozdamli et al. (2016), investigated perceptions and views of the students relating to the anatomy course presented to them with infographic materials. More than half of the students 58.6% thought that taking an anatomy course with infographics was beneficial for them learning the subject. More significantly, 86.4 % of the students reported that they had a better understanding of the lessons with infographics.

#### **4.1.6. Three-dimensional digital simulations/programs in anatomy education**

Traditional methods commonly used in anatomy teaching include in-class courses, text books, atlases, and if available, cadaveric dissection. In anatomy education, cadaveric dissection is significantly important. It is thought that cadaveric dissection provides students with manual dexterity and communication skills (Aziz et al., 2002). However, the reality is that cadaver tissue is not as authentic as living tissue, meaning that dissection of cadavers is problematic. Cadaver tissue is highly different from the tissues of living human bodies, because the anatomical structures of cadavers are distorted. Indeed, there are significant differences in terms of quality, color and texture peculiarities between the tissues of cadavers and living human bodies. Another very important reason is that with the exception of surgical branches, the benefits of cadaveric dissection in anatomy lecture for the students in practice is

controversial. This is because certain students (i.e., pharmacy, audiology, nursing, etc. branches) do not need knowledge of cadaver dissection. There are other disadvantages associated with cadaver usage in anatomy education, such as difficulties in cadaver procurement, transferal, preservation, high costs, short-term usability (since the tissues are dismantled and fragmented after the dissections), and psychological stress. All of these disadvantages have led to the debate about the effectiveness of cadaveric dissection in anatomy education. Because of these reasons, particularly after the development of computer technology, alternative methods (including digital technologies) have been proposed for anatomy education. There are many computer systems that support anatomy education. Digital anatomical atlases with 2-dimensional materials and their multimedia versions are popular examples. On the other hand, virtual anatomy (VA) systems have become popular in recent years as they provide 3-D anatomical images and materials for the students. In anatomy education, VA allows anatomical structures to be seen from any point of view and VA is not limited in terms of the image angles. VA can present the morphology of anatomical structures as three-dimensional images, including their locations, and spatial relationships (e.g., its connections with other organs, its vascularization and its innervation) in the same scene. Thus, combined with specific learning tasks, interactive 3-dimensional (3D) visual materials have enormous potential to be used in place of traditional anatomy education methods (Brenton et al., 2007). Indeed, students stated that they found interactive systems such as VA to be valuable, and also noted significant progress in understanding the spatial relationships of organs (Preim & Saalfeld, 2018). In another study, students showed that 3D anatomy models were superior to 2D models. Again, in the same study, the major trend in anatomy education was shown to be towards 3D digital models (Azer & Azer, 2016).

#### **4.1.7. Augmented reality (AR), virtual reality (VR), and wearable technologies in anatomy education**

Although anatomy continues to be a core field in medical education, universities have increased the number of practical clinical course hours while reducing the hours assigned to theoretical courses in anatomy. With the introduction of Virtual Reality (VR) and Augmented Reality (AR) applications and devices, the anatomy subjects can be learned in an immersive manner through practice. Educational technologies such as AR or VR, allow the learner to interact with learning materials and interact better. The goal of AR and VR is to create a stronger environment that allows learners to more easily understand of complex concepts. Moreover, imitation ability of AR and VR allow students to acquire knowledge more deeply. Through observation and participation, the learners use and develop their own learning abilities (Moro et al., 2017). In 2009, the General Medical Council proposed various standards for the effective teaching of lessons for medical students. Among these proposals, medical schools also have to benefit from new technologies. Nowadays, we are able to use AR applications on both mobile and non-mobile devices. Indeed, in the learning process, AR applications are extremely useful in increasing student motivation (Ma et al., 2016).

There are two types of virtual environments that can be used in training with VR: a virtual world (e.g., a virtual room) that mimics the real world, or a computer-generated 3D object. Because users are often curious about learning in a virtual environment, they enjoy learning much more in a virtual world. This provides additional participation as well as motivation, the desire to exist in the virtual environment, interactive experiences, and ease of use (Moro et al., 2017). VR-based practices can help both patients and healthcare workers to better understand or develop new treatments for various medical conditions, as well as students. In the post-stroke treatment of adult patients, VR rehabilitation has proven to have innumerable benefits according to traditional treatment (Nicola et al., 2017). It can be said that the students spend more time learning anatomical structures with a 3D model. This is because students are

more interested in exploring 3D models and have more interest in exploring anatomical structures when compared to the traditional 2D methods (Foo et al., 2013).

Cadaver dissection is often a part of anatomy teaching. However, the anatomical education in many disciplines of health sciences, such as sports medicine, dentistry, physiotherapy, nursing, audiology, pharmacy etc. do not benefit from the cadaver dissections. Today interactive 3D digital materials, particularly when they combined with specific learning tasks, have significant potency to be incorporated into, and even partly replace, these traditional methods. This is also due to the lack of cadaveric procurement and the limited time available for anatomy teaching or lack of teaching staff (Preim & Saalfeld, 2018). The emergence of new technologies such as mobile computing, AR and VR are leading to impressive innovations in the field of wearable technologies. Today, wearable technology have infiltrated into all sectors, from medicine, to entertainment, industry, to the gaming sector. In order to achieve the effective use of these new technologies, significant efforts must be made to integrate them into all fields of life. Because of the lack of available cadavers for anatomy education, students are directed to 3D digital anatomy materials that present better anatomical boundaries of organs. 3D models instead of traditional text books and 2D images give students better organ definition and conceptualization of the anatomical neighborhoods and spatial relationships of those organs (Estevez et al., 2010). Virtual reality simulation is achieved by integrating wearable technologies, so that students can quickly conceptualize complex 3D anatomical relationships (Fried et al., 2007). This technology can now be used in all areas of health science education and it can now be used for medical education, surgical education and even preoperative planning and patient education (Stepan et al., 2017).

## **4.2. Learning strategies that can enhance the effectiveness of anatomy education**

### **4.2.1. Flipped learning in anatomy education**

When both traditional face-to-face classroom education and e-learning education are conducted together, this mixed-learning environment can be defined as blended learning (Sloman, 2007). The Flipped Learning (FL or flipped classroom) model is actually a perfect blended learning model because its structure has both face-to-face and e-learning environments. Significant volumes of work have been published in the literature about FL, which has become increasingly popular in recent years. While there are many studies showing that the FL strategy provides learning gains, there are also studies that show that there is insufficient evidence about FL's significance and its long-term benefits (O'Flaherty & Phillips, 2015; Thai, de Weber & Valcke, 2017). Additionally, studies have also been conducted in relation to medical education, which suggests that, despite the positive perception of FL, there is less evidence on the effects of changes in knowledge and skills, and that there is no evidence of efficacy when a systematic review was conducted. However, in the same study, it was reported that in the FL group, when the students were given histology video lessons and quizzes before class activities, the students reported more effective learning in comparison with the traditional class (Chen et al., 2017). Morton and Colbert-Getz (2017) studied on the subject of teaching gross anatomy and they showed that FL have potential. The study was designed for first-year medical students and anatomy lessons. In this study, although there was greater success reported in terms of the questions requiring analysis in the experimental group (FL group), it was reported that there was no difference between the experimental group and the control group in terms of the overall performance.

Face-to-face learning can be minimized because of the large number of students in relation to the teaching staff. This can be achieved in crowded anatomy classes, through the support of Internet-based learning (Green & Whitburn, 2016). Consequently, the anatomy

learning process can be successful. Indeed, when the instructor prefers to use teaching with the FL, then a blended learning environment will be achieved. In other words, it is a learning environment called “learning with blended pedagogies” (Oliver & Trigwell, 2005) and it integrates face-to-face learning with online-learning methods (Bliuc et al., 2007). When evaluated in this regard, it is clear that blended learning aims to create an efficient and productive media. By combining the best features of the face-to-face traditional learning model and the online learning model, it gives a valuable experience for students. (Green & Whitburn, 2016). In fact, with the e-learning environment used in mixed learning, more access is provided to students in more than one place, thus providing more convenience and flexibility (Joynes & Fuller, 2016). Thus, it can be argued that FL, which is in the blended learning structure, has the potential to develop more interesting and meaningful learning experiences for the students.

#### **4.2.2. Gamification in anatomy education**

The use of game design elements to introduce out-of-game content to the learners is called gamification. Hamari et al. (2014) demonstrated that gamification is particularly effective in many fields, but especially in education. In the context of education and learning, studies have shown that gamification increases the participation, motivation and learning tasks in learning outcomes and makes the learning process more enjoyable. However, some negative aspects of gamification have also been emphasized in these studies that require attention, including increased competition, difficulties in task evaluation and design features. In other areas of education, successful gamification practices and gamification effectiveness in medical education can provide an innovative solution for students (Ahmed et al., 2015). In the last decade, some new game applications have been developed for education, such as Kahoot, Classcraft, Plickers, and Padlet, and the availability of mobile learning tools and their programs are important contributions of digital technology in the field of education.

#### **Conclusion and recommendations**

Today’s students who have studied anatomy have grown up playing video games and using web-based applications. These applications are used extensively, and because of the specific features, it is natural for those students to expect fast and interactive feedback. The most important element used in the anatomy education is the cadaver, but problems are experienced due to procurement, sustainability problems due to lack of cadavers, high costs and other problems encountered during practice, which have encouraged the schools to benefit from modern digital technologies for anatomy education.

In particular, as a result of the increasing amount of new information produced in the field of medicine, anatomy course hours in curricula have been decreasing over the last several decades. Indeed, in all branches of health sciences, even though anatomy is considered the fundamental course, its teaching hours in class are decreasing due to the growing volume of information in other areas. This situation makes it inevitable that people will seek benefits from the advantages of the digital age technologies. For this reason, alternative learning and information sources such as MOOCs and infographics that can be used in anatomy training are mentioned in this study, and it is emphasized that more effective learning can be provided by 3D digital simulations, enhanced reality, virtual reality and other materials. In summary, it is mentioned that today’s digital technologies can be integrated in anatomy education, not only for the face-to-face education model but the FL strategy, e-learning or online based environments can be introduced. Thus, these digital technologies contribute to the learning process. In conclusion, it is not inconceivable to see the integration of tools such as Web 4.0, artificial intelligence, which are still in their infancy, to these new applications and products of the digital age, which will enable the use of information, time and space more effectively in education. In the near future, new learning platforms that are more egalitarian, richer in content,



and have more objective assessment facilities in education should be expected. Thus, it may become possible to effectively teach a lesson such as anatomy, which is term-intensive and application-oriented, without requiring the students to be physically present in the classroom. It is thought that this article can contribute to the anatomy lecturers or the health sciences teachers on improvement of learning environments and using digital technologies. It is also thought that this work will contribute to future studies on anatomy education using digital technologies.

For future studies, demonstrating the benefits of digital technologies on anatomy education will contribute to the development and widespread use of new learning environments. Studies upon the effectiveness of learning environment having one digital technology separately in anatomy education and studies upon effectiveness of learning environment having integrated of many digital technologies in anatomy education will create new possibilities and facilities for anatomy teachers. Therefore, it is recommended by researchers that the development of enriched learning environments through the use of digital technologies such as 3D digital anatomy materials and digital anatomy resources and even learning strategies based on digital technologies such as Flipped classroom, gamification etc. will provide crucial benefits to anatomy education.

### **Acknowledgement**

This study was developed within the scope of the doctoral study of the authors.

### **References**

- Ahmed M, Sherwani Y, Al-Jibury O, Najim M, Rabee R, Ashraf M, (2015). Letter to the Editor, Gamification in medical education. *Med Educ Online*, 20:29536. DOI: 10.3402/meo.v20.29536
- Ang ET, Chan JM, Gopal V, Li Shia N, (2018). Gamifying anatomy education. *Clin Anat*, 31(7):997–1005. DOI: 10.1002/ca.23249
- Arshed N & Danson M, (2015). “The Literature Review” in O’Gorman K & MacIntosh R. (Ed.). *Research methods for business & management*, London: Goodfellow.
- Azer SA & Azer S (2016). 3D Anatomy models and impact on learning: A review of the quality of the literature. *Afr J Health Prof Educ* 2, 2(2):80–98. Retrieved from <http://dx.doi.org/10.1016/j.hpe.2016.05.002> on 16.06.2018.
- Aziz MA, McKenzie JC, Wilson JS, Cowie RJ, Ayeni SA & Dunn BK, (2002). The human cadaver in the age of biomedical informatics. *Anat Rec*, 269:20–32.
- Balogun WG, (2018). Using Electronic Tools and Resources to Meet the Challenges of Anatomy Education in Sub-Saharan Africa. *Anat Sci Educ*, 0:1–8.
- Bartholomew S, Furse J, (2015). Successfully integrating robotics into your curriculum. *Techniq Connect Educ Careers*, 90(7):14–17.
- Becker HJ, (2000). Findings from the teaching, learning, and computing survey: Is Larry Cuban right? *Educ Policy (EPAA)*, 8(51):1-31.
- Becker J, Ravitz JL, (2001). Computer use by teachers: Are Cuban's predictions correct? 2001 Annual Meeting of the American Educational Research Association, Seattle. Retrieved from <http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.90.6742&rep=rep1&type=pdf>. on 10.06.2018.

- Bers MU, Flannery L, Kazakoff ER, Sullivan A, (2014). Computational thinking and tinkering: Exploration of an early childhood robotics curriculum. *Comput Educ*, 72:145–157. Retrieved from <https://doi.org/10.1016/j.compedu.2013.10.020> on 16.06.2018.
- Bliuc AM, Goodyear P, Ellis RA. 2007. Research focus and methodological choices in studies into students' experiences of blended learning in higher education. *Internet High Educ*, 10:231–244.
- Bozkurt A, Keskin NO, de Waard I, (2016). Research trends in massive open online course (MOOC) theses and dissertations: Surfing the tsunami wave. *Open Praxis*, 8(3):203–221.
- Brazina D, Fojtik R, Rombova Z, (2014). 3D visualization in teaching anatomy. *Procedia - Social and Behavioral Sciences*, 143:367–371.
- Brenton H, Hernandez J, Bello F, Strutton P, Purkayastha S, Firth T, et al. (2007). Using multimedia and web3D to enhance anatomy teaching. *Comput Educ*, 49(1):32–53.
- Brown DG, Petitto KR, (2003). The status of ubiquitous computing. *Educase Rev*, 38:25–33.
- Cassady JC, (1998). Student and instructor perceptions of the efficacy of computer-aided lectures in undergraduate university courses. *J Educ comput Res*, 19:175–189.
- Chen F, Lui AM & Martinelli SM, (2017). A systematic review of the effectiveness of flipped classrooms in medical education. *Med Educ*. 2017 Jun;51(6):585-597. Doi: 10.1111/medu.13272.
- Costa C, (2017). Robotics K-12 and your district: The essence of stem education and the e-ticket to unlimited possibilities. *Leadership*, 46(4):32–35.
- Coxon SV, Dohrman RL, Nadler DR, (2018). Children using robotics for engineering, science, technology, and math (CREST-M): The development and evaluation of an engaging math curriculum. *Roeper Review*, 40:86–96.
- Cuban L, (1986). *Teachers and machines: The classroom use of technology since 1920*. New York: Teachers College Press.
- Cuban L, (2000). So much high-tech money invested, so little use and change in practice: how come? Paper prepared for the Council of Chief State School Officers' annual Technology Leadership Conference. Washington, D.C. (January). [cited from Becker HJ, (2000). Findings from the teaching, learning, and computing survey: Is Larry Cuban right? *Educ Policy (EPAA)*, 8(51):1-31].
- Cuban L, (2001). *Oversold and underused: Reforming schools through technology, 1980–2000*. Cambridge, MA: Harvard University Press.
- Custer T & Michael K, (2015). The Utilization of the Anatomage Virtual Dissection Table in the Education of Imaging Science Students. *J Tomogr Simul*, 1(1): 2–5. DOI:10.4172/jts.1000102
- De Corte E, (1994). Toward the integration of computers in powerful learning environments. In: Vosniadou S, De Corte E, Mandl H. (eds) *Technology-Based*

- Learning Environments*. NATO ASI Series (Series F: Computer and Systems Sciences), vol 137. Berlin, Heidelberg, Springer.
- Dede C, (2014). The Role of digital technologies in deeper learning. *Jobs for the Future*, 1–28. Retrieved from <https://jfforg-prod-prime.s3.amazonaws.com/media/documents/The-Role-of-Digital-Technologies-in-Deeper-Learning-120114.pdf> on 16.06.2018.
- Denner J, Werner L, Ortiz E, (2012). Computer games created by middle school girls: Can they be used to measure understanding of computer science concepts? *Comput Educ*, 58(1):240–249. Retrieved from <https://doi.org/10.1016/j.compedu.2011.08.006> on 16.06.2018.
- Doherty I, Sharma N, Harbutt D, (2015). Contemporary and future eLearning trends in medical education. *Med Teach*, 37:1–3.
- Estai M & Bunt S, (2016). Best teaching practices in anatomy education: A critical review. *Ann Anat*, 208:151–157. DOI: 10.1016/j.aanat.2016.02.010
- Estevez ME, Lindgren KA, Bergethon PR, (2010). A novel three-dimensional tool for teaching human neuroanatomy. *Anat Sci Educ*, 3:309–317. Retrieved from <https://doi.org/10.1002/ase.186> on 10.06.2018.
- Evans R, (2016). Infographics on the Brain. *Comput Libr*, 4–8.
- Flyn RR, (2002). *Computer sciences: Ideas and peoples* (Vol.1). New York: The Macmillan Science Library.
- Foo JL, Martinez-Escobar M, Juhnke B, Cassidy K, Hisley K, Lobe T, Winer E, (2013). Evaluating mental workload of two-dimensional and three-dimensional visualization for anatomical structure localization. *J Laparoendosc Adv Surg Tech A*, 23:65–70.
- Fried CB, (2008). In-class laptop use and its effects on student learning. *Comput Educ*, 50:906–914.
- Fried MP, Uribe JI, Sadoughi B, (2007). The role of virtual reality in surgical training in otorhinolaryngology. *Curr Opin Otolaryngol Head Neck Surg*, 15:163–169.
- Gavali MY, Khismatrao SK, Gavali YV, Patil KB, (2017). Smartphone, the new learning Aid amongst Medical Students. *J Clin Diagn Res*, 11(5): JC05-JC08.
- Gray K, Tobin J, (2010). Introducing an online community into a clinical education setting: a pilot study of student and staff engagement and outcomes using blended learning. *BMC Med Educ*, 10(6):1–9. DOI: 10.1186/1472-6920-10-6.
- Green RA, Whitburn LY, (2016). Impact of introduction of blended learning in gross anatomy on student outcomes. *Anat Sci Educ*, 9:422–430.
- Grieshaber S, (2010). Beyond a battery hen model?: A computer laboratory, micropolitics and educational change. *Brit J Sociology Educ*, 31(4):431–447.
- Groff J, (2013). Retrieved from <http://www.oecd.org/education/cei/Technology-Rich%20Innovative%20Learning%20Environments%20by%20Jennifer%20Groff.pdf> on 16.06.2018.
- Hamari J, Koivisto J, Sarsa H, (2014). Does gamification work? – A literature review of empirical studies on gamification. 47th Hawaii International Conference on System Sciences. Finland: *IEEE*, 3025-34. DOI: <http://dx.doi.org/10.1109/HICSS.2014.377>

- Hoyek N, Collet C, Di Rienzo F, De Almedia M & Guillot A, (2014). Effectiveness of three-dimensional digital animation in teaching human anatomy in an authentic classroom context. *Anat Sci Educ*, 7:430–437.
- Jamali SS, Shiratuddin MF, Wong KW & Oskam C, (2015) Utilising mobile-augmented reality for learning human anatomy. *Procedia Soc Behav Sci*, 197:659–68.
- Joynes V, Fuller R, (2016). Legitimation, personalisation and maturation: Using the experiences of a compulsory mobile curriculum to reconceptualise mobile learning. *Med Teach*, 38:621–627.
- Kennepohl D, (2001). Using computer simulations to supplement teaching laboratories in chemistry for distance delivery. *Int J E-Learning & Distance Educ*, 16(2):58–65.
- Kozma R, Anderson RE, (2002). Qualitative case studies of innovative pedagogical practices using ICT. *J Comput Assist Learning*, 18, 387–394.
- Kraushaar JM, Novak DC, (2010). Examining the effects of student multitasking with laptops during the lecture. *J Inform Syst Educ*, 21:241–251.
- Lynn VA, Yenser A, Harman R, (2015). Body apps: iPads for undergraduate anatomy and physiology students. *Coll Res Libr News*, 76:149–152.
- Ma, Fallavollita P, Seelbach I, von Der Heide AM, Euler E, Waschke J, Navab N, (2016). Personalized augmented reality for anatomy education. *Clin Anat*, 29:446–453.
- Mackay BJ, Anderson J & Harding T, (2017). Mobile technology in clinical teaching. *J Nurs Educ Pract*, 22:1-6.
- McMenamin PG, Quayle MR, McHenry CR, Adams JW, (2014). The Production of Anatomical Teaching Resources Using Three-Dimensional (3D) Printing Technology. *Anat Sci Educ* 7:479–486.
- Moro C, Stromberga Z, Raikos A, Stirling A, (2017). The Effectiveness of virtual and augmented reality in health sciences and medical anatomy. *Anat Sciences Educ*, 10(6):549-559. DOI: 10.1002/ase.1696
- Morton DA, Colbert-Getz JM, (2017). Measuring the impact of the flipped anatomy classroom: The importance of categorizing an assessment by Bloom's taxonomy. *Anat Sci Educ*, Mar;10(2):170-175. doi: 10.1002/ase.1635.
- Nicola S, Virag I, Stoicu-Tivadar L, (2017). VR medical gamification for training and education. *Stud Health Technol Inform*, 236:97-103.
- O'Flaherty J, Phillips C, (2015). The use of flipped classrooms in higher education: A scoping review. *Internet High Educ*, 25, 85–95.
- Oliver M, Trigwell K. 2005. Can 'blended learning' be redeemed? *E Learn Digit Media*, 2:17–26.
- Ozdamli F, Kocakoyun S, Sahin T, Akdag S, (2016). Statistical reasoning of impact of infographics on education. *Procedia Comput Sci*, 102:370–377.
- Ozdamli F, Ozdal H, (2018). Developing an instructional design for the design of infographics and the evaluation of infographic usage in teaching based on teacher and student opinions. *Eurasia J Math Sci Technol Educ*, 14(4):1197–1219.

- Ozer MA, Govsa F, Bati AH, (2017). Web-based teaching video packages on anatomical education. *Surg Radiol Anat*, 39(11):1253–1261. DOI: 10.1007/s00276-017-1889-9.
- Pickering JD, Henningsohn L, DeRuiter MC, de Jong PGM, Reinders MEJ, (2017). Twelve tips for developing and delivering a massive open online course in medical education. *Med Teach*, 39(7):691–696. Retrieved from <https://doi.org/10.1080/0142159X.2017.1322189> on 12.06.2018.
- Preim B, Saalfeld P, (2018). A survey of virtual human anatomy education systems. *Comput Graph*, 71:132–153.
- Repenning A, (2012). Education programming goes back to school. *Commun ACM*, 55(5):38–40. DOI:10.1145/2160718.2160729
- Risling T, (2017). Educating the nurses of 2025: Technology trends of the next decade. *J Nurs Educ Pract*, 22:89–92.
- Robinson T, Cronin T, Ibrahim H, Jinks M, Molitor T, Newman J, et al. (2013). al. Smartphone use and acceptability among clinical medical students: a questionnaire-based study. *J Med Syst*, 37(3):9936.
- Saxena V, Natarajan P, O’Sullivan PS, Jain S, (2008). Effect of the use of instructional anatomy videos on student performance. *Anat Sci Educ*, 1(4):159–165.
- Singh A & Min AKK, (2017). Digital lectures for learning gross anatomy: a study of their efficacy. *Korean J Med Educ*, 29(1):27–32. DOI: 10.3946/kjme.2017.50
- Sloman, M. (2007). Making sense of blended learning. *Ind Commer Train*, 39(6), 315e318. Retrieved from <http://doi.org/10.1108/00197850710816782> on 16.06.2018.
- Stepan K, Zeiger J, Hanchuk S, Del Signore A, Shrivastava R, Govindaraj S, Iloreta A, (2017). Immersive virtual reality as a teaching tool for neuroanatomy. *Int Forum Allergy Rh*, 7(10):1006–1013.
- Tam MD, BS, Hart AR, Williams S, Heylings D, Leinster S, (2009). Is learning anatomy facilitated by computer-aided learning? A review of the literature. *Med Teach*, 31:e393–e396.
- Terzis V, Economides AA, (2011). The acceptance and use of computer based assessment. *Comput Educ*, 56:1032–1044.
- Thai NTT, de Wever B, Valcke M, (2017). The impact of a flipped classroom design on learning performance in higher education: Looking for the best “blend” of lectures and guiding questions with feedback. *Comput Educ*, 107:113e126. Retrieved from <http://dx.doi.org/10.1016/j.compedu.2017.01.003> on 16.06.2018.
- Fidalgo-Neto AA, Tornaghi AJC, Meirelles RMS, Berçot FF, Xavier LL, Castro MFA, Alves LA, (2009). The use of computers in Brazilian primary and secondary schools. *Comput Educ*, 53:677–685.
- Torregrosa J, Jimenez-Rodriguez MA, Torralba-estelles J, Garzon-Fronis F, Perez-Bermejo M, Fernandez-Ehrling N, (2016). Distance learning icts and flipped classroom in the anatomy learning: comparative study of the use of augmented reality, video and notes. *BMC Medical Education*, 16:230. DOI 10.1186/s12909-016-0757-3
- Turney BW, (2007). Anatomy in a modern medical curriculum. *Ann R Coll Surg Engl*, 89(2):104–107.

- Ur-Rehman F, Khan SN, Yunus SM, (2012). Students, perception of computer assisted teaching and learning of anatomy in a scenario where cadavers are lacking. *Biomed Res*, 23(2):215–218.
- Valanides N & Angeli C, (2008). Professional development for computer-enhanced learning: a case study with science teachers. *Res Sci Technol Educ* 26(1):3–12.
- Walk J, Rashid A, Elder L, (2010). Using mobile phones to improve educational outcomes: an analysis of evidence from Asia. *IRRODL Int Rev Res Open Dis*, 11(1).
- Warner JH, Lawrence JR, (2006). Anatomical instruction and training for professionalism from the 19<sup>th</sup> to the 21<sup>st</sup> centuries. *Clin Anat* 19:403–414.
- Warschauer M, Cotten SR, & Ames MG, (2011). One laptop per child Birmingham: case study of a radical experiment. *Int J Learn Media*, 3(2), 61–76.
- Wenting SZ, Samin MM, Sanjay S, Neelam K, Shibli K, Chang S, Cheng J, (2017). A comparison of undergraduate clinical ophthalmology learning methods: smart phone television display versus slit-lamp teaching telescope. *Can J Ophthalmol*, 52(4):385–391. Retrieved from <https://doi.org/10.1016/j.jcjo.2016.11.032> on 12.06.2018.
- Wurst C, Smarkola C, Gaffney MA, (2008). Ubiquitous laptop use in higher education: effects on student achievement, student satisfaction, and constructivist measure in honors and traditional classes. *Comput Educ*, 51:1766–1783.
- Yilmaz M, Ozcelik S, Yilmazer N, Nekovei R (2013). Design-oriented enhanced robotics curriculum. *IEEE T Educ*, 56(1):137–144. DOI:10.1109/TE.2012.2220775
- Zawacki-Richter O & Latchem C, (2018). Exploring four decades of research in Computers & Education. *Comput Educ*, 122:136–152.
- Zyda M (2009). Computer science in the conceptual age. *Commun ACM*, 52(12):67–72. DOI:10.1145/1610252.1610272



DOI: 10.22559/folklor.926

Folklor/edebiyat, cilt:25, sayı: 97-1, 2019/1

## **Fen Bilgisi Öğretmen Adaylarının Eğitsel İnternet Kullanımına Yönelik Öz Yeterlik Düzeyi İle Bilgisayar Destekli Eğitime İlişkin Tutumlarının Farklı Değişkenler Açısından İncelenmesi**

Examination of Attitudes of Computer Science Teachers About Self-Efficacy and Computer Assisted Instruction for Educational Internet Usage in Terms of Different Variables

**Hüseyin Gökal\***  
**Ayşe Sönmez\*\***  
**Orhan Ercan\*\*\***

### **Öz**

Bu araştırmanın temel amacı, fen bilgisi öğretmen adaylarının eğitsel internet kullanım öz-yeterlilik inançları (EİKÖYİ) ve bilgisayar destekli eğitime (BDE) bakılıp bu tutumlarını birçok değişken açısından inceleyip bu değişken arasında bir ilişki var mı yok mu ortaya koymaktır. Araştırma Fırat ve İnönü Üniversitesi Eğitim Fakültesi Fen Bilgisi Öğretmenliği bölümünde ders gören 461 öğretmen olma adayları ile yürütülmüştür. İlişkisel tarama modeline uygun bir yönü takip eden araştırmada, veri toplama aracı olarak “EİKÖYİ Ölçeği”, “BDE Yapmaya İlişkin Tutum Ölçeği” ve araştırmacı tarafından geliştirilen “Kişisel Bilgi Formu” kullanılmıştır. Araştırmanın sonucuna bakıldığında kadın öğretmen adayları, erkeklere bakıldığında teknoloji ve internet kullanımının daha fazla olarak belirlenirken; EİKÖYİ ve BDE yönelik tutumları arasında farklılık gözlenmemiştir. Bunun yanında fen bilgisi öğretmen adaylarının EİKÖYİ ve BDE yönelik tutumlarına interneti olma durumu, interneti kullanma süresi, sosyal ağ üyeliği olma durumuna göre anlamlı farklılık gözlenmiştir. Araştırma kapsamında BDE yapmaya ilişkin tutum puanları ile EİKÖYİ puanları arasında anlamlı bir ilişki olup olmadığını belirlemek için yapılan korelasyon analizi sonucunda aralarında orta düzeyde ve pozitif yönde ilişki belirlenmiştir.

**Anahtar sözcükler:** *eğitsel internet kullanımı, öğretmen adayları, öz-yeterlilik, bilgisayar destekli eğitime yönelik tutum, fen bilgisi öğretmenleri.*

\* Arş. Gör. Uluslararası Kıbrıs Üniversitesi, KKTC/Lefkoşa. hgokal@ciu.edu.tr

\*\* Öğr. Gör. Dicle Üniversitesi, Türkiye / Diyarbakır. ayse.sonmez@dicle.edu.tr

\*\*\* Doç. Dr. Kahramanmaraş Sütçü İmam Üniversitesi, Türkiye / Kahramanmaraş. oercan.ksu@ksu.edu.tr

## Abstract

The main purpose of this research is to examine the attitudes of science teacher candidates towards educational internet self-efficacy and computer-aided education in terms of different variables and to find out whether there is a relationship between them. The research was carried out on 461 teacher candidates who were educated at Fırat and İnönü University Faculty of Education Science Education. In this research, which is followed by a relational screening model, "Educational Internet Usage Self-Proficiency Engraving Scale", "Attitude Scale Related to Computer Assisted Education" and "Personal Information Form" developed by the researcher were used as data collection tools. According to the results of the research, the female teacher candidates have higher attitudes towards technology compared to men; educational internet self-efficacy and attitudes towards computer-aided education. Besides, there was a significant difference between the attitudes of science teacher candidates towards educational internet usage self-efficacy beliefs and attitudes towards computer-assisted education according to the state of internet, the duration of internet usage, and social network membership. As a result of the correlation analysis to determine whether there is a meaningful relationship between attitude scores for computer-aided education and educational internet use self-efficacy beliefs, mid-level and positive relationship were determined.

**Keywords:** *educational internet use, teacher candidates, self-efficacy, attitudes towards computer-aided education, science teachers.*

## Giriş

Çağdaş eğitim de, öğrenciler bilgisayar gibi bilgilerin olduğu gibi yükleme yapıldığı bir varlık değil, öğrenciyi merkeze alan, öğrenmeyi öğreten, kişilikleri gelişmiş, yeteneklerinin farkında olan, analiz sentez yapabilen ve yaratıcı bireyler olarak gelişmelerini sağlanmasını amaçlayan eğitim; teknolojinin bu denli hızlı artışından etkilenerek eğitimde bilgisayar ve internetin kullanılması kavramlarını doğurmuştur. Bilgisayar ve internet eğitimde kullanılırken göz ardı edilmemesi gereken noktalardan biride bireyin “teknolojiden öğrenme” bireyin yeterliliklerini kullanarak “teknoloji ile öğrenme” bilinci içerisinde olup bunu geliştirmeye çalışmasıdır (Akkoyunlu 1998a:3). Teknoloji, genel anlamda insanların yeteneklerini geliştirmek, yenilikler ve buluşlar ile ihtiyaçların tatmin edici düzeyde karşılanması için kullanıldığı çeşitli bilgi ve yetenekler bütünüdür (ERKESKİN, 2001). Bilgisayar kullanımı insanlar için gerek hız gerek geri bildirim gerekse ihtiyaç olarak vazgeçilmez bir olgu haline gelmiştir. Bu hususta Dünya’da ve Türkiye’de en etkili iletişim ve bireysel öğretim aracı olarak kabul edilen bilgisayarlar öğrenme-öğretme faaliyetlerini etkilemektedir. Bilgisayar ve ona benzer teknolojik araçların eğitimde kullanılmasının çeşitli seçeneklerinden biri olan BDE, bilgisayarın en etkili kullanım seçeneğinin başında gelmektedir.

Öğrenci sayısı, eğitime olan talep ve eğitim sorunlarının hızla artması, içeriğin karmaşık hale gelmesi ve öğretmenin öğrenciye bilgi aktarmada yetersiz kalması, bireysel olarak farkları, yetenekleri ve zamanla çok daha önemli hale gelmesi, gerekli bilginin etkili ve kısa sürede verilememesi gibi nedenlerden dolayı BDE’ye ihtiyaç duyulmuştur. Öğretimde temel alınan ilkelere birisi öğretimin öğrenciye uygun olarak yürütülebilmesidir.

Öğrencilerin aynı yaş grubunda olmaları veya ortak özellik taşımaları durumunda öğrenciye kazandırılmak istenen bilgi, beceri, tutum gibi davranışların aktarılmasında olabildiğince çok duyu organına hitap etmelidir (KOŞAR, ve diğerleri, 2003). Çünkü öğrenme-öğretme ortamında ne kadar çok duyu organı katılırsa, öğrenme o kadar etkili ve kalıcı olmaktadır. Yani ulaştırılması istenen sistem öğrenci merkezli eğitim sistemidir.



Eğitimde BDE ile yapılan tutumlara yönelik olarak yapılan çalışmalara bakıldığında, bilgisayar tutumları farklı değişkenlerle (cinsiyet, yaş, günlük bilgisayar kullanım süresi, eğitim seviyesi vb. gibi) sınındığı görülür. İlgili alan yazın incelendiğinde BDE’de öğretmen adaylarının bilinçli, kalifiye, etkili olmasında en önemli faktör tutumlarıdır. (SHASHAANİ, 1993).

### **Eğitsel internet ve kullanım öz yeterliliği**

Bilindiği gibi günümüzde bireyler her alanda çok fazla bilgiyle karşı karşıya gelmektedir. İnternet gibi öğretim teknolojileri bireylerin ihtiyaç duydukları bilgiye doğru kaynaktan ulaşmaları açısından oldukça önemlidir (TUNCER & ÖZÜT, 2012). İnternet teknolojisi öğrenenler ve aktaranlar açısından oldukça faydalı olduğu söylenebilir (TUNCER & ÖZÜT, 2012). (POLAT & GÜZEL, 2011), başta üniversite öğrencileri olmak üzere öğrencilerin interneti bir eğitim aracı olarak kullandıkları görüşündedirler. (YILDIRIM & KABAN, 2010), araştırmalarında öğrencilerden ortalama yarısı bilgisayar, internet gibi araçları yani kısaca teknolojiyi üniversite yıllarında kullanmaya başladığını ve yaklaşık üçte ikisinin de interneti eğitim, araştırma amacı ile ilgili kullandığını belirtmişlerdir.

Öğrenmenin bu kadar önemli olduğu bir bilgi çağında öğretmenlerin öğrencilere daha kaliteli hizmet sunması için öğretmenlerinde internetten sıklıkla yararlandığı söylenebilir. Günümüzde çağdaş eğitim sistemlerini şekillendiren teknolojik ve eğitsel şartlar sürekli bir değişim göstermektedir. Üretilen bilgi kullanımının artması ve uygulama alanlarının daha da yaygınlaşmasında en önemli etki internettir diyen (ORAL, 2004), eğitim ile birlikte interneti daha fazla ve daha verimli kullanım düzeyinin artmasında çok fazla rol üstlenen öğretmenlerin tutumlarının önemli olduğu görüşündedir. Bu bağlamda, bilgi ve iletişim teknolojilerine yönelik öz yeterlik algılarının yüksek olması öğretmen adaylarının mesleklerine ilişkin zihin haritalarını belirlemiş, verimli ve güdülenmiş biçimde yürütmelerine imkân tanıyacaktır. Bu durumda hem öğretmen olacak öğrencilerin interneti hangi durumlarda kullandığı hem de EİKÖYİ durumları ile BDE yapmaya ilişkin tutumlarını değerlendirmek açısından bu çalışmanın yapılması önemlidir.

### **Araştırmanın amacı**

Bu araştırmanın genel amacı fen bilgisi öğretmen adaylarının EİKÖYİ ile BDE yönelik tutumları aralarındaki ilişkileri bulmaktır. Bu doğrultu da aşağıdaki alt hipotezler belirtilmiştir:

Belirlenen değişkenler açısından fen bilgisi öğretmen adaylarının;

1. EİKÖYİ farklılık göstermekte midir?
2. BDE yapmaya ilişkin tutumları farklılık göstermekte midir?
3. EİKÖYİ ile BDE yapmaya yönelik tutumları arasında ilişki var mıdır?

### **Yöntem**

Bu çalışma, nicel araştırma yöntemlerinden tarama modeli ile gerçekleştirilmiştir. Tarama modeli (KARASAR, 2009), ifade ettiği geçmişten günümüze var olan bir durumu olduğu gibi açıklanan bir yaklaşımdır.

## Evren ve örneklem

Bu araştırmanın evrenini, Fırat Üniversitesi ve İnönü Üniversitesi Eğitim Fakültesi öğrencileri; örneklemini ise 2014-2015 eğitim-öğretim yılının güz döneminde Fırat Üniversitesi Eğitim Fakültesi Fen Bilgisi Öğretmenliği Bölümü öğrencileri ile İnönü Üniversitesi Eğitim Fakültesi Fen Bilgisi Öğretmenliği Bölümü öğrencileri oluşturmaktadır. Süreç sonunda dağıtılan 500 adet veri formundan, 461 adeti geri dönmüştür. Geri dönen anketlerden uygun doldurulmamış anketlere bakılarak 5 anket formu analiz dışında bırakılmıştır. Toplamda 456 veri çalışmaya dahil edilmiştir. Örnekleme yer verdiğimiz öğrenciler sınıf ve üniversiteye göre dağılımları Tablo 1’de verilmiştir.

**Tablo 1.**Örnekleme Hakkında Tanımlayıcı Bilgiler

Üniversite	Sınıf				Toplam
	1	2	3	4	
İnönü Üniversitesi	62	44	51	58	215
Fırat Üniversitesi	51	62	65	63	241
<b>Toplam</b>	113	106	116	121	456
%	%24.8	%23.2	%25.4	%26.5	100%

## Veri toplama araçları

Araştırmada kullanılan veriler, Kişisel Bilgi Formu, EİKÖYİ Ölçeği ve BDE İlişkin Öz Yeterlik Algıları Ölçeği yoluyla elde edilmiştir.

### Kişisel Bilgiler Formu

Bu form öğrencilerin; cinsiyetleri, sınıfları, yaşları, bilgisayar sahip olma durumu internet bağlantısının olma durumu, günlük internet kullanma süresi, interneti kullanma amacı, sosyal ağa üye olma durumu ve ailenin aylık geliri gibi özelliklerini belirlemeye yönelik bilgilerden oluşmaktadır.

### EİKÖYİ Ölçeği

Şahin (2009) tarafından geliştirilen “EİKÖYİ Ölçeği” kullanılmıştır. Ölçek tek boyutlu olup 28 maddeden oluşmaktadır. Öğretmen adaylarının EİKÖYİ düzeylerini belirlemeye yönelik sorular 5’li likert tipinde “1= Tamamen yeterliyim, 2= Oldukça yeterliyim, 3= Yeterliyim, 4= Kısmen yeterliyim ve 5= Yetersizim”i ifade edecek şekilde derecelendirilmiştir. Ölçeğin geliştirilmesi sürecinde hesaplanan Cronbach Alfa güvenilirlik katsayısı 0.96 olarak belirlenmiştir. Bu çalışmada yeniden hesaplanan Cronbach Alfa güvenilirlik katsayısı ise 0.97 olarak bulunmuştur.

## BDE Yapmaya İlişkin Tutum Ölçeği

(ARSLAN, 2006), tarafından geliştirilen “BDE Yapmaya İlişkin Tutum Ölçeği” kullanılmıştır. Ölçek tek boyutlu olup 20 maddeden oluşmaktadır. Bu maddelerden 10’u olumlu, 10’u olumsuz özellik göstermektedir. Ölçek 5’li likert tipidir “1=Kesinlikle katılıyorum, 2=Katılıyorum, 3=Kararsızım, 4=Katılmıyorum ve 5=Kesinlikle katılmıyorum” ifade edecek şekilde derecelendirilmiştir. Ölçeğin geliştirilmesi sürecinde hesaplanan Cronbach Alfa güvenirlik katsayısı 0.93 olarak belirlenmiştir. Bu araştırmada ise Cronbach Alfa güvenirlik katsayısı 0.94 olarak hesaplanmıştır.

## Verilerin analizi

Araştırmada elde edilen veriler SPSS 22 programı kullanılarak analiz edilmiştir. Veriler SPSS’e aktarıldıktan sonra olumsuz olan ölçek maddeleri için ters kodlama işlemi yapılmıştır. Verilere hangi istatistiksel yöntemin uygulanacağını tespit edebilmek için parametriklik durumları ve bunun için de normale uygunlukları incelenmiştir. Veri setinin normal dağılıp dağılmadığını tespit etmek için çarpıklık (Skewness) ve basıklık (Kurtosis) değerleri incelenmiştir. Bu değerlerin +1 ile -1 arasında olmasına (Çokluk, Şekercioğlu ve Büyüköztürk, 2012: 16) dikkat edilmiştir. Veri setinin homojen dağılıp dağılmadığını belirlemek için Levene Testi yapılmıştır. Testler sonucunda verilerin normal dağılıma uygunluk gösterdiği ve varyanslarının homojen dağıldığı gözlemlenmiştir.

Nicel veri durumuna bakıldığında iki farklı gruba bakılıp arasında farkı t-testi, iki’de daha fazla gruplardaki parametrelerin gruplar arasında bir karşılaştırma yapıldığında Tek yönlü (Oneway) Anova testi, daha fazla farklılık yaratan gruplar tespit edilmesinde ise Scheffe ve LSD testi kullanılmıştır. Verilerin değerlendirmeleri yapılırken tamamlayıcı olarak kullanılan metotlar (sayı, yüzde, ortalama, standart sapma) kullanılmıştır. Ayrıca ortalama puan durumları arasındaki ilişkinin incelenmesi için ise Korelasyon Analizi yöntemi uygulanmıştır.

## Bulgular ve yorum

Burada, ölçekler ölçekler ile toplanan veriler analiz edildiğinde de ele geçen bulgular yer alır. Elde edilen sonuçlara bakılarak yorumlar yapılmıştır.

**Tablo 2.** Öğretmen Adaylarının BDE Yapmaya Yönelik Algı Puanlarının Dağılımı

Bilgisayar destekli eğitim puanları	N	$\bar{X}$	Ss	En düşük	En yüksek
	456	70,80	16,992	20,00	100,00

Fen Bilgisi öğretmen adaylarının BDE puanlarına bakıldığında en az puanın 20, en fazla puanın 100 olduğu bulunurken, ortalama puanlarının ise 70,80 olduğu belirlenmiştir. Ölçekten alınan puanların yüksek olması öğretmen adaylarının BDE’de kendilerini yeterli gördüklerinin işareti olarak değerlendirilebilir.

Öğretmen adayları BDE yapmaya ilişkin tutumlarının cinsiyet değişkenine bakıldığında anlamlı olan bir fark olup olmadığı bağımsız t testine göre karşılaştırılmış, test sonuçları tablo 3’de özetlenmiştir.

**Tablo 3.** Öğretmen Adaylarının BDE Yapmaya İlişkin Tutumların Cinsiyete Bakıldığında Puanlarının Dağılımı

Cinsiyet	N	$\bar{X}$	SS	Sd	Levene Testi		
					F	p	p
<b>Erkek</b>	122	69,2	17,35	454	0,045	0,832	0,225
<b>Kız</b>	334	71,38	16,84				

Tablo 3'teki bulgulara bakıldığında, fen bilgisi öğretmen adaylarının BDE yapmaya ilişkin bağımsız gruplar t testi sonucunda  $p>0,05$  düzeyinde anlamlı farklılık olmadığı görülmüştür [ $t_{(454)} = -1,216$ ;  $p>0,05$ ]. Yapılan bağımsız gruplar t testi sonucunda, erkek öğretmen adaylarının BDE yapmaya ilişkin ortalamasının ( $\bar{X} = 69,20$ ), kız öğretmen adaylarının BDE yapmaya ilişkin ortalamasından ( $\bar{X} = 71,38$ ) düşük olduğu görülmektedir.

**Tablo 4.** Öğretmen Adaylarının BDE Yapmaya İlişkin Tutumlarının Yaşa Bakıldığında Anova Analizi Sonuçları

Yaş	N	$\bar{X}$	Varyans kaynağı	Kareler Toplamı	sd	Kareler Ort.	F	P
<b>18-20</b>	166	69,3	Gruplararası	1199,53	2	599,765	2,087	0,125
<b>21-23</b>	194	70,62	Gruplar içi	130172	453	287,356		
<b>24- üstü</b>	96	73,73						
<b>Toplam</b>	456		<b>Toplam</b>	131372				

Tablo 4'teki bulgulara bakıldığında, araştırmaya katılan öğrencilerin BDE arasındaki ilişki puanlarına bakıp ortalamalarının alındığında “yaş” değişkenine bakılıp anlamı olan bir fark olup olmadığını bulmak için yapılan tek yönlü varyans analizi (Anova) sonucunda grup ortalamalarına bakılıp bunlar arasında fark istatistiksel olarak bakıldığında anlamı olan bir fark bulunmamıştır.

**Tablo 5.** Öğretmen Adaylarının BDE Yapmaya İlişkin Tutumlarının Öğrenim Gördükleri Sınıflarına Bakılarak Anova Analizi Çıktıları

Sınıf	N	$\bar{X}$	Varyans kaynağı	Kareler Toplamı	sd	Kareler Ort.	F	P
<b>1</b>	113	68,66	Gruplararası	1343,54	2	447,846	1,557	0,199
<b>2</b>	106	69,47	Gruplar içi	130028	452	287,673		
<b>3</b>	116	72,69						
<b>4</b>	121	72,15	<b>Toplam</b>	131372				
<b>Toplam</b>	456							

Tablo 5'te görüldüğü üzere araştırmaya katılan 113 öğretmen adayının birinci sınıf, 106 öğretmen adayının ikinci sınıf, 116 öğretmen adayının üçüncü sınıf, 121 öğretmen adayının

dördüncü sınıfta olduğu anlaşılmaktadır. Öğretmen adaylarının ölçekten aldıkları puanlar sırasıyla 68,66, 69,47, 72,69, 72,15'tir. Tabloda ki bulgulara bakıldığında, araştırmaya katılan öğrencilerin BDE'ye yönelik tutum ölçeği puan ortalamalarının "sınıf" değişkenine göre bir farklılık olup olmadığını görmek amacı ile uygulanan tek yönlü varyans analizi (Anova) çıktısına göre grubun ortalaması alındığında arada ki fark istatistiksel açıdan anlamlı bulunmamıştır.

**Tablo 6.** Öğretmen Adaylarının BDE Yapmaya İlişkin Tutumlarının Bilgisayar Durumuna Göre t-testinin Çıktıları

Bilgisayar	N	$\bar{X}$	SS	Sd	Levene Testi		t	p
					F	p		
<b>Var</b>	367	71,64	16,87	454	0,447	0,504	2,262	0,31
<b>Yok</b>	89	67,32	17,14					

Tablo 6'da görüldüğü gibi araştırmaya katılan öğrencilerin "Bilgisayar var mı?" değişkenine göre anlamlı bir fark olup olmadığını anlamak amacı ile yapılan t-testi sonucunda grubun ortalamasına bakıldığında arada ki fark istatistiksel açıdan anlamlı bulunmamıştır. Yapılan bağımsız gruplar t testi sonucunda, kaldığı yerde bilgisayarı olan öğretmen adaylarının BDE yapmaya ilişkin tutumlarının ortalamasının ( $\bar{X}=71,64$ ), bilgisayarı olmayan öğretmen adaylarının BDE yapmaya ilişkin tutumlarının ortalamasından ( $\bar{X}=67,32$ ) yüksek olduğu görülmektedir.

**Tablo 7.** Öğretmen Adaylarının BDE Yapmaya İlişkin Tutumlarının İnternet Durumuna Göre t-testinin Çıktıları

İnternet Durumu	N	$\bar{X}$	SS	Sd	Levene Testi		t	p
					F	p		
<b>Var</b>	330	72,52	16,516	454	0,449	0,503	3,547	0
<b>Yok</b>	126	66,29	17,453					

Araştırmaya katılan öğrencilerin "İnternet var mı?" değişkenine bakıldığında anlamlı olan bir fark var mı yok mu söyleyebilmek amacı ile yapılan t-testi sonucuna bakılıp grubun tamamının ortalamasına bakıldığında aralarında oluşan fark istatistiksel açıdan anlamlı bulunmuştur. ( $t_{(454)}=3,547$ ;  $p=0,00<0,05$ ). Kaldığım yerde internet var diyenlerin puanları ( $\bar{X}=72,52$ ), kaldığım yerde internet yok diyenlerin puanlarından ( $\bar{X}=66,29$ ) yüksek bulunmuştur.

**Tablo 8.** Öğretmen Adaylarının BDE Yapmaya İlişkin Tutumlarının İnternet Kullanım Süresine Göre Anova Analizi Sonuçları

İnt. Kul.Sür.	N	$\bar{X}$	Varyans kaynağı	Kare Top.	sd	Kare Ort.	F	P	Fark
Hiç	74	64,8	Gruplararası	4615,3	3	1538,43	5,486	0	Hiç – 4-6
1-3	226	70,4	Gruplar içi	126756	452	280,434			Hiç – 7+
4-6	110	73,7							
7+	46	75,5	<b>Toplam</b>	131372					
<b>Toplam</b>	456								

Öğretmen adaylarının BDE yapmaya ilişkin tutum ortalamalarının “Günlük kaç saat internet kullanıyorsunuz?” değişkenine bakıldığında anlamı olan bir farklılık olup olmadığını söyleyebilmek amacı ile yapılan tek yönlü varyans analizi (Anova) sonucunda grubun ortalamalarına bakıldığında arada olan fark istatistiksel olarak anlamı olan bir fark bulunmuştur. [ $F_{(3-452)}=5,486, p<.05$ ]. Yapılan Scheffe çoklu karşılaştırma sonucunda, anlamlı farkın hiç ile 4-6 ve hiç ile 7+ puanları arasında olduğu görülmektedir. Tablo 8’deki verilere dayalı olarak internet kullanma süresi artması bilgisayar destekli eğitim yapmaya ilişkin tutumu da olumlu etkilediği söylenebilir.

**Tablo 9.** Öğretmen Adaylarının BDE Yapmaya İlişkin Tutumlarının İnternet Kullanım Amacına Göre Anova Analizi Sonuçları

		N	$\bar{X}$	Ss	sd	F	p	Fark
<b>İnternet Kullanma Amacı</b>	Araştırma	179	71,73	17,017	3-452	0,86	0,5	Yok
	Haber	49	68,34	19,447				
	Sosyal Medya	186	71,13	15,826				
	Oyun	42	68,26	18,864				

Araştırmaya katılan öğrencilerin BDE yapmaya ilişkin tutum ortalamalarının “İnterneti hangi amaçla kullanıyorsunuz?” değişkenine bakıldığında anlamı olan bir fark olup olmadığını bulmak amacı ile yaptığımız tek yönlü varyans analizi (Anova) çıktısında grupların ortalamaları aralarında istatistiksel açıdan anlamı olan bir fark tespit edilmemiştir. [ $F_{(3-452)}=0,86, p>.05$ ]. İnterneti araştırma amaçlı olarak kullanan öğretmen adaylarının BDE düzeylerinin diğerlerine göre daha yüksek olduğu görülmektedir.

**Tablo 10.** Öğretmen Adaylarının BDE Yapmaya İlişkin Tutumlarının Sosyal Ağ Sitesi Üyelik Durumuna Göre t-testi Sonuçları

Sosyal Ağ Üyelik	N	$\bar{X}$	SS	Sd	Levene Testi			
					F	p	t	p
<b>Var</b>	413	71,34	16,712	454	0,293	0,588	2,12	0,04
<b>Yok</b>	43	65,6	18,908					

Tablo 10'daki bulgulara bakıldığında, araştırmaya katılan öğrencilerin BDE yapmaya ilişkin tutum ortalamalarının “Sosyal ağ sitelerinde üyeliğiniz var mı?” değişkenine bakılıp anlamı olan bir fark olup olmadığını belirlemek amacı ile yaptığımız t-testi sonucunda grupların ortalamalarını alıp arasında istatistiksel açıdan anlamı olan bir fark bulunmuştur [ $t_{(454)}=2,117$ ;  $p=0,035<0,05$ ]. Sosyal ağ sitelerinde üyeliğim var diyenlerin puanları ( $\bar{X}=71,34$ ), sosyal ağ sitelerinde üyeliğim yok diyenlerin puanlarından ( $\bar{X}=65,60$ ) yüksek bulunmuştur.

**Tablo 11.** Öğretmen Adaylarının BDE Yapmaya İlişkin Tutumlarının Aile Aylık Gelirine Göre Anova Analizi Sonuçları

	N	$\bar{X}$	Ss	sd	F	p	Fark	
<b>Ailenin Aylık Geliri</b>	1000TL'ye kadar	57	69	14,014	3-452	1-491	0,22	Yok
	1001-2000 TL	98	68,46	15,737				
	2001-3000 TL	202	72,48	16,718				
	3001TL ve üzeri	99	70,73	19,917				

Araştırmaya katılan öğrencilerin BDE yapmaya ilişkin tutum ortalamalarının “ailenizin aylık geliri” değişkenine göre anlamlı bir farklılık gösterip göstermediğini belirlemek amacıyla yapılan tek yönlü varyans analizi (Anova) sonucunda grup ortalamaları arasındaki fark istatistiksel açıdan anlamlı bulunmamıştır.

**Tablo 12.** Öğretmen Adaylarının EİKÖY Algı Puanlarının Dağılımı

Eğitsel internet kullanım puanları	N	$\bar{X}$	Ss	En düşük	En yüksek
	456	8,21	24,491	28	140

Fen Bilgisi öğretmen adaylarının EİKÖYİ puanlarına bakıldığında en az puanın 28, en çok puanın 140 olduğu bulunurken, ortalama puanlarının ise 88,21 olduğunu belirlenmiştir.

Öğretmen adaylarının EİKÖYİ cinsiyetlerine bakıldığında anlamı olan bir fark olup olmadığı bağımsız olan t testine göre karşılaştırılmış, tablo 15'te testin sonuçlarının özetlenmiş halini görebilirsiniz.

**Tablo 13.** Öğretmen Adaylarının EİKÖYİ Düzeylerine İlişkin Bağımsız Olan Gruplara Uygulanan t Testinin Çıktıları

Gruplar	N	$\bar{X}$	SS	Sd	Levene Testi		t	p
					F	p		
<b>Erkek</b>	122	87,42	25,98	454	2,064	0,151	-0,418	0,68
<b>Kız</b>	334	88,5	23,95					

Tablo 13'teki bulgulara bakıldığında, fen bilgisi öğretmen adaylarının EİKÖYİ düzeylerine ilişkin bağımsız gruplar t testi sonucunda  $p>0,05$  düzeyinde anlamlı farklılık

olmadığı görülmüştür [ $t_{(455)}=-,418$ ;  $p>0,05$ ]. Yapılan bağımsız gruplar t testi sonucunda, erkek öğretmen adaylarının EİKÖYİ düzey ortalamasının ( $\bar{X}=87,42$ ), kız öğretmen adaylarının EİKÖYİ düzey ortalamasından ( $\bar{X}=88,50$ ) düşük olduğu görülmektedir.

**Tablo 14.** Öğretmen Adaylarının EİKÖYİ Yaş Değişkenine Bakılarak Anova Analizi Çıktıları

Yaş	N	$\bar{X}$	Varyans kaynağı	Kare Top.	sd	Kare Ort.	F	P
<b>18-20</b>	166	86,7	Gruplararası	811,401	2	405,701	0,675	0,509
<b>21-23</b>	194	88,45	Gruplar içi	272109	453	600,681		
<b>24-24+</b>	96	90,33	<b>Toplam</b>	272920				
<b>Toplam</b>	456							

Tablo 14’teki bulgulara bakıldığında, araştırmaya katılan öğretmen adaylarının EİKÖYİ düzey ortalamalarına bakılıp “yaş” değişkenine göre anlamı olan bir fark olup olmadığını bulmak amacı ile yaptığımız tek yönlü varyans analizi (Anova) çıktısında grupların ortalamalarının aralarında istatistiksel açıdan anlamı olan bir fark var olduğu tespit edilmiştir.

Öğretmen adaylarının EİKÖYİ eğitim gördükleri döneme bakıldığında anlamı olan bir fark olup olmadığı anova testi uygulanarak sonuçlandırmaya çalışılmıştır. Bu sonuçlara yönelik bulgular tablo 15’de özetlenmiştir.

**Tablo 15.** EİKÖYİ Öğrenim Gördükleri Eğitim Sınıflarına Bakılarak Anova Testi Analiz Çıktıları

Sınıf	N	$\bar{X}$	Varyans kaynağı	Kare Top.	sd	Kare Ort.	F	P
<b>1</b>	113	85,72	Gruplar arası	3892,39	3	1297,39	2,18	0,09
<b>2</b>	106	93,08	Gruplar içi	269028	452	595,194		
<b>3</b>	116	88,63						
<b>4</b>	121	85,88	<b>Toplam</b>	272920				
<b>Toplam</b>	456							

Tablo 15’de görüldüğü gibi araştırmaya katılan 113 öğretmen adayının birinci sınıf, 106 öğretmen adayının ikinci sınıf, 116 öğretmen adayının üçüncü sınıf, 121 öğretmen adayının dördüncü sınıfta olduğu anlaşılmaktadır. Öğretmen adaylarının ölçekten aldıkları puanlar sırasıyla 85,72, 93,08, 88,63, 85,88 dir. Tablo da ki bulgulara bakıldığında, araştırmaya katılan EİKÖYİ düzeylerinin puanlarının ortalamalarına “sınıf” değişkenine göre bakıldığında anlamlı bir farklılık olup olmadığını görmek amacı ile uyguladığımız tek yönlü varyans analizi (Anova)’ne baktığımızda grub’un ortalamalarını alırsak aralarında istatistiksel açıdan anlamı olan bir fark bulunmamıştır.



**Tablo 16.** EİKÖY İnancının Bilgisayar Durumuna Göre t-testinin Çıktıları

Bilgisayar	N	$\bar{X}$	SS	Sd	Levene Testi		t	p
					F	p		
Var	367	89,95	23,886	454	0,145	0,704	3,095	0
Yok	89	81,07	25,771					

BDE’de bilgisayar durumunun aksine fen bilgisi öğretmen adaylarının EİKÖYİ bilgisayar durumuna göre anlamlı olan bir fark olup olmadığı tablo 18’e bakıldığında anlaşılır. Tabloya bakıldığında gördüğümüzden bu fark bilgisayarı olan öğrencilerin lehine olduğu görülmüştür. [ $t_{(454)}=3,095$ ,  $p<.05$ ]. Kaldığım yerde bilgisayar var diyenlerin puanları ( $\bar{X}=89,95$ ), bilgisayarım yok diyenlerden ( $\bar{X}=81,07$ ) yüksek bulunmuştur.

**Tablo 17.** EİKÖY İnancının İnternet Durumuna Göre t-testinin Çıktıları

İnternet Durumu	N	$\bar{X}$	SS	Sd	Levene Testi		t	p
					F	p		
Var	330	91,29	22,565	454	5,77	0,017	4,426	0,00
Yok	126	80,16	27,436					

Araştırmaya katılan öğretmen adaylarının EİKÖYİ düzey puanları ortalamalarının “İnternet var mı?” değişkenine bakıldığında da anlamı olan bir farkın var olup olmadığını ortaya koymak amacıyla yaptığımız t-testinin çıktısında grupların ortalamalarının aralarında istatistiksel açıdan anlamı olan bir fark tespit edilmiştir ( $t_{(454)}=4,426$ ;  $p=0,00<0,05$ ). Bilgisayarım var diyenlerin puanları ( $\bar{X}=91,29$ ), bilgisayarım yok diyenlerden ( $\bar{X}=80,16$ ) yüksek bulunmuştur.

**Tablo 18.** EİKÖYİ İnternet Kullandıklar Süreye Bakıldığında Yapılan Anova Analizinin Çıktıları

İnt. Kul. Sür.	N	$\bar{X}$	Varyans kaynağı	Kare Top.	sd	Kare Ort.	F	P	Fark
Hiç	74	75	Gruplararası	21513	3	7171,02	12,89	0	Hiç / 1-3
1-3	226	87,4	Gruplar içi	251407	452	556,21			Hiç / 4-6
4-6	110	95,7				Hiç / 7+			
7+	46	95,4	<b>Toplam</b>	272920					1-3/4-6
<b>Toplam</b>	456								

Araştırmaya katılan öğrencilerin EİKÖYİ düzey puanları ortalamalarının “Günlük kaç saat internet kullanıyorsunuz?” değişkenine göre anlamı olan bir farkın var olup olmadığını ortaya koymak amacı ile yaptığımız tek yönlü varyans analizi (Anova) çıktısında grupların ortalamalarına bakıldığında aralarında istatistiksel açıdan anlamı olan bir fark tespit edilmiştir.

[  $F_{(3-452)}=12,893$ ,  $p<.05$ ]. Yapılan Scheffe çoklu karşılaştırma sonucunda, anlamlı farkın hiç ile 1-3, hiç ile 4-6, hiç ile 7+ ve 1-3 ile 4-6 puanları arasında olduğu görülmektedir. Tablodaki verilere bakarak interneti kullandıkları süre ne kadar artarsa eğitim amacı ile kullandıkları sürede okadar artmaktadır.

**Tablo 19.** Öğretmen Adaylarının EİKÖYİ İnternet Kullanım Amacına Göre Anova Analizi Çıktıları

		N	$\bar{X}$	Ss	sd	F	p	Fark
<b>İnternet Kullanma Amacı</b>	Araştırma	179	87,92	24,791	3-452	2,96	0,032	Sosyal medya-Haber
	Haber	49	80,46	23,295				
	SosyalMedya	186	91,32	23,111				
	Oyun	42	84,73	28,538				

Fen bilgisi öğretmen adaylarının EİKÖYİ'nin interneti kullanım amacına göre anlamlı bir fark gösterdiği tablo 19'dan anlaşılmaktadır. Yapılan LSD çoklu karşılaştırma sonucunda, anlamlı farkın sosyal medya ile haber puanları arasında olduğu görülmektedir. İnterneti sosyal medya amaçlı kullanan öğretmen adaylarının EİKÖYİ puanı diğerlerine göre daha yüksek olduğu görülmektedir.

**Tablo 20.** EİKÖYİ Sosyal Ağ Sitesi Üyelik Durumuna Bakıldığında t-testi Sonucu

<b>Sosyal Ağ Üyelik</b>	N	$\bar{X}$	SS	Sd	Levene Testi		t	p
					F	p		
<b>Var</b>	413	89,92	23,817	454	0,022	0,882	4,715	0,00
<b>Yok</b>	43	71,83	25,104					

Tablo 20'deki bulgulara bakıldığında, araştırmaya katılan öğretmen adaylarının EİKÖYİ'nin "Sosyal ağ sitelerinde üyeliğiniz var mı?" değişkenine bakıldığında anlamı olan bir fark olup olmadığını belirlemek amacı ile uygulanan t-testi sonuçlarında grub'un ortalamalarına bakılıp istatistiksel açıdan anlamı olan bir fark bulunmuştur [ $t_{(454)}=4,715$ ;  $p=0,000<0,05$ ]. Sosyal ağ sitelerinde üyeliğim var diyenlerin puanları ( $\bar{X}=89,92$ ), sosyal ağ sitelerinde üyeliğim yok diyenlerden ( $\bar{X}=71,83$ ) yüksek bulunmuştur.

**Tablo 21.** EİKÖYİ'nin Aile Aylık Gelirine Göre Anova Analizi Sonuçları

		N	Ss	sd	F	p	Fark	
<b>Ailenin Aylık Geliri</b>	1000 TL'ye kadar	57	81,61	27,915	3-452	2,828	0,038	1000/2001-3000
	1001-2000 TL	98	85,21	22,98				
	2001-3000 TL	202	90,96	22,234				
	3001 TL ve üzeri	99	89,4	27,415				

Araştırmaya katılan öğretmen adaylarının EİKÖYİ'nin "ailenizin aylık geliri" değişkenlerine bakıldığında anlamı olan bir fark olup olmadığını ortaya koymak için yaptığımız

tek yönlü varyans analizi (Anova) sonuçlarında grupların ortalamalarına bakıp aralarında istatistiksel açıdan anlamı olan bir fark tespit edilmiştir. Yapılan LSD çoklu karşılaştırma sonucunda, anlamlı farkın 1000 TL'ye kadar ile 2001-3000 TL puanları arasında olduğu görülmektedir.

- Öğretmen adaylarının EİKÖYİ'leri ile BDE'ye yönelik tutumları arasındaki ilişkiye yönelik bulgular

Araştırmada incelenmek istenen öğretmen adaylarının EİKÖYİ'leri ile BDE'ye yönelik tutumları arasındaki ilişki sorgulanmış ve yapılan incelemeler sonucunda veriler normal dağılım gösterdiğinden öğretmen adaylarının EİKÖYİ'leri ile BDE'ye yönelik tutumları arasındaki ilişki Pearson korelasyon analizi kullanılarak belirlenmiştir. Analiz sonuçlarına göre değişkenlere ilişkin betimsel değerler Tablo 22'de verilmiştir.

**Tablo 22.** Fen Bilgisi öğretmen adaylarının BDE yapmaya ilişkin tutum puanlarının EİKÖYİ'leri puanlarını arasındaki korelasyon analizi sonuçları

	<b>Bilgisayar destekli eğitim</b>	<b>Eğitsel internet kullanım</b>
Bilgisayar destekli eğitim	1	
Eğitsel internet kullanım	.435**	1

BDE yapmaya ilişkin tutum puanları ile EİKÖYİ puanları aralarında anlamı olan bir ilişki varmı yokmu olduğunu belirlemek amacı ile yaptığımız korelasyon analizi çıktısında aralarında pozitif yönde anlamı olan bir ilişki var olduğu ve orta düzeyde, doğrusal olduğu tespit edilmiştir ( $r=.435$ ,  $p<.01$ ). Buna göre Fen Bilgisi öğretmen adaylarının BDE yapmaya ilişkin tutumlarının artması durumunda eğitsel EİKÖYİ da artacağı söylenebilir (AKKOYUNLU, Çağdaş eğitimde yeni teknolojiler, 1998).

### **Tartışma ve sonuç**

Bu araştırmada fen bilgisi öğretmen adaylarının EİKÖYİ ile BDE yönelik tutumları arasındaki ilişkinin değerlendirilmesi amaçlanmıştır. Çalışma açısından çeşitli değişkenlere göre yapılan karşılaştırmalarda önemli bir takım bulgulara ulaşılmıştır. Bu bulgular şu şekilde özetlenebilir:

- Fen bilgisi öğretmen adaylarının EİKÖYİ ile BDE yönelik tutumlarına cinsiyet açısından bakıldığında her ikisinde de anlamlı bir fark bulunamamıştır.

- Fen bilgisi öğretmen adaylarının EİKÖYİ algıları arasında bilgisayarı olmasına bakılınca anlamlı bir fark bulunmuşken, BDE'ye yönelik tutumlarının bilgisayara sahip olma durumuna göre anlamlı bir fark bulunmamıştır.
- Öğretmen adaylarının EİKÖYİ ile BDE'ye yönelik tutumlarına internet olma durumu, interneti kullanma süresi, sosyal ağ üyeliği olma durumuna göre anlamlı bir fark bulunmuştur.
- İnterneti kullanım zamanlarının artıp interneti özellikle eğitim amaçlı kullanmaya öz yeterlilik inancını artırmakla beraber BDE'ye yönelik tutumu da olumlu yönde etkilemiştir.
- Öğrenim gördükleri akademik yıl sayısı ne kadar fazla olursa interneti eğitim için kullanma zamanları da artmıştır.
- Ailelerin aylık gelirlerine göre BDE ilişkin tutumları arasında anlamlı bir farklılık göstermezken, EİKÖYİ algıları açısından anlamlı bir farklılık göstermiştir. Farkın kaynağını tespit etmek amacıyla yapılan LSD çoklu karşılaştırma testi sonucunda farkın 1000 TL'ye kadar ve 2001 ile 3000 TL gruplar arasında ve 3. gruptakiler lehine olduğu görülmektedir. Başka bir deyişle 2001-3000 TL aylık gelire sahip öğretmen adaylarının EİKÖYİ algıları diğer gruplarda yer alan öğretmen adaylarından istatistiksel olarak farklı çıkmaktadır.
- Ayrıca araştırmanın asıl amacı olan BDE yapmaya ilişkin tutum puanları ile EİKÖYİ puanları aralarında anlamı olan bir ilişki var veya yok olduğunu belirlemek amacı ile yapılan korelasyon analizi çıktısında aralarında pozitif yönde anlamı olan bir ilişkinin var olduğu tespit edilmiştir. Buna göre öğretmen adaylarının BDE yapmaya ilişkin tutumlarının artması durumunda EİKÖYİ'nin de artacağı sonucuna varılabilir.

Öğretmen adaylarının EİKÖYİ ve BDE yönelik tutumları üzerine alan yazında çeşitli çalışmalar da; (KUŞ, 2005), (KAHRAMAN, 2013), (BAŞKAYA, 2015), tarafından yapılan araştırmalara göre öğretmenlerin BDE ilişkin tutumlarında cinsiyete bağlı olarak herhangi bir anlamlı fark bulunmamıştır. Buna paralel olarak (TUNCER & ÖZÜT, 2012), (KILIÇ & COŞKUN, 2010), öğretmen adaylarının EİKÖYİ arasında da cinsiyete göre anlamlı bir fark bulmamışlardır. Ancak Durmuş ve Başarmak (2014) tarafından yapılan araştırmada EİKÖYİ'nin cinsiyet, interneti kullanmalarının süresi, interneti kullanmalarının deneyimi, eğitim gördükleri bölüm açılarından anlamlı bir farklılık olup olmadığı araştırılmıştır. Araştırma bulgularına göre EİKÖYİ algıları cinsiyet, internet kullanım süresi, internet kullanım deneyimi, öğrenim görülen bölüm göre anlamlı biçimde farklılaşmaktadır. Ayrıca (KAHRAMAN, 2013), tarafından yapılan araştırmada öğretmenlerinin aylık gelirleri ve bilgisayar kullanma zaman sürelerine göre BDE'ye ilişkin tutumlar anlamlı farklılık göstermemektedir. Durmuş ve Başarmak (2014) tarafından yapılan araştırmada cinsiyet değişkeni açısından sonuçlanan anlamlı farkın erkek öğrenciler lehine olduğu belirtilmiştir. Araştırma bulgularında İnternetin genelde öğretmen adayları tarafından sosyal ve araştırma amaçlı kullanıldığı düşünülmektedir.

## Öneriler

Bu kısımda, araştırmadan elde edilen sonuçlar ışığında oluşturulan öneriler yer almaktadır.

- Bu araştırma öğretmen adayları üzerinde yapılmıştır. Buna benzer bir çalışma öğretmenler üzerinde yapıp daha kesin sonuçlara varılabilir. Ayrıca fen ve matematik alanı öğretmen adaylarıyla yapılan bu araştırma sosyal alan öğretmen adaylarıyla karşılaştırılarak yapılabilir.
- Erkek öğretmen adaylarının gerek EİKÖYİ gerekse BDE yönelik tutumlarında kız öğretmen adaylarına göre neden daha düşük olduğuna araştırmalar yapılabilir.
- Günümüzde eğitim ve öğretim faaliyetleri açısından internet etkili ve doğru kullanıldığında öğretim sürecini ve öğrenci motivasyonunu güçlendiren,
- Öğretim sürecini ve öğrenci motivasyonunu güçlendiren bilgisayar ve internet etkili, doğru kullanıldığı taktirde oldukça yararlı olan bir veri kaynağıdır. Bu fikirden hareketle, öğretmenlerin teknolojiyi etkili kullanabilmeleri için bilgisayarların öğretim süreciyle nasıl bütünleştirileceğini anlatan uygulamalı etkinlikler, seminerler düzenlenmesinin yanında dünden bugüne öğretmen yetiştiren kurumlardaki teknolojik altyapının revize edilmesiyle; öğretmen adaylarının bilgisayar ve internet becerilerini destekleyecek, bilgisayara karşı olumlu tutum kazandıracak ve onların öz yeterlik algılarının olumlu sonuçlar doğurabileceği düşüncesini akla getirmektedir.

## Kaynaklar

- Adalier, A. (2013). Prospective Teachers Educational Internet Usage Self-Efficacy Beliefs. *Mediterranean Journal of Educational Research*, 918-925.
- Akkoyunlu, B. (1998). Çağdaş eğitimde yeni teknolojiler. *Eğitimde teknolojik gelişmeler*, 3-12.
- Akkoyunlu, B. (n.d.). Öğretmenlerin İnternet Kullanımları Üzerine Bir Çalışma.
- Arslan, A. (2006). Bilgisayar destekli eğitim yapmaya ilişkin tutum ölçeği. *Yüzüncü yıl üniversitesi eğitim fakültesi dergisi*, 24-33.
- Başaran, M. (2014). Sınıf öğretmeni adaylarının bilgi okuryazarlıklarının değerlendirilmesi. *Gazi Üniversitesi Gazi Eğitim Fakültesi Dergisi*, 163-177.
- Başarici, R., & Ural, A. (2009). Bilgisayar öğretmen adaylarının bilgisayar destekli eğitime yönelik tutumları. *International Online Journal of Educational Sciences*.
- Başkaya, A. (2015). İlköğretimde Görev Yapan Branş Öğretmenlerinin Bilgisayar Destekli Eğitime İlişkin Tutumlarının İncelenmesi. *Marmara Üniversitesi Fen Bilimleri Enstitüsü Yüksek Lisans Tezi*.
- Dursun, F. (2016). Formasyon programından mezun öğretmen adaylarının eğitsel internet kullanım öz yeterlik inançları ve çağdaş öğretmen niteliklerine ilişkin görüşlerinin

- incelenmesi. *Turkish Studies International Periodical for the Languages, Literature and History of Turkish or Turkic*, 423-440.
- Erkeskin, M. (2001). Türk Hava Yolları Eğitim Merkezinde Eğitim Teknolojisi. *Sakarya Üniversitesi Eğitim Fakültesi Dergisi*, 12-23.
- Kahraman, E. (2013). Türkçe Öğretmenlerinin Bilgisayar Destekli Eğitime ve Teknolojiye Yönelik Tutumları Arasındaki İlişkinin İncelenmesi. *Niğde üniversitesi fen bilimleri enstitüsü, Yüksek lisans tezi*.
- Karasar, N. (2009). *Bilimsel araştırma yöntemleri*. Ankara.
- Kaya, A., Balay, R., & Adigüzel, R. (2014). Öğretmen adaylarının eğitsel internet kullanım becerileri ile bilgi edinme becerileri arasındaki ilişki düzeyi. *Eğitim Bilimleri Araştırma Dergisi.*, 83-99.
- Kiliç, H., & Coşkun, Y. (2010). Öğretmen adaylarının eğitsel amaçlı internet kullanım öz-yeterlik inanç düzeylerinin çeşitli değişkenler açısından incelenmesi. *19. Eğitim bilimleri kurultayı.* Lefkoşa.
- Kuş, B. (2005). Öğretmenlerin Bilgisayar Öz-Yeterlik İnançları ve Bilgisayar Destekli Öğretime Yönelik Tutumları. *Hacettepe üniversitesi, Yüksek lisans tezi*.
- Kutluca, T., & Ekici, G. (2010). Öğretmen adaylarının bilgisayar destekli eğitime ilişkin. *Hacettepe üniversitesi eğitim fakültesi dergisi*, 38.
- Oral, B. (2004). Öğretmen Adaylarının İnternet Kullanma Durumları. *13. Ulusal eğitim bilimleri kurultayı*. Malatya.
- Ozan, C., & Taşkin, A. (2017). Öğretmen adaylarının eğitim teknolojisi standartlarına yönelik öz yeterliklerinin incelenmesi. *Eğitim Teknolojisi Kuram ve Uygulama*, 236-253.
- Polat, H., & Güzel, E. (2011). Üniversite öğrencilerinin bilgisayar ve internet kullanımına yönelik tutumları. *In 5th International Computer&Instructional Technologies Symposium*, (pp. 22-24).
- Sarcaloğlu, A., Dincer, B., & Dedebali, N. (2017). Sınıf öğretmeni adaylarının internet ve teknolojiye yönelik tutumları ile bilgisayar özyeterlik algılarının incelenmesi. *Journal of International Social Research*, 51.
- Shashaani, L. (1993). Gender-based differences in attitudes toward computers. *Computers & education*, 169-181.
- TARMAN, B., & Bayrak, A. (2011). Teknolojinin Eğitimdeki Yeni Rolü: Sosyal Bilgiler . *University of Gaziantep Journal of Social Sciences.*, 891-908.
- Tosun, N., Geçer, A., & KAŞIKÇI, D. (2016). Öğretmen adaylarının internet etiği algıları ve kontrol odağı algıları arasındaki ilişkinin incelenmesi. *Açıköğretim Uygulamaları ve Araştırmaları Dergisi.*, 83-103.

Tuncer, M., & Özüt, A. (2012). Sınıf Öğretmeni Adaylarının Eğitsel İnternet Kullanımına Yönelik Öz Yeterlik İnançları. *Electronic Turkish Studies*, 2-7.

Yildirim, S., & Kaban, A. (2010). Öğretmen adaylarının bilgisayar destekli eğitime karşı. *Uluslararası insan bilimleri dergisi*, 158-168.



DOI: 10.22559/folklor.927

Folklor/edebiyat, cilt:25, sayı: 97-1, 2019/1

## Validity and Reliability of the “Gamification Applications in Education” Scale

### Eğitimde Oyunlaştırma Uygulamaları” Ölçeğinin Geçerlik ve Güvenirlik Çalışması

Fezile Özdamlı\*  
Senay Kocakoyun Aydoğan\*\*

#### Abstract

With the growth of suitable applications for the gamification approach, it has becoming increasingly used in education. Although it is known that there are scales that have been developed depending on game dependency, it is necessary to determine the opinions of students about this approach in order to increase the information about the students' approach to gamification and its educational use. When the literature is examined, it is found that, although it is mentioned that gamification improves the motivation and interest levels of the students towards lectures, no scale has been developed for this purpose. The aim of this research is to develop a scale to determine the opinions of the students on an educational process in which the learning is provided by using a gamification application. As a result of the literature review made within the scope of this overall aim, characteristics which should be suitable for the gamification applications in education were determined. Stratified random sampling is a process in which certain sub groups are selected for the sample in the same proportion as they exist in the population. Data for the tests of reliability and validity were obtained from a sample of 360 students. As a result of Varimax analysis, it has been determined that it is only has one factor. The internal consistency reliability of the scale is calculated as .986. Based on this analysis, it has been determined that the scale for determining the opinions of students during the gamification process is reliable.

**Keywords:** *Gamification, application, scale, validity, reliability*

#### Öz

eknolojik yeniliklerle geliştirilen oyunlaştırma, eğitim sistemlerini geliştirmek ve öğrencileri motive etmek için kullanılmaya başlanmıştır. Öğrencileri motive etmek için önemli bir potansiyele sahip olan oyunlaştırma öğrenciler için çok cazip hale gelmiştir. Eğitsel oyunlaştırma uygulamalarının artması ile çalışmaların sayısı da artış göstermektedir. Oyun bağımlılığına bağlı olarak geliştirilen ölçeklerin olduğu bilinmesine rağmen, öğrencilerin oyunlaştırma yaklaşımı ve eğitimsel kullanımı hakkındaki bilgileri arttırmak için öğrencilerin bu yaklaşımla ilgili görüşlerini belirlemek gerekmektedir. Literatür incelendiğinde, oyunlaştırmanın öğrencilerin derslere yönelik motivasyon ve ilgi düzeylerini geliştirdiği söylene de, literatürde bu amaçla bir ölçek geliştirilmediği görülmektedir. Bu çalışmanın amacı,

\* Department of Computer Information Systems, Near East University, Nicosia, Mersin 10 Turkey.

\*\* Department of Computer Programming Department, Istanbul Gedik University, Turkey.



öğrencilerin oyunlaştırma uygulaması kullanarak öğrenim gördükleri bir eğitim süreci hakkındaki görüşlerini belirlemek için uygun bir ölçek geliştirmektir. Bu amaç kapsamında yapılan literatür taraması sonucunda eğitimde oyunlaştırma uygulamaları için olması gereken özellikler belirlenmiştir. Oyunlaştırma uygulamalarının eğitsel amaçlı kullanımına yönelik geliştirilmesi amaçlanan ölçek için 38 ifadelik madde havuzu oluşturulmuştur. Araştırmanın çalışma grubunu Yakın Doğu Üniversitesi, Atatürk Eğitim Fakültesinde öğrenim gören ve oyunlaştırma uygulamalarını eğitsel amaçlı kullanan öğrenciler oluşturmaktadır. Güvenilirlik ve geçerlilik testleri için veriler 360 öğrenciden elde edilmiştir. Geri dönüş oranı % 97.2 olan uygulamadan sonra 350 kullanılabilir veri elde edilmiştir. Varimax analizi sonucunda, sadece bir faktörün olduğu belirlenmiştir. Ölçeğe eklenecek maddeler seçilirken madde toplam korelasyon katsayısının .30'dan yüksek olmasına dikkat edilmiştir. Ölçeğin iç tutarlılık güvenilirliği .986 olarak hesaplanmıştır. Bu analize dayanarak, oyunlaştırma sürecinde öğrencilerin görüşlerini belirleme ölçeğinin güvenilir olduğu belirlenmiştir. Öğrencilerin eğitimde oyunlaştırma uygulamalarının kullanımına yönelik görüşlerini belirleme amaçlı ölçek kullanılabilir.

**Anahtar sözcükler:** *Oyunlaştırma, uygulama, ölçek, geçerlik, güvenilirlik*

## **Introduction**

Games help children to prepare for different roles that they will face in their lives and during adulthood. They encourage people to acquire numerous skills, which include social development, such as sharing, building friendships, helping others, protecting their rights, participating in group activities, respecting others' rights, etc. (Durualp & Aral, 2011). Although games are perceived as something unique to children, they actually appeal to people of all ages. It is known that a total of about 91.5 billion dollars was spent in 2015 on digital games around the world (Yildirim & Demir, 2016). Gaming, as an application and industry sector, is poised to surpass US\$ 11 billion by 2020 (Markets and Markets, 2016). The online game "League of Legends", which is constantly increasing in popularity, had 32 million active users per month in 2012 worldwide. It was determined that gamers played an average of one billion hours each month in total (Lyons, 2012). Furthermore, in 2016 there were over 100 million active users. One reason behind the rapid growth of the gaming industry and online games is that users are allowed free access to their content (Tudof, 2016). It is estimated that game enthusiasts will play for a minimum of hours at a time (Aristolog, 2016).

The use of game logic in the learning process undoubtedly adds dynamism to the educational process. The growing interest in games has been the subject of numerous studies and researchers have applied the concept of games in different ways in the education process. In gamification learning environments, each student becomes a player and the course represents a game that must be completed (Sheldon, 2011).

Gamification with technological innovations is used to develop educational systems and motivate learners. It has significant potential for motivating learners and is becoming increasingly attractive for school students (Lee & Hammer, 2011). Gamification is motivating students to adapt to new behaviors, such as learning more. Gamification aims to maintain high levels of motivation in students and to encourage certain behaviors (Simões, Redondo & Vilas, 2013). Gamification is an effective application for creating positive changes in the behavior and attitudes of students (Kiryokova, Angelova & Yordanova, 2014).

There are studies that have examined the application of gamification in the educational field (e.g. Bonde et al., 2014; Christy & Fox, 2014; de-Marcos, Domínguez, Saenz-de-Navarrete, & Pagés, 2014; Denny, 2013; Domínguez, Saenz-de-Navarrete, de-Marcos, Fernández-Sanz, Pagés, & Martínez-Herráiz, 2013; Farzan & Brusilovsky, 2011; Filsecker & Hickey, 2014; Hakulinen, Auvinen, & Korhonen, 2013; Simões, Redondo, & Vilas, 2013). Many studies on the academic context have shown that gamification can be an effective application for increasing motivation and attracting users or participants to a particular activity (Morschheuser et al. 2016). In a research which aimed at increasing motivation, the development of students' motivation levels was measured over a period of time. There is another research in the literature which evaluates the impact of robotic teaching on students. From the results, it is obvious that the using gamification strategies increased the attention and motivation of the learners as well as the enjoyment levels (Sisman, 2017). In another study, it was observed that user motivation influenced the level of participation in the gamification process, and it was observed that motivation changed after the application (Thiel, & Fröhlich, 2017).

Hamari (2015) stated that gamification has an effect on changing user behaviors. Considering the studies in the literature, it is observed that students are motivated by the gamification applications and achieve success with class competition. Consequently, motivation is an important element in the success of students when the instructional design with gamification is used. It is known that gamification is used for different purposes. Software such as IBM Connections and Microsoft Sharepoint use gamification to promote communication and collaboration among employees (Meske, Brockmann, Wilms, & Stieglitz 2017). Gamification assigns users an active role in the system, and also provides a fun application. Therefore, it maintains the motivation of users and their participation in the processes at a high level along with a sense of competition. For this reason, it is aimed that employees have increased motivation and therefore productivity is augmented by integrating gamification into the

business process. The marketing world also benefits from similar interactions that gamification allows (Aytekin, 2016; Dalpiaz, Snijders, Brinkkemper, Hosseini, Shahri, & Ali 2017).

In 2016, the World Government Summit published the report, *Gamification and the Future of Education*. It was foreseen in this report that, in the near future, gamification would be found in the educational structures of governments. It is therefore envisaged that the use of gamification applications in education will increase in line with the information given in the literature. Researchers have been invited to conduct research about the challenges, the application results, and the design of gamification, which appeals to different disciplines (Deterding et al., 2013, Mora et al., 2015 & Morschheuser et al., 2017).

As a result of the research into this field, it has been stated that gamification requires empirical studies that inform both the theories and the formats of the researchers. However, in order to explain the gamification systems, it is acknowledged that more complex explanations of how each element works individually are also required (Nacke & Deterding, 2017). It is expected that evaluation, which is an important element in many academic fields, will come to the forefront and appropriate scales for the field will be developed (Siemon & Eckardt 2017). The Game Dependency Scale (GDS) developed by Lemmens et al. (2009) has been adapted to Turkish and the reliability and validity of the scale have been subsequently analyzed. The findings from the validity and reliability studies suggest that GDS is a valid and reliable measurement tool for measuring adolescents' game dependency levels (Akin, Usta, Başa & Özçelik, 2016).

Although it is known that there are scales that have been developed depending on game dependency, it is necessary to determine the opinions of students about this approach in order to increase the information about the students' approach to gamification and its educational use. Studies on the successful integration of gamification into educational programs should be implemented in order to ensure student motivation, attitudes towards the lessons, and increased achievement levels (Yildirim & Demir, 2016). It is thought that it will be beneficial to use gamification practices in class activities to ensure that students can understand and use developing skills, adapt to innovations, and to enable the courses to remain in line with technological developments. When the literature is examined, it is found that, although it is mentioned that gamification improves the motivation and interest levels of the students towards lectures, no scale has been developed for this purpose. For this reason, this research takes the

form of a scale development study, and the aim is to develop a valid and reliable Likert-type scale to find out the views of university students on gamification.

### **Method**

The sample of the first stage of the research consisted of the students of Near East University. Totally there were 350 students who took place this research. In order to form the gamification scales, the relevant literature has been scanned (Hamari, 2015; Lee & Hammer, 2011; Thiel & Fröhlich, 2017; Kiryakova, Angelova, & Yordanova, 2014). In the study, a 38-item scale forming the item pool of the Educational Gamification Scale developed by the researcher was used for data collection purposes. The Likert-type scale consists of five responses, namely "Strongly agree (5)", "Agree" (4), "Undecided (3)", "Disagreed", and "Strongly Disagreed". The opinions of 15 field experts were taken during the first stage. According to the expert opinions, the decision was made to remove 6 items and modify 3 items. Thus, the final scale consists of 32 items.

### **Results**

The research provides findings on the views of university students on the use of gamification applications. The data of the scale developed for the aim of finding out the opinions of the students on the use of the gamification applications were transferred to the SPSS 20 program and the distribution of the total scores was consequently examined. Since there are a total of 32 items on the scale, the minimum score is 32, the maximum score is 160, and the range is 127. The scale average was calculated as 115.65, and the standard deviation was 3.56. The skewness coefficient is -.841 and the kurtosis coefficient is -0.63. These findings show that the data obtained from the students have normal distribution.

### **Validity**

"Factor analysis is a statistical technique aimed at explaining measurement with fewer factors, bringing together variables that measure the same quality and structure" (Büyüköztürk, 2006). Exploratory factor analysis was used to determine the factor loads of the items in the scale. In the factor analysis, content and structure validity of the scale were examined. The results of the Kaiser-Meyer-Olkin (KMO) and Bartlett's Sphericity tests were examined to determine the number of data producers of the scale and whether the sample was appropriate for factor analysis. The KMO sampling suitability coefficient in the study was .936. The Bartlett's Sphericity Test value was found at 4207.531. According to this value, the scale is valid and reliable. According to the analysis, it is shown that the KMO value is greater than 0.60 and that the Bartlett's Sphericity test is meaningful, which indicates that the scale is suitable for factor analysis (Büyüköztürk, 2006). According to Alpar (2010), the KMO value is

expected to be greater than 0.80. If the value found in the KMO test is below 0.50, then it is unacceptable, above 0.50 is weak, 0.60 is moderate, 0.70 is good, 0.80 is very good and 0.90 is excellent (Sharma, 1996).

**Table 1.** KMO and Bartlett’s Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy			
		Approx.	Chi- 4207.531
Bartlett's Test of Sphericity		of Square df	496
		Sig.	.000

Principal component factor analysis and varimax rotation were applied to reveal the sub-dimensions of the scale. In determining the items constituting the scale, varimax rotation analysis is based on the criterion that the result factor load is at least 0.40 and is included under one factor. This value is not the same throughout the literature. Generally, values of 0.30 and 0.40 are taken as the limit values (Tuan et al., 2000; Johnson & McClure, 2004; Tsai & Liu, 2005; Gurbüztürk & Shad, 2010). Varimax analysis has been used to bring the factors in the study together with the items that have a high correlation (Doğan, 2011). In the Total Variance Explained table, the number of factors included in the scale can be observed, as well what level the factors are to be loaded at (Table 2).

**Table 2.** Results of factor analysis total variance explained

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	22.695	70.922	70.922	22.695	70.922	70.922
2	1.703	5.321	76.243			
3	.959	2.998	79.241			
4	.766	2.394	81.636			
5	.618	1.930	83.566			
6	.590	1.844	85.410			

7	.541	1.690	87.100
8	.488	1.524	88.624
9	.446	1.392	90,016
10	.360	1.125	91.140
11	.335	1.046	92.186
12	.303	.946	93.132
13	.249	.778	93.910
14	.216	.676	94.586
15	.196	.612	95.198
16	.190	.595	95.793
17	.172	.537	96.330
18	.144	.450	96.780
19	.136	.424	97.204
20	.132	.411	97.616
21	.119	.371	97.987
22	.113	.354	98.340
23	.092	.288	98.629
24	.075	.234	98.863
25	.067	.210	99.073
26	.066	.206	99.280
27	.061	.191	99.471
28	.044	.137	99.608
29	.040	.125	99.732
30	.036	.112	99.845
31	.028	.088	99.932
32	.022	.068	100.000

---

When Table 2 is examined, the scale is found to be one-factor. The total variance found by the single factor is 70.92%. Since it is difficult to reach higher values in the field of social sciences, a variance percentage over 40 - 60 is considered acceptable, based on various resources (Namlu & Odabasi, 2007). The variance percentages of 1 factor obtained after varimax rotation are 70.92%, indicating that they are significantly above the acceptable level of 40% (Kline, 1994).

**Table 3.** Mean, factor, and reliability results

Items and Factors	Mean	SD	Item Total	Component factor load
24- Gamification applications makes it easy and interesting to learn difficult subjects	3.71	1.317	.928	0.936
18- Gamification motivates me to be successful	3.71	1.300	.916	0.925
21- Gamification applications allow the students to take more responsibility in order to succeed in the lesson	3.70	1.285	.913	0.922
17- Every question I know the answer to during gamification increases my confidence	3.71	1.300	.909	0.921
27- Implementation of gamification is also successful in other lessons	3.73	1.254	.904	0.917
14- Information can be easily remembered through gamification	3.66	1.249	.893	0.904
23- Applications used in gamification allows for effective scheduling	3.65	1.334	.887	0.897
4- Gamification enhances communication with teammates	3.69	1.279	.883	0.896
7- Winning badges in the gamification application increases motivation	3.62	1.279	.881	0.894
28. Gamification reduces timid behaviors with an active learning environment	3.70	1.351	.888	0.893
2- I study more to succeed in gamification applications	3.69	1.287	.879	0.890
19- Gamification increases the class competition	3.72	1.256	.875	0.890
26- Gamification applications increase the desire to win	3.64	1.351	.875	0.886
5- I would like to use the gamification applications in other lessons	3.74	1.218	.871	0.886
13- Gamification enables knowledge-sharing between teammates	3.67	1.186	.868	0.880

20- Gamification applications increase of the speed of reply in competitions	3.94	1.225	.866	0.880
12- Gaining badges with in the gamification applications makes me feel important	3.56	1.300	.863	0.873
32- Gamification allows me to be in touch with my group of friends	3.72	1.323	.862	0.871
9- The use of gamification methods with the blended learning method enables to have a better understanding of the topics	3.55	1.349	.853	0.868
30- Gamification increases the competition among the groups	3.77	1.299	.864	0.868
1- The method of gamification increases my interest in the classroom	3.78	1.385	.856	0.866
3- Being competitive by using gamification increases my motivation	3.74	1.235	.848	0.865
8- Through gamification, I see my own achievement status and I am able to improve myself	3.68	1.246	.841	0.856
6- Using a smartphone in the gamification application makes me feel better	3.59	1.290	.841	0.855
25- I force myself for learn to increase group success in gamification	3.56	1.308	.843	0.853
11- Performing group work with gamification helps to increase success through cooperation	3.55	1.317	.823	0.840
10- Gamification is fun	3.64	1.443	.726	0.743
16- I think my reputation is improving with the badges I earned in online environments	3.52	1.225	.713	0.729
22- Sharing badges and scores on social networks makes me feel better	3.55	1.373	.704	0.719
15- I feel bad when I am not at the top of the leaderboard	3.26	1.311	.632	0.642
31- The method of gamification does not improve motivation in crowded classes	2.45	1.405	.401	0.397



29- Creating a competitive environment does not increase my interest in lessons 2.37 1.371 .337 0.332

---

### **Reliability**

Cronbach  $\alpha$  reliability is used for whole of the scale to determine whether it is reliable. This coefficient ( $\alpha$ ) is a general form of the KR20 formula to be used in calculating the reliability of items that are not scored as being correct or incorrect, as in some essay tests where more than one answer is possible (See, 1951; Ozdamli, 2009). The selection of items to be included in the scale is based on the criterion that the item-total correlation coefficient is higher than .30. The calculated reliability coefficient is calculated as .986. This finding shows that the scale is reliable.

### **Discussion and conclusion**

This study was conducted in order to determine the views of the students towards gamification. This research tool was developed by the researchers based on the literature review and a draft scale consisting of 32 items was created based on expert opinions. In the creation of the draft structure, the gamification structure was taken as the basis and the materials were written accordingly based on the related literature.

As a result of varimax analysis, it has been determined that it is only has one factor. The internal consistency reliability (Cronbach's Alpha) of the scale is calculated as .986. Based on this analysis, it has been determined that the scale for determining the opinions of students during the gamification process is reliable. Yasar & Anagün (2009) have obtained similar results in the attitude scale they developed for science and technology course. Resultantly, the scale can be used to determine students' views on gamification.

Based on the results obtained from the validity and reliability studies, some suggestions can be made. As with every study, this study also has some limitations. In order to increase the validity of the scale, confirmatory factor analysis will be performed as well as exploratory factor analysis. The study group on which the validity and reliability studies of the scale were conducted consisted of students who were studying at the Faculty of Education. Therefore, it is important that sample groups consisting of different ages and classes should be considered to ensure the validity and reliability of the scale. Another limitation of this study is that it was only applied to the students. Future studies should develop scales for teachers and parents. Additionally, training needs should be determined in future studies and necessary training can

be given to the students, teachers and parents. Finally, it is thought that it would be beneficial to use this scale in the determination of students' opinions on the gamification applications.

### Acknowledgements

The authors would like to express their thanks to all students who allowed their time to participate in this research and provided us with the required information in a given time.

### References

- 5mid, 2016. Retrived on 08 February 2017 from: <http://5mid.com/lol/league-of-legends-100-milyon-oyuncu-sayisina-ulasti/>
- Akın, A., Usta, F., Başa, E., & Özçelik, B. (2016). Oyun bağımlılığı ölçeğinin Türkçeye uyarlanması, geçerlik ve güvenilirlik çalışması. *Türkiye Sosyal Araştırmalar Dergisi*, (1), 223-232.
- Alpar, R. (2010), *Spor, Sağlık ve Eğitim Bilimlerinde Uygulamalı İstatistik ve Geçerlik- Güvenirlik*, Birinci Baskı, Ankara: Detay Yayıncılık.
- Aristolog, Retrived 4 May 2017 from: [www.aristolog.com](http://www.aristolog.com)
- Aytekin, B. A. (2016). Bilgisayar Destekli Eğitimde Teknolojik Kolaylaştırıcı Olarak Facebook Platformu ve Avantajları. *International Multilingual Academic Journal*, 1(1).
- Bonde, M. T., Makransky, G., Wandall, J., Larsen, M. V., Morsing, M., Jarmer, H., Sommer, M., et al. (2014). Improving biotech education through gamified laboratory simulations. *Nature Biotechnology*, 32(7), 694–697.
- Büyüköztürk, Ş. (2006), *Veri Analizi El Kitabı*, 6. Baskı, Ankara: Pegem A Yayıncılık.
- Christy, K. R., & Fox, J. (2014). Leaderboards in a virtual classroom: A test of stereotype threat and social comparison explanations for women's math performance. *Computers & Education*, 78, 66–77.
- Dalpiaz, F., Snijders, R., Brinkkemper, S., Hosseini, M., Shahri, A., & Ali, R. (2017). Engaging the Crowd of Stakeholders in Requirements Engineering via Gamification. In *Gamification* (pp. 123-135). Springer International Publishing.
- de-Marcos, L., Domínguez, A., Saenz-de-Navarrete, J., & Pagés, C. (2014). An empirical study comparing gamification and social networking on e-learning. *Computers & Education*, 75, 82–91.
- Denny, P. (2013). The effect of virtual achievements on student engagement. In Proceedings of CHI 2013: Changing perspectives, Paris, France, April 27–May 2, 2013 (pp. 763–772).
- Deterding, S., Bjork, S., Nacke, L. E., Dixon, D., & Lawley, E. (2013). Designing Gamification: Creating gameful and playful experiences. In CHI 2013 Extended Abstracts (pp. 3263e3266). New York: ACM Press
- Domínguez, A., Saenz-de-Navarrete, J., de-Marcos, L., Fernández-Sanz, L., Pagés, C., Martínez-Herráiz, J.-J. (2013). Gamifying learning experiences: Practical implications and outcomes, *Computers & Education*, 63, pp. 380–392.
- Durualp, E., & Aral RAL, N. ( 2011). Oyun temelli sosyal beceri eğitimi. Ankara: Vize Yayıncılık
- Farzan et al., (2008a). R. Farzan, J.M. DiMicco, D.R. Millen, B. Brownholtz, W. Geyer, C. Dugan When the experiment is over: Deploying an incentive system to all the users Symposium on Persuasive Technology, Aberdeen, Scotland, April, 2008 (2008).
- Farzan et al., (2008b). R. Farzan, J.M. DiMicco, D.R. Millen, B. Brownholtz, W. Geyer, C. Dugan Results from deploying a participation incentive mechanism within the enterprise Proceedings of the twenty-sixth annual SIGCHI conference on human factors in computing systems, Florence, Italy, April 5–10, 2008 (2008), pp. 563–572.
- Farzan, R., & Brusilovsky, P. (2011). Encouraging user participation in a course recommender system: An impact on user behavior. *Computers in Human Behavior*, 27(1), 276–284.
- Filsecker, M., & Hickey, D. T. (2014). A multilevel analysis of the effects of external rewards on elementary students' motivation, engagement and learning in an educational game. *Computers & Education*, 75, 136–148.
- Fraenkel, R. J. & Wallen, E. N. (2006). *How to design and evaluate research in education*. New York: McGraw-Hill.
- Guler, C., & Guler, E. (2015). Çevrimiçi Öğrenme Ortamlarında Oyunlaştırma: Rozet Kullanımı. *Journal of Research in Education and Teaching*, 4(3). 125-130.
- Gürbüztürk, O. & Şad, S. N. (2010). Turkish parental involvement scale: Validity and reliability studies. *Procedia Social and Behavioral Sciences*, 2: 487-491.
- Hakulinen, L., Auvinen, T., & Korhonen, A. (2013). Empirical study on the effect of achievement badges in TRAKLA2 online learning environment. In Proceedings of learning and teaching in computing and engineering (LaTiCE) conference, Macau, March 21–24, 2013 (pp. 47–54).

- Hamari, J. (2013). Transforming Homo economicus into Homo ludens: A field experiment on gamification in a utilitarian peer-to-peer trading service. *Electronic Commerce Research and Applications*, 12(4), 236–245.
- Hamari, J. (2015). Do badges increase user activity? A field experiment on the effects of gamification. *Computers in Human Behavior*.
- Heilbrunn, B., Herzig, P., & Schill, A. (2017). Gamification Analytics—Methods and Tools for Monitoring and Adapting Gamification Designs. In *Gamification* (pp. 31-47). Springer International Publishing.
- Johnson, B. & McClure, R. (2004). Validity and reliability of a shortened, revised version of the constructivist learning environment survey (CLES). *Learning Environments Research*, 7: 65-80.
- Kiryakova, G., Angelova, N., & Yordanova, L. (2014). Gamification in education. Proceedings of 9th International Balkan Education and Science Conference.
- Kline, P. (1994). *An Easy Guide to Factor Analysis*, London: Routledge.
- Küçük, S., & Şişman, B. (2017). Birebir Robotik Öğretiminde Öğreticilerin Deneyimleri. *İlköğretim Online*, 16(1). ISO 690
- Lee, J. & Hammer, J. (2011). Gamification in education: What, how, why bother? *Academic Exchange Quarterly*, 15(2).
- Lee, J. J., Ceyhan, P., Jordan-Cooley, W., & Sung, W. (2013). GREENIFY: A real-world action game for climate change education. *Simulation & Gaming*, 1046878112470539.
- Lounis, S., Pramatarı, K., & Theotokis, A. (2014). Gamification is all about fun: The role of incentive type and community collaboration.
- Lyons, S. (December 10, 2012). “League of Legends has 32 million monthly active players”. Retrieved February 28, 2017 from: <http://www.destructoid.com/league-of-legends-has-32-millionmonthly-active-players-236618.phtml>
- Markets and Markets. (2016). Gamification market by solution (consumer driven and enterprise driven), applications (sales and marketing), deployment type (On-Premises and cloud), user type (large enterprise, SMBs), industry and region - global forecast to 2020. Retrieved November 14, 2016, from <http://www.marketsandmarkets.com/Market-Reports/gamification-market-991.html>.
- Meske, C., Brockmann, T., Wilms, K., & Stieglitz, S. (2017). Social Collaboration and Gamification. In *Gamification* (pp. 93-109). Springer International Publishing.
- Mora, A., Riera, D., Gonzalez, C., & Arnedo-Moreno, J. (2015, September). A literature review of gamification design frameworks. In *Games and virtual worlds for serious applications (VS-Games)*, 2015 7th international conference on (pp. 1e8). IEEE.
- Morschheuser, B., Hamari, J., & Koivisto, J. (2016). Gamification in crowdsourcing: A review. In *Proceedings of the 49th Annual Hawaii International Conference on System Sciences (HICSS)*, Hawaii, USA, January 5-8, 2016.
- Morschheuser, B., Werder, K., Hamari, J., & Abe, J. (2017). How to gamify? A method for designing gamification. In *Proceedings of the 50th annual Hawaii international conference on system sciences (hicss)*, Hawaii, USA, January 4-7, 2017.
- Nacke, L. E., & Deterding, S. (2017). The maturing of gamification research.
- Ozdamli, F. (2009). A cultural adaptation study of multimedia course materials forum to Turkish. *World Journal on Educational Technology*, 1(1). Retrieved July 26, 2010, from <http://www.world-education-center.org/index.php/wjet/article/view/123>
- See, L. J. (1951). Cronbach: Coefficient alpha and the internal structure of tests. *Psychometrika*, 16: 297-334.
- Sharma S, (1996). *Applied Multivariate Techniques*, John Wiley Sonc Inc, New York, 116.
- Sheldon, L. (2011). *The multiplayer classroom: Designing coursework as a game*. Boston:Cengage Learning.
- Siemon, D., & Eckardt, L. (2017). Gamification of Teaching in Higher Education. In *Gamification* (pp. 153-164). Springer International Publishing.
- Simões, J., Redondo, R. D., & Vilas, A. F. (2013). A social gamification framework for a K-6 learning platform. *Computers in Human Behavior*, 29(2), 345–353.
- Thiel, S. K., & Fröhlich, P. (2017). Gamification as Motivation to Engage in Location-Based Public Participation?. In *Progress in Location-Based Services 2016* (pp. 399-421). Springer International Publishing.
- Thom, J., Millen, D., & DiMicco, J. (2012). Removing gamification from an enterprise SNS. In *Proceedings of the ACM 2012 conference on Computer Supported Cooperative Work* (pp. 1067-1070). ACM
- Tsai, C. C. & Liu, S. Y. (2005). Developing a multi-dimensional instrument for assessing students’ epistemological views toward science, *International Journal of Science Education*, 27(13): 1621-1638.
- Tuan, H. L., Chang, H. P., Wang, K. H. & Treagust, D. F. (2000). The development of an Instrument for assessing students’ perceptions of teachers’ knowledge, *International Journal of Science Education*, 22(4): 385-398.
- Tudof, 2016. [www.tudof.org](http://www.tudof.org), 04.05.2016.
- van Roy, R., & Zaman, B. (2017). Autonomously Motivating Gamification in Education: an Explorative Study.

- World Government Summit, 2016. Gamification and the Future of Education. Retrived 8 February 2017 from: <https://worldgovernmentsummit.org/api/publications/document?id=2b0d6ac4-e97c-6578-b2f8-ff0000a7ddb6>
- Xu, F., Buhalis, D., & Weber, J. (2017). Serious games and the gamification of tourism. *Tourism Management*, 60, 244-256.
- Yasar, S., & Anagün, S.S. (2009). Reliability and Validity Studies of the Science and Technology Course Scientific Attitude Scale. *Turkish Science Education* 6(2), 43-54.
- Yıldırım, İ., & Demir, S. (2016). Students' Views About Gamification Based Curriculum for the Lesson of "Teaching Principles and Methods". *International Journal of Curriculum and Instructional Studies*, 6(11).



DOI: 10.22559/folklor.928

Folklor/edebiyat, cilt:25, sayı: 97-1, 2019/1

## **Yüksek Öğretimde Sanal Gerçeklik Kullanımı ile İlgili Yapılan Araştırmalara Yönelik İçerik Analizi**

Examination of Virtual Reality Usage in Higher Education in Terms of Different  
Variables

**İrfan Şimşek\***

**Tuncer Can\*\***

### **Öz**

Bu çalışma; sanal gerçeklik ile ilgili kavram farklılıklarını gidermeyi ve sanal gerçeklik ile ilgili yüksek öğretimde yapılan çalışmaları farklı değişkenler açısından incelemeyi amaçlamaktadır. Bu amaçla 2013 – 2018 yılları arasında SCOPUS, ERIC ve ULAKBİM veri tabanlarında hem Türkçe hem de İngilizce dillerinde “sanal gerçeklik ve eğitim”, “sanal gerçeklik ve yabancı dil eğitimi” ve “sanal gerçeklik ve yüksek öğretim” olarak hem anahtar kelime hem de başlıkta arama yapılmış ve toplam 192 adet makaleye ulaşılmıştır. Ulaşılan makalelerin 30 tanesinin sanal gerçeklik ile ilgili olduğu tespit edilmiş ve bunlar içerik analizi yöntemiyle incelenmiştir. Toplanan veriler betimsel istatistikî yöntemlerle analiz edilmiştir. Sonuçlara göre çoğunlukla tıp eğitimi alanında çalışmaların yapıldığı görülmüştür. Bu çalışmaların çoğunun son üç yılda yapılmış ve çalışmalar genellikle çok yazarlıdır. Geliştirildiği platformlar incelendiğinde Unity programının daha çok tercih edildiği görülmüştür. Kullanılan cihazlara bakıldığında ise sırasıyla Oculus Rift, Samsung Gear ve HTC Vive kullanıldığı görülmüştür. Elde edilen sonuçların sonraki çalışmalara ışık tutacağı düşünülmektedir.

**Anahtar sözcükler:** sanal gerçeklik, yüksek öğretim, üniversite, sanal gerçeklik kullanımı, yabancı dil eğitimi

---

\* Dr.Öğr.Üyesi, İstanbul Üniversitesi - Cerrahpaşa, Hasan Ali Yücel Eğitim Fakültesi, Bilgisayar ve Öğretim Teknolojileri Eğitimi Bölümü, irfan@istanbul.edu.tr

\*\* Dr.Öğr.Üyesi, İstanbul Üniversitesi - Cerrahpaşa, Hasan Ali Yücel Eğitim Fakültesi, Yabancı Diller Eğitimi Bölümü, tcan@istanbul.edu.tr

## Abstract

This study aims at resolving the conceptual differences in the usage of Virtual Reality as well as examining the studies made in higher education related to virtual reality in terms of different variables. For this purpose, "virtual reality and education", "virtual reality and foreign language education" and "virtual reality and higher education" searches between 2013 and 2018 on SCOPUS, ERIC and ULAKBIM databases have been conducted for both keywords and title in both Turkish and English languages and ... pieces have been reached. It was determined that 30 of the articles were related to virtual reality and they were examined by content analysis method. The collected data were analyzed with descriptive statistics methods. According to the results, it has been seen that studies have mostly been done in the field of medical education. When platforms on which VR is developed are examined, it has been noted that the Unity program is preferred. Regarding the devices that are used it has been observed that Oculus Rift, Samsung Gear and HTC Vive are used respectively. It is thought that the obtained results will enlighten the path for new studies.

**Keywords:** virtual reality, higher education, university, virtual reality usage, teaching foreign language

## Giriş

Sanal Gerçeklik kavramı eğitimde önem kazanmaya başlamış olmakla birlikte bu kavramının kullanımı açısından bir karmaşanın olduğu da yapılan incelemede görülmektedir. Sanal Gerçeklik kavramı eğitimde birden fazla alanda kullanılmaktadır (Lin ve Lan, 2015). Bunlar; (1) farklı dijital teknolojilerin kullanıldığı sanal gerçeklik (2) bilgisayar ekranı yardımıyla erişilebilen 3 boyutlu (3D) sanal gerçeklik (Bartlett, Lawrence ve Khanduja, 2018; Hsiu-Mei Huang ve Liaw, 2018) ve (3) çeşitli gözlüklerin kullanılması yoluyla bireylerin sanal ortamın içine daldırıldığı ve bu ortam içinde bulunma hissini gerçek gibi algılanmasına yol açan sanal gerçekliktir. Freina ve Ott (2015) sanal gerçekliği, “*içinde ekran olan başlıklar veya alıcılar yerleştirilmiş eldivenler gibi özel elektronik aletler yoluyla bir kişinin bilgisayar tarafından üretilen 3 boyutlu görüntü ya da ortam simülasyonları ile gerçek veya fiziksel bir yoldan etkileşime geçmesidir*” (s. 1) olarak tanımlamakta olup kişilerin *daldırılabilirdiği* ve *daldırılmadığı* olarak da sınıflandırmaktadır. Kişi ile sanal gerçeklik arasında bilgisayar ekranı ve ortamdaki nesnelerin kontrolü için bilgisayar klavyesi veya bilgisayar faresi bulunmakta olup kişi ortamın dışında olduğunun farkındadır. Sanal ortamla etkileşim ve sanal ortamdaki hareket klavye ve fare yoluyla görünür bir biçimde yapılmaktadır. Hareket etmek için tıklama ve yön tuşlarına basmak gereklidir. Bu farkındalık ortamın içinde bulunma hissini tam olarak yaşanmamasına yol açmaktadır. Dolayısıyla bu tam bir dalma hissi vermemektedir. Kişilerin sanal ortama tam daldırılabilmesi için bir gözlük yardımıyla doğrudan ortamın içine girilmesi gereklidir. Sanal ortamdaki etkileşim ve hareket de yine çeşitli kontrol aletleri ve başın sağa sola veya yukarı aşağı hareket ettirilmesiyle olmaktadır. Bu da bulunma hissini olabildiğince doğal hale getirmekte ve gerçekte ortamda bulunma algısını arttırmaktadır.

Sanal gerçekliğin daldırma, sanal ortamda gerçekçi bir bulunma algısı ve sanal ortamda var olup etkileşimde bulunma gibi 3 önemli bileşeni bulunmaktadır. Bu bağlamdaki sanal gerçeklik 1960'lerden beri geliştirilmektedir (Takala, Malmi, Pugliese ve Takala, 2016). Bireylerin bilgisayarlar ile etkileşimi arttıkça sanal ile gerçek arasındaki mesafe de yakınlaşmaktadır. Bilgisayar ve insan iletişimi ve etkileşimi sanal gerçeklik kavramıyla yeni bir boyut kazanmaktadır. Sanal Gerçeklik ile ilgili ilk geliştirilen uygulamalardan biri Giyilebilir Görüş Sistemleri (Head Mounted Display, HMD) olarak adlandırılan 1968 yılında geliştirilen "Demokles'in Kılıcı" adlı bir sistemdir (Jerdan, Grindle, van Woerden ve Boulos, 2018). Bu sistem tavana asılı olup başa giyilen iki parçadan oluşmaktadır. Böyle oluşturulmuş olan bu sanal ortam içinde bireyin pozisyonuna göre yer ve göz izleme yapabilmekte olup, ancak sistemin ağır oluşu bu sanal gerçekliğin anatomik olarak kullanılmasının önüne geçmiştir. Bunun ardından, 1962 yılında SENSORAMA adlı bir simülasyon geliştirilmiştir (Jerdan vd., 2018). Bu sanal gerçeklik simülöründe Brooklyn, NY'ta gezen bir motorsiklet tasarlanmıştır. Bu simülasyonda 3 boyutlu görsel, işitsel, dokunsal ve kokulu uyarılar ve daldırma duygusunu arttırmak için rüzgar da kullanılmıştır. 1977 yılında geliştirilen bir diğer giyilebilir sistem de kablolu eldivenlerdir (Freina ve Ott, 2015). Buna ek olarak da 1995 yılında sanal oyunlar için "Virtual Boy" adlı bir sanal gerçeklik oyun konsolu olarak kullanılan bir oyun aleti geliştirilmiştir (Garner, 2018).

2016'dan sonraki yıllarda ise giyilebilir görüş sistemleri gelişmeye ve daha ergonomik olmaya başlamıştır (Jerdan vd., 2018). Halen geliştirme aşamasında olan "Oculus Rift" adlı bilgisayara bağlanabilen ve oradaki görüntüyü gözlüklere aktaran bir sistem nispeten daha hafif ve görüntüleme yeteneği daha fazla olmasıyla daldırma ve bulunma hislerinin yoğunlukla hissedilebilmesine olanak sağlamıştır. Bu gelişmeler bugün Oculus Go, SamsungVR, Sony Morpheus, HTC Vive gibi birçok sanal gerçeklik gözlüklerinin geliştirilmesine yol açmıştır. Sanal gerçeklik teknolojisinin bugün geldiği noktada bilgisayar ekranı da ortadan kaldırılmış olup örneğin Oculus Go, Google CardBoard ve Microsoft VR kit gibi ucuz çözümlerle akıllı telefonu olan herkes bu gözlükleri kullanarak sanal gerçeklik uygulamalarının içine dalabilmekte ve ortamı gerçekmiş gibi hissedebilmektedir. Otomatik Sanal Ortam (CAVE) odaları daldırma ve sanal ortamda bulunma hissini arttırmak için kullanılmaktadır (Ritz ve Buss, 2016). Bu odalarda duvarlara projektörler yardımıyla görüntüler ve sesler yansıtılmakta, kullanıcılar bu projektörlerle bağdaştırılmış özel gözlükler kullanarak bu görüntülerle etkileşime geçebilmektedir. Görüldüğü üzere, gelişmekte olan teknolojiler, tam daldırma, sanal gerçeklik ortamında güçlü bulunma algısı ve sanal gerçeklikle sunulan ortamla etkileşimde

bulunma için etkili çözümler sunmaya çalışmakta, sanal ve fiziksel gerçeklik arasındaki farkı en aza indirmeye çalışmaktadır.

### **Sanal gerçeklik ve eğitim**

Gelişen teknoloji ile birlikte sanal gerçeklik kavramı da eğitimde yaygın olarak kullanılmaya başlamıştır (Alhalabi, 2016; Akbulut, Catal ve Yıldız, 2018). Sanal gerçeklik sağladığı görüntüleme, uzakta var olma hissi ve sanal ortamlarla etkileşim olanaklarıyla, gerçekte var olmayan, ulaşılabilmemesi olanaksız olaylar ve nesnelere etkileşime geçmeyi sağlamaktadır (Freina ve Ott, 2015). Bunun yanı sıra gerçekte yapılması mümkün olmayan uygulamaların/deneylerin yapılabilmesini olanaklı hale getirebilmektedir. Örneğin deprem, yangın ve çeşitli doğal felaketler gibi konuların öğretiminin güvenli bir biçimde yapılabilmesi sağlanabilmektedir. Sanal gerçeklik eğitimde ayrıca oyunlaştırma olanağını da sağlamaktadır. Sanal ortamda oyunlaştırmanın kullanımı farklı öğrenme biçimlerini de destekleyerek öğrencilerin derse daha yoğun katılımını (Freina ve Ott, 2015) ve içsel motivasyonlarının artmasını sağlamaktadır (Bastiaens, Wood ve Reiners, 2014). Bu çerçevede sanal gerçeklik yardımıyla eğlence ve öğrenme süreçleri birbirini destekleyecek biçimde kullanılabilir.

Sanal gerçeklik çeşitli kaynaklara erişimde kolaylık sağladığı gibi öğrencilerin aynı sanal ortamda bulunarak birlikte çalışmasına, etkileşimsel çalışmalar yapmasına olanak sağlamaktadır. Sanal gerçeklik teknolojileri öğrencileri farklı öğrenme stillerini tercih etme eğilimine sürüklemektedir. Aynı zamanda sanal gerçeklik, fiziksel olarak öğrenme olanaklarına erişemeyen dezavantajlı bireylerin öğretim materyallerine erişiminde kullanılabilir. Sanal gerçeklik platformları yaratıcı öğrenmeyi geliştirmek için yeni bir araç haline gelmektedir (Can ve Simsek, 2016).

Sanal gerçeklik, eğitim sistemimizi şekillendiren yapılandırmacı/oluşturmacı yaklaşımı desteklemektedir (H.-M. Huang, Rauch ve Liaw, 2010). Sanal gerçeklik öğrenme ortamlarını zenginleştirip çeşitlendirerek öğrencilere farklı olanaklar sağlamaktadır. Bu sanal ortamlarda öğrenciler yeni deneyimler yaşayabilir ve bu deneyimler öğrencilerde kalıcı olabilir. Sanal gerçeklik ile ilgili çalışmalara bakıldığında bu çalışmaların genellikle tıp, sağlık, mühendislik, bilgisayar bilimi, fizik, astronomi, kimya, psikoloji gibi alanlarda olduğu görülmektedir (Freina ve Ott, 2015). Sanal gerçekliğin eğitimde kullanılmasındaki sorunlar ise; maliyet, donanımlara ulaşılabilirlik, dönüt eksikliği, sistemsel hatalar, gerçekliğin yetersizliği, yazılım kullanılabilirliği, hareket hassaslığı, etkisizlik ve motivasyon eksikliği olarak belirtilmektedir (Kavanagh, Luxton-Reilly, Wuensche ve Plimmer, 2017).



Eđitim alanında kullanılması yaygınlařan sanal gereklik farklı alanlarda kendini gstermektedir. zellikle tıp ve mhendislik eđitimi alanlarında yapılan alıřmalara ek olarak fen bilimleri ve matematik eđitimi alanında da alıřmalar yođunlařmaktadır. Bu uygulamada yabancı dil đretiminde sanal gereklik uygulamaları merkeze alındıđından bu alandaki uygulamalara ynelik bilgilendirmeler yapılacaktır.

### **Sanal gereklik ve yabancı dil eđitimi**

Yabancı dilin kullanıldıđı ortama đrencilerin daldırılması yntemi 1970'lerden beridir kullanılmaktadır (Moss, 2017). Bu aıdan yabancı dil đretiminde sanal gereklik kullanımı zellikle de yabancı dil konuřulan dođal ortamı simle etmesinden dolayı etkili olabilir (Can ve Simsek, 2016). đrenciler bu sanal gereklik ortamlarında yapay zeka kullanılarak tasarlanacak avatarlarla etkileřimde bulunarak, yabancı dile maruz kalarak yabancı dil kullanımına daldırılabilir (Ritz ve Buss, 2016; Tromp, Peeters, Meyer ve Hagoort, 2018). rneđin Shih (2015) yaptıđı arařtırmada, đrencilerini Londra'da bir sanal tura ıkararak onların kltr edinmesine olanak yaratmıřtır. đrenciler ayrıca tur sırasında Londra'nın eřitli mekanlarında yrme olanađı bulmuřlar ve rehber ile de sesli ve yazılı iletiřim kurmuřlardır. Arařtırmanın sonucunda đrencilerin sanal gereklik deneyiminden faydalandıkları bulgulanmıřtır. Sanal gereklik ayrıca yabancı dil đretiminde, zellikle de beceri eđitiminde gerekli olan n bilginin hızlıca edindirilmesi iin nemli bir ara olabilir. rneđin, Cardboard gibi basit grntleme aletleriyle eřitli grntler, 3 boyutlu filmler, tarihi ve nemli yerlere geziler yapılabilir ve bunlar daha sonra yazma veya konuřma becerisinin geliřim srecine n bilgi sađlayabilir (Pilgrim ve Pilgrim, 2016).

Heyselaar, Hagoort ve Segart (2017) alıřmalarında sanal avatarla yapılan etkileřimin gerek insanlarla yapılan etkileřimden ok da farklı olmadıđını hatta etkileřimin birbirine yakın olduđu sonucunda varmıřlardır. Yabancı dil ediniminin temeli, yabancı dilin seslerinin gerek ortamlar ve bađlamlar iinde gerek insanlarla etkileřim sırasında zihnimiz tarafından deneyimlenmesidir. Bu deneyimler beynimizde iz bırakarak depolanır, gereksinim dođduđunda fikirlerin veya duyguların belirtilmesi ve eřitli sorunların zmlenmesi iin ses veya yazı biiminde retilerek yzeyeye ıkarılır. İřte bu bađlamda, sanalda gereklik algısı sađlanarak đrencilerin bu ortamlara daldırılması ve sanal gereklik ortamlarında btn duyular kullanılarak diđer insanlarla veya avatarlarla gerek konuřma bađlamlarına eriřebilmesi kolaylařmaktadır. Sanal gereklik yoluyla yapılan yabancı dil eđitimi de gerek ortamlarda yapılan yabancı dil eđitimine benzemektedir. rneđin Gijssels, Casasanto, Jasmin, Hagoort ve

Casasanto (2016) insanların sanal gerçeklik ortamlarında konuşma hızlarını ve ses yüksekliklerini gerçek insanlarla konuştukları ortamlarla aynı biçimde uyarladıklarını ortaya koymuşlardır. Ancak bu çalışmalara rağmen, yabancı dil eğitimi söz konusu olduğunda sanal gerçeklik kavramı henüz emekleme döneminde sayılabilir (Dolgunsöz, Yıldırım ve Yıldırım, 2018).

### **Sanal gerçeklik ve yüksek öğretim**

Sanal gerçeklik ile ilgili önceki çalışmalara bakıldığından genellikle çalışmaların tıp, sağlık, mühendislik, bilgisayar bilimi, fizik, astronomi, kimya, psikoloji gibi alanlarda olduğu görülmektedir (Freina ve Ott, 2015). Ancak bu çalışmalar yalnızca yüksek öğretimi değil eğitimin bütün alanlarına bakılarak rapor edilmektedir. Bu çalışma ise temelde sanal gerçekliğin yüksek öğretimdeki kullanımına ilişkin veri sunmayı amaçlamaktadır. Bu amaçla 2013 – 2018 yılları arasında yapılan, SCOPUS, ERIC ve ULAKBİM veri tabanlarında yer alan “sanal gerçeklik ve yabancı dil” araması 76, “sanal gerçeklik ve yüksek öğretim” araması 116 ve “sanal gerçeklik ve eğitim” araması ise 745 makaleye ulaşılmıştır. Ancak bunlar incelendiğinde sanal gerçeklik kavramının farklı uygulamalar için kullanıldığı görülmüştür. Bu çalışmada, sanal gerçeklik “çeşitli gözlüklerin kullanılması yoluyla bireylerin sanal ortamın içine daldırıldığı ve bu ortam içinde bulunma hissini gerçek gibi algılanması” biçimdeki kullanıma yer veren çalışmalar incelenip değerlendirilmiştir. Çalışma kapsamında aşağıdaki sorulara cevap aranmıştır:

- 1) Yüksek öğretim düzeyinde sanal gerçeklik çalışmaları hangi alanlarda yapılmıştır?
- 2) Yüksek öğretim düzeyinde sanal gerçeklik çalışmaları hangi platformlarda geliştirilmiştir?
- 3) Yüksek öğretim düzeyinde sanal gerçeklik çalışmaları hangi yazılım dili kullanılarak geliştirilmiştir?
- 4) Yüksek öğretim düzeyinde sanal gerçeklik çalışmalarında hangi cihazlar kullanılmıştır?

### **Yöntem**

#### **Araştırma deseni**

Bu arařtırmada yksekğretim dzeyinde yapılan sanal gereklik alıřmalarının incelenmesi amalanmıřtır. eřitli kriterler baėlamında ele alınan bu arařtırmalar ierik analizi ile incelenmiřtir. İerik analizi; metinlerin dzenlenmesi, sınıflandırılması, karřılařtırılması ve metinlerden teorik sonular ıkarılmasından oluřan bir arařtırma tekniėidir (Cohen, Manion ve Morrison, 2007). Arařtırma kapsamında ierik analiziyle incelenen makalelerden elde edilen veriler betimsel istatistik yntemler (yzde ve frekans) kullanılarak zmlenmiřtir. Her bir arařtırma sorusunun cevabına karřılık gelecek řekilde verilerin frekansları ve bu frekanslara baėlı olarak yzde oranları hesaplanmıřtır. Sonuta elde edilen sayısal veriler izelgeler ve grafikler halinde sunulmuřtur.

### **Verilerin toplanması**

Arařtırmanın verilerini oluřturacak alıřmaların belirlenmesinde ařaėıdaki ařamalar izlenmiřtir.

1. Google Akademik, ULAKBİM, EBSCOhost, ERIC, Web of Science veri tabanlarına “sanal gereklik” + “yksek ğretim”, “sanal gereklik” + eėitim, “sanal gereklik” + “yabancı dil” anahtar kelimeleri yazılarak 2013- 2018 yılları arasındaki tam metin yayınlanan makaleler taranmıřtır.
2. Bildiriler, posterler, makale ve tez zetleri ile diėer indekslerde taranan yayınlara arařtırma kapsamına alınmamıřtır.
3. Tarama sonucunda 30 makaleye ulařılmıř olup, taramada ıkan ancak sanal gereklik ile ilgisi olmayan makaleler arařtırma kapsamı dıřında tutulmuř ve incelemeye alınmamıřtır.

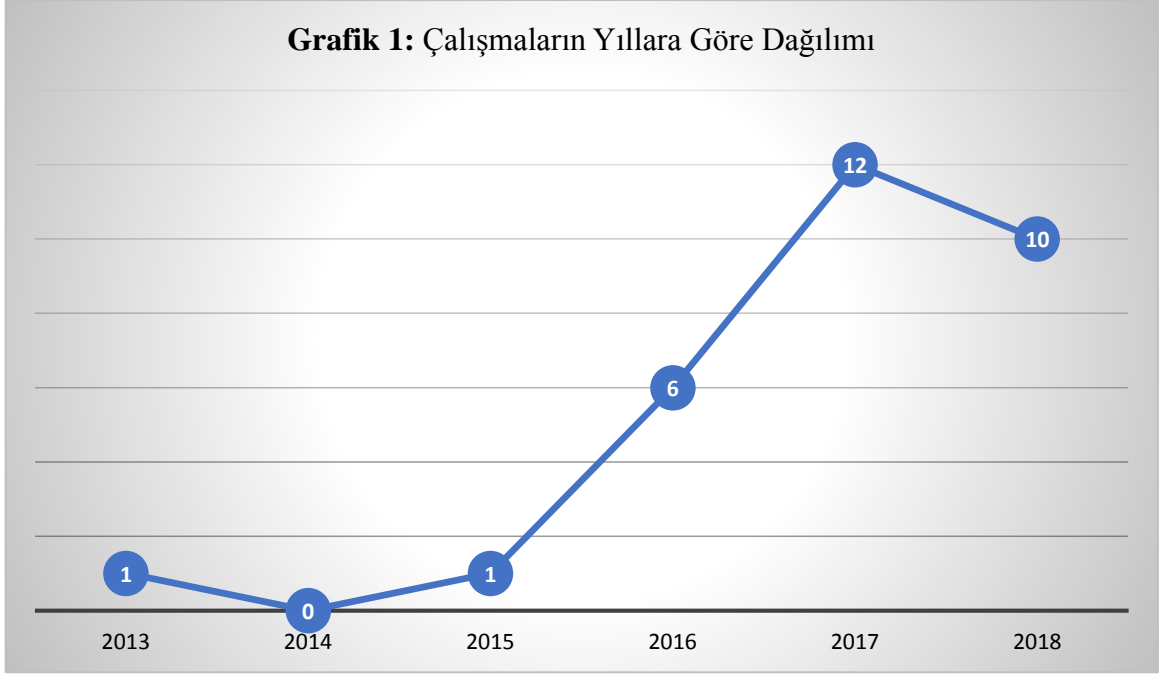
### **Verilerin analizi**

Arařtırmada kullanılan verilerin zmlenmesinde ierik analizi yntemi kullanılmıřtır. İerik analizi, verilerin anlařılmasında ve teorilerin oluřturulmasında arařtırmacıya ve okuyucuya kolaylık saėlayan bir yntemdir. İerik analizi yoluyla geniř veri paraları, sınırlı sayıda oluřturulmuř szckler ile kodlara ve kategorilere dnřtrlerek ıkarımlar elde edilebilir (Elo & Kyngs, 2008).

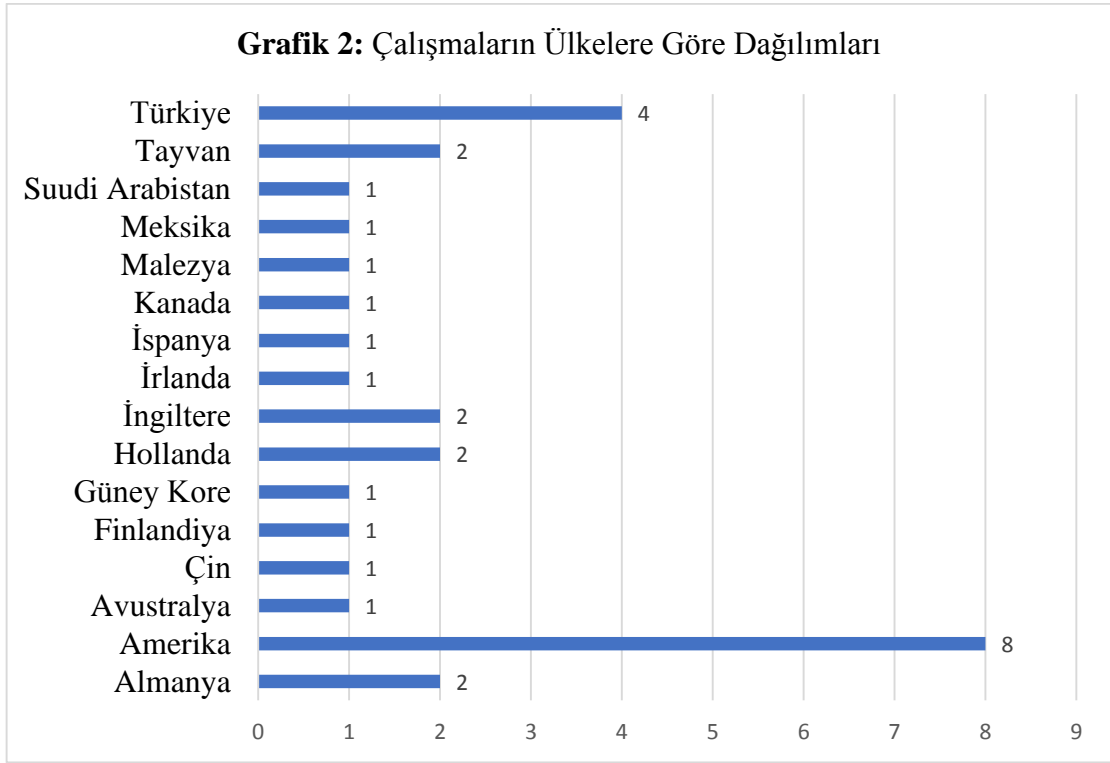
## **Bulgular**

### **Arařtırmanın birinci alt problemine iliřkin bulgular**

Çalışma kapsamında toplanan veriler araştırma soruları temel alınarak analiz edilmiştir. Analizler sonucunda elde edilen bulgular araştırma sorularına paralel olarak aşağıda sunulmuştur. Son 5 yıldaki çalışmalar incelendiğinde tek yazarlı çalışmaların %17, iki yazarlı çalışmaların %13, üç ve daha fazla yazarlı çalışmaların ise çoğunlukta (%70) olduğu görülmektedir. Yükseköğretimde sanal gerçeklik ile ilgili çalışmaların yıllara göre dağılımları Grafik 1’de görülmektedir.



Grafik 2’de ise çalışmaların ülkelere göre dağılımları yer almaktadır. Çalışmaların çoğunun Amerika’da yapıldığı görülmektedir.



### Yüksek öğretimde sanal gerçeklik kullanımında konu eğilimleri

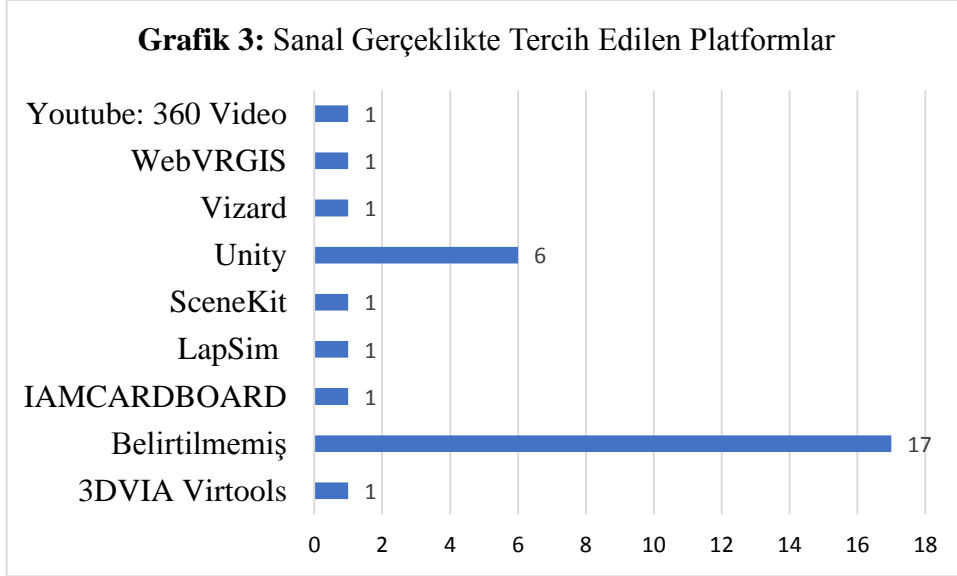
Tablo 1 sanal gerçekliğin yüksek öğretimde hangi alanlarda kullanıldığını ve bu alanların yıllara göre değişimini yansıtmaktadır. Yüksek öğretimde sanal gerçeklik ile ilgili yapılan çalışmaların genellikle tıp (%40), eğitim (%23) ve mühendislik (%20) alanlarında olduğu görülmektedir. Eğitim dışındaki sosyal alanlarda çok fazla çalışmanın yapılmadığı anlaşılmaktadır. Çalışmalarda incelenen alanların sayısının ise yıllara göre değişim gösterdiği ortaya çıkmaktadır. Yayınlanan çalışma sayısında 2017 ve 2018 yılında ciddi bir artış gözlemlenmektedir.

**Tablo 1: Alanların Yıllara Göre Dağılımı**

Çalışma Alanı	Yıllar						Toplam	
	2013	2014	2015	2016	2017	2018	N	%
Coğrafya					1		1	3,33
Dil Bilim					1		1	3,33
Eğitim				1	2	4	7	23,33
İletişim					1		1	3,33
Mühendislik	1		1	2	1	1	6	20,00
Psikoloji					2		2	6,67
Tıp				3	4	5	12	40,00
<b>Toplam</b>	<b>1</b>		<b>1</b>	<b>6</b>	<b>12</b>	<b>10</b>	<b>30</b>	<b>100</b>

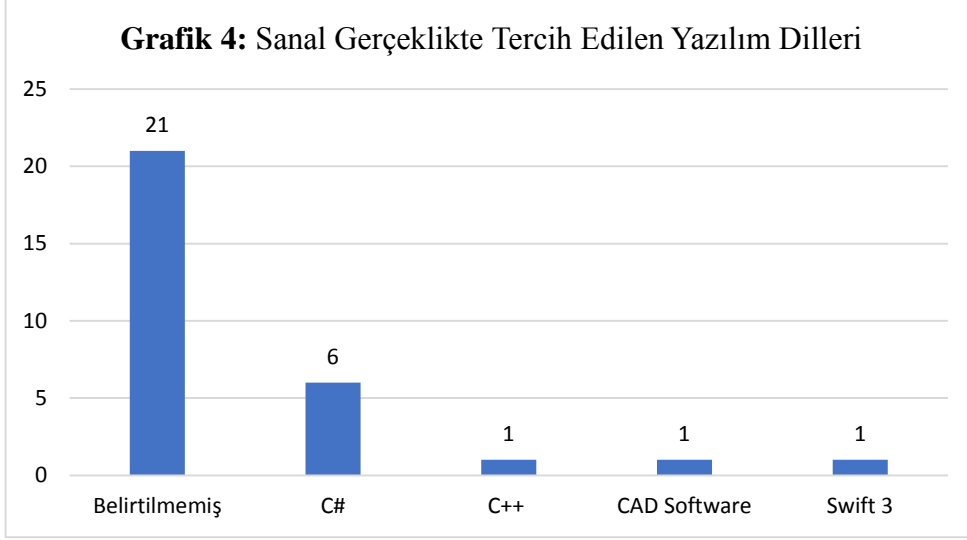
### Yüksek öğretimde sanal gerçeklik için kullanılan platformlar

Yüksek öğretimde sanal gerçeklik için kullanıldığı platformlar Grafik 3’de sunulmaktadır. Çalışmaların çoğunda (%56) hangi platformda geliştirildiği belirtilmemiştir. Geliştirilen sanal gerçeklik uygulamaları yaygın olarak Unity’de geliştirilmiştir.



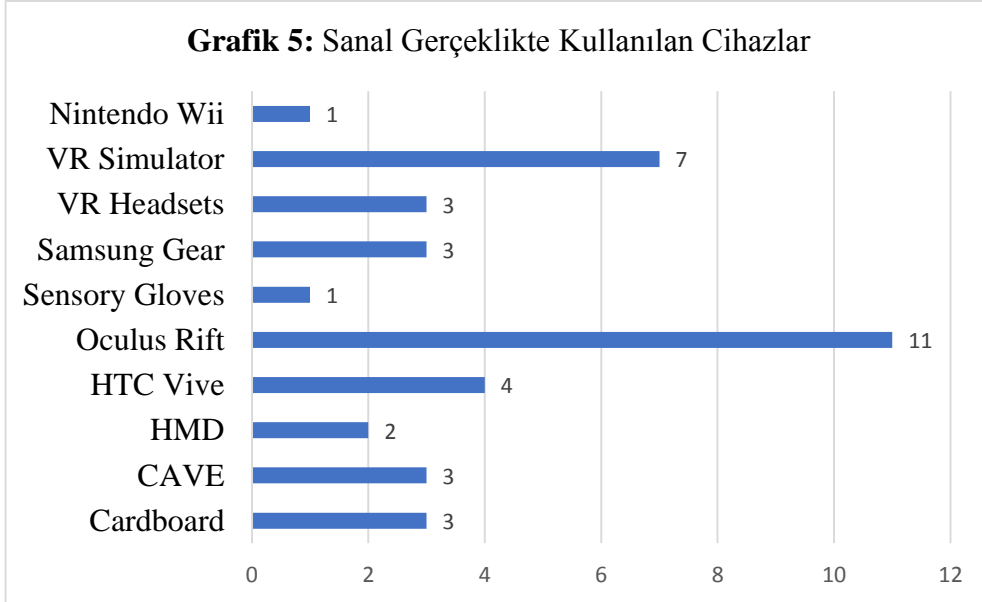
### Yüksek öğretimde sanal gerçeklik için kullanılan yazılım dilleri

Sanal Gerçeklik uygulamalarında çoğunlukla C# programlama dili tercih edilmiştir. Yine çalışmaların çoğunda hangi programlama dili ile sanal gerçeklik uygulamasının geliştirildiği bilgisine ulaşılamamıştır. Sanal gerçeklik uygulamalarının geliştirildiği programlama dillerine göre dağılım Grafik 4’te gösterilmiştir.



### Yüksek öğretimde sanal gerçeklik için tercih edilen cihazlar

Yüksek öğretimde sanal gerçeklik uygulamalarında kullanılan cihazlar Grafik 5'te detaylı bir şekilde verilmiştir. Grafik incelendiğinde çoğunlukla Ocusu Rift kullanıldığı görülmektedir. Bunun yanı sıra yazılımcılar tarafından geliştirilen VR Simülatörlerin de yoğunlukla kullanıldığı görülmüştür.



### Tartışma ve sonuç

Bu çalışmada SCOPUS, ERIC, EBSCOHost ve ULAKBIM tarafından taranan 30 makale yüksek öğretimde alanlara göre, sanal gerçeklik geliştirme platformları ve yazılım

dillerine göre ve geliştirilen uygulamaların kullanıldığı cihazlara göre incelenmiştir. Son 5 yılda yapılan çalışmaların çoğunlukla son iki yılda yayınlandığı görülmüştür. Aramalar sırasında karşılaşılan makaleler incelendiğinde 2013 ve 2015 arası olanlarda sanal gerçeklik kavramı daha çok bilgisayar ekranı ile erişilen 3 boyutlu sanal gerçekler olduğu görülmüştür. Oculus Rift vb. gözlüklerin gelişimi ise 2016 sonrasında olmuştur. Bu bağlamda bunlara erişim de son iki yılda daha ekonomik olmasından ve daha yaygınlaşmasından dolayı artmıştır (Kavanagh vd., 2017).

Çalışmaların çoğunda sanal gerçeklik uygulamalarının hangi platformda ve hangi programlama dili kullanılarak geliştirildiği belirtilmemiştir. Bunun sebebi araştırmacıların sanal gerçeklik ortamları veya tıp eğitimi için geliştirilmiş daha özel uygulamaları ve kontrolleri olan hazır sanal gerçeklik simülatörlü platformları kullanmış olmalarıdır. Dahası çalışmaların çok azında yeni bir uygulama geliştirilmiştir. Sanal gerçeklikle ilgili yapılan çalışmaların çoğunun Amerika'da ve genellikle tıp eğitiminde gerçekleştiği, Türkiye'de yapılan çalışmaların daha çok eğitim alanında olduğu görülmektedir.

Geliştirilen sanal gerçeklik ortamlarında uzakta var olma ve gerçeklik hissini oluşturmak için gözlükler ve eldiven gibi cihazların kullanıldığı görülmektedir. Sanal gerçeklik gözlüğü olarak çoğunlukla alanda yaygın olarak Oculus ve HTC nin kullanıldığı görülmektedir. Sanal gerçeklik deneyimi yaşatmak isteyen araştırmacıların cihaz üretmektense içerik üretmeye yöneldikleri gözlemlenmektedir.

Sonuç olarak, yüksek öğretimde sanal gerçeklik alanında yapılan çalışmaların oldukça az olduğu görülmektedir. Tıp, mühendislik ve eğitim alanları dışında özellikle sanat, psikoloji ve temel bilimler alanlarında da sanal gerçeklik kullanılarak çalışmalar yapılabilir.

### **Bilgilendirme**

Bu çalışma İstanbul Üniversitesi Bilimsel Araştırma Projeleri Birimi tarafından SDP-2017-22377 kodlu proje ile desteklenmiştir.



## Kaynaklar

- Akbulut, A., Catal, C., & Yıldız, B. (2018). On the effectiveness of virtual reality in the education of software engineering. *Computer Applications in Engineering Education*, 26(4), 918-927. <https://doi.org/10.1002/cae.21935>
- Alhalabi, W. S. (2016). Virtual reality systems enhance students' achievements in engineering education. *Behaviour & Information Technology*, 35(11), 919-925. <https://doi.org/10.1080/0144929X.2016.1212931>
- Bartlett, J. D., Lawrence, J. E., & Khanduja, V. (2018). Virtual reality hip arthroscopy simulator demonstrates sufficient face validity. *Knee Surgery, Sports Traumatology, Arthroscopy*. <https://doi.org/10.1007/s00167-018-5038-8>
- Bastiaens, T., Wood, L., & Reiners, T. (2014). New landscapes and new eyes: The role of virtual world design for supply chain education. *Ubiquitous Learning*, 6(1), 37-49.
- Can, T., & Simsek, I. (2016). Eğitimde Yeni Teknolojiler: Sanal Gerçeklik. İçinde A. İşman, H. F. Odabaşı, & B. Akkoyunlu (Ed.), *Eğitim Teknolojilerli Okumaları 2016* (Salamat Basım Yayıncılık Ambalaj). Ankara: Ayrıntı Yayınları.
- Cohen, L., Manion, L., & Morrison, K. (2007). *Research methods in education*. London: Routledge.
- Dolgunsöz, E., Yıldırım, G., & Yıldırım, S. (2018). The effect of virtual reality on EFL writing performance, 15.
- Elo, S., & Kyngäs, H. (2008). The qualitative content analysis process. *Journal of advanced nursing*, 62(1), 107-115.
- Freina, L., & Ott, M. (2015). A Literature Review on Immersive Virtual Reality in Education: State Of The Art and Perspectives. *eLearning & Software for Education*, (1).
- Garner, T. A. (2018). Technological History. İçinde *Echoes of Other Worlds: Sound in Virtual Reality* (ss. 181-212). Springer.
- Gijssels, T., Casasanto, L. S., Jasmin, K., Hagoort, P., & Casasanto, D. (2016). Speech accommodation without priming: The case of pitch. *Discourse Processes*, 53(4), 233-251. <https://doi.org/10.1080/0163853X.2015.1023965>
- Heyselaar, E., Hagoort, P., & Segaert, K. (2017). In dialogue with an avatar, language behavior is identical to dialogue with a human partner. *Behavior Research Methods*, 49(1), 46-60. <https://doi.org/10.3758/s13428-015-0688-7>

- Huang, H.-M., Rauch, U., & Liaw, S.-S. (2010). Investigating learners' attitudes toward virtual reality learning environments: Based on a constructivist approach. *Computers and Education*, 55(3), 1171-1182. <https://doi.org/10.1016/j.compedu.2010.05.014>
- Huang, Hsiu-Mei, & Liaw, S.-S. (2018). An Analysis of Learners' Intentions Toward Virtual Reality Learning Based on Constructivist and Technology Acceptance Approaches. *The International Review of Research in Open and Distributed Learning*, 19(1). <https://doi.org/10.19173/irrodl.v19i1.2503>
- Jerdan, S. W., Grindle, M., van Woerden, H. C., & Boulos, M. N. K. (2018). Head-Mounted Virtual Reality and Mental Health: Critical Review of Current Research. *JMIR serious games*, 6(3).
- Kavanagh, S., Luxton-Reilly, A., Wuensche, B., & Plimmer, B. (2017). A Systematic Review of Virtual Reality in Education. *Themes in Science and Technology Education*, 10(2), 85-119.
- Lin, T.-J., & Lan, Y.-J. (2015). Language learning in virtual reality environments: Past, present, and future. *Educational Technology and Society*, 18(4), 486-497.
- Moss, K. (2017). The Impact Of The Closure Of Open Enrollment On Language Immersion Program.
- Pilgrim, J. M., & Pilgrim, J. (2016). The Use of Virtual Reality Tools in the Reading-Language Arts Classroom. *Texas Journal of Literacy Education*, 4(2), 90-97.
- Ritz, L. T., & Buss, A. R. (2016). A Framework for Aligning Instructional Design Strategies with Affordances of CAVE Immersive Virtual Reality Systems. *TechTrends*, 60(6), 549-556. <https://doi.org/10.1007/s11528-016-0085-9>
- Shih, Y.-C. (2015). A virtual walk through London: culture learning through a cultural immersion experience. *Computer Assisted Language Learning*, 28(5), 407-428.
- Takala, T. M., Malmi, L., Pugliese, R., & Takala, T. (2016). Empowering Students to Create Better Virtual Reality Applications: A Longitudinal Study of a VR Capstone Course. *Informatics in Education*, 15(2), 287-317. <https://doi.org/10.15388/infedu.2016.15>
- Tromp, J., Peeters, D., Meyer, A. S., & Hagoort, P. (2018). The combined use of virtual reality and EEG to study language processing in naturalistic environments. *Behavior Research Methods*, 50(2), 862-869. <https://doi.org/10.3758/s13428-017-0911-9>



DOI: 10.22559/folklor.929

Folklor/edebiyat, cilt:25, sayı: 97-1, 2019/1

## **Çevrimiçi Pedagojik Formasyon Sertifika Programının Tasarlanması, Uygulanması Ve Değerlendirilmesi**

Design, Implementation And Evaluation of the Online Pedagogical Formation Certificate Program

**Volkan Cantemir\***

**Müesser Nat\*\***

### **Öz**

Teknolojik gelişmeler hayatımızı birçok alanda kolaylaştırmıştır. Çok farklı alanlarda hayatımızı etkileyen teknolojinin eğitim alanını da etkilemeyeceği düşünülemez. Eğitim dört tarafı duvarlar ile çevrili bir odada derse katılmak ile sınırlı değildir. Yeni teknolojiler sayesinde eğitimi farklı ortamlarda yapabilmenin önü açılmıştır. Teknoloji ve İnternetin yaygın kullanımı ile birlikte çevrimiçi uygulamaların eğitimdeki payı hızla artış göstermektedir. Öğrencilerin bilgiye hızlı bir şekilde, istediği zaman ve istediği yerden ulaşması, coğrafi ve bölgesel engellerin ortadan kalkması öğrencilerin bu tür uzaktan eğitim uygulamalarına yönelmelerini sağlamıştır. Eğitim yönetim sistemi uygulamaları kullanılarak sanal ortamlarda sınıflar yaratılarak derslerin işlendiği öğrencinin ister canlı olarak ister ise daha sonradan tekrar izleyebileceği yenilikçi bir eğitim sistemi olarak görülmektedir. Bu eğitim sistemi bir çok alana entegre edilmesinden sonra pedagojik formasyon eğitimi için de yaygın olarak kullanılmaktadır. Bu gelişen eğitim teknolojileri sayesinde öğretmen olmak isteyen eğitim fakültesi hariç diğer üniversite bölümlerinden mezun olan adaylara uzaktan eğitim programlarıyla pedagojik formasyon sertifikası alma imkanı tanınmıştır. Yapılan benzer çalışmalarda uzaktan eğitim ile gerçekleşen pedagojik formasyon sertifika programına katılan öğretmen adayları için ulaşılmak istenen hedef, amaç, eğitim ve öğretim süreçlerinde ki boyutlar olumlu olduğu gözlenmiştir. Üniversite mezunu ve belirli bir yaşa ulaşmış insanlar artık toplumda kabul görebilmek için birer işe girmiş ve çalışmak durumunda kalmış olabilirler. Dolayısı ile örgün öğretime zamanları olmayabilir. Bu nedenlerden dolayı hem daha kolay erişim sağlayabilmek hem de zamandan tasarruf edebilmek için uzaktan eğitim programlarına ihtiyaç duyulmaktadır. Uzaktan eğitim sistemlerinde ders materyali, öğretmen ve öğrenci arasındaki iletişimi sağlayacak platformlara ihtiyaç vardır. Bu platformlardan biri de açık kaynak kodlu Moodle sistemidir. Bu çalışmada online pedagojik formasyon eğitimi sertifikası için tasarlanan Moodle eğitim ortamını detaylı bir şekilde açıklayarak öğretmen adaylarının bu sertifika programı çerçevesinde almış oldukları yedi farklı dersin Moodle verilerini analiz etmektedir. Bu sayede öğretmen adaylarının ders materyallerine hangi formatta, hangi zaman aralıklarında ve hangi sıklıkta ulaştıkları belirlendi. Ek olarak uzaktan eğitim ile moodle sistemi üzerinden ders alan 32 öğretmen adayının moodle eğitim ortamı hakkındaki görüşleri ve değerlendirilmesi anket aracılığı ile toplandı. Bu veriler istatistiksel hesaplamalar yapılarak yorumlandı ve sonuçlar elde edildi. Bu çalışmada elde edilen bulgular çevrimiçi pedagojik formasyon sertifika programlarının tasarlanması ve etkin kullanımına önemli katkılar sağlamaktadır. Kurumlar bu bulguları göz önünde bulundurarak ilerdeki çevrimiçi eğitim uygulamalarının daha etkin yürütebilirler.

**Anahtar sözcükler:** *çevrimiçi eğitim, uzaktan eğitim, Moodle, pedagojik formasyon ,*

\* Arş. Gör., Uluslararası Kıbrıs Üniversitesi, Yönetim Bilişim Sistemleri, vcantemir@ciu.edu.tr

\*\* Yrd. Doç. Dr., Uluslararası Kıbrıs Üniversitesi, Yönetim Bilişim Sistemleri Bölümü, mnat@ciu.edu.tr

## ABSTRACT

Technological developments have made our life easier in many ways. It is unimaginable that the technology that affects our lives in many different areas will not affect the field of education. Education is not limited to attending classes in a room surrounded by walls. With the help of new technologies, education can occur in various environments. With the widespread use of technology and the Internet, the share of online applications in education is increasing rapidly. It made students to prefer such distance education practices where they can access the information quickly, from any time and place, without geographical and regional obstacles. Classes are created in virtual environments by using educational management systems and it is seen as an innovative education system in which the learner can watch the lecture live or later. This education system is widely used for pedagogical formation education after being integrated into many fields. With these developing educational technologies, candidates who graduated from other university departments except the faculty of education and want to become teachers are granted the pedagogical formation certificate with distance education programs. In the similar studies conducted, it was observed that the target, purpose, education and teaching process dimensions for the prospective teachers who participated in the pedagogical formation certificate program realized by distance education were positive. People who have graduated from university and have reached a certain age may now have to work in order to be accepted in society. Hence, they may not have time for formal training. Therefore, distance education can be a solution to this problem. In distance education, there is a need for platforms to provide lecture materials, communication between teacher and student. One of these platforms is the open source Moodle. In this study, Moodle, designed for online pedagogical training certificate, is explained in detail as a training environment and Moodle data from seven different courses that prospective teachers have taken in the framework of this certification program were analyzed. In this way, how, when and how often the teacher candidates accessed the course materials were determined. In addition, 32 teacher candidates' opinions and evaluations about the Moodle training environment were collected through the questionnaire. These data were interpreted by statistical calculations and the results were obtained. Findings from this study provide important contributions to the design and effective use of online pedagogical formation certification programs. Institutions can more effectively pursue future online education practices by taking these findings into account.

**Keywords:** *online education, distance education, Moodle, pedagogical formation*

## 1. Giriş

Teknoloji artık hayatımızın her noktasında var olmaya başlamıştır. Getirdiği kolaylıklar, sunduğu imkânlar sayesinde her yaş topluluğunun ilgi duyduğu ve kullandığı bir alan olmuştur. Bununla birlikte eğitim de teknolojinin en çok kullanım alanlarından biri olmuştur. Öğrenciler artık bilgiye daha fazla kaynaktan, zaman ve yer kısıtlaması olmadan ulaşabilmektedir. Eğitimde bilgisayarın kullanılışı 1960 ve 1970'li yıllara dayanmaktadır. Bu yıllarda eğitim ile ilgili uygulamalar geliştirilmeye başlanmıştır. Bu projelerden en önemlileri IBM1500, PLATO ve TICCIT sistemleridir. Florida eyalet üniversitesinde IBM1500 projesi üniversite düzeyinde bilgisayar destekli fizik ve istatistik öğretimi, daha sonra da okuma ve matematik becerilerinin öğrenilmesine dair öğretim yapılmıştır (Ekici & Yılmaz, 2013). Uzaktan eğitim ise bir süreç olarak işlendiğinde tarihi daha eskilere dayanmaktadır.

### 1.1. Uzaktan eğitim

Teknolojinin hızlı bir şekilde gelişmesiyle uzaktan eğitimde de büyük değişiklikler yaşanmıştır. Dünya'da ve Türkiye'de uzaktan eğitimi evreler halinde incelenecek olursa ilk

evre mektupla, ikinci evre radyo ve televizyonla, üçüncü evre canlı telefon ve canlı televizyon yayını ile uzaktan eğitim ve son evre eknek öğrenme modelleri olarak bilinmektedir.

1.Evre, 1700'lü yıllarda ilk evre olan mektupla eğitim sistemi başlamıştır. 1728 yılında Boston Gazetesi'nde "Steno Dersleri" verileceği belirtilmiş ve bu derslerin uzaktan eğitim aracılığı ile gerçekleşeceği açıklanmıştır (Kırık, 2014). Uzaktan eğitimi Türkiye'de ise ilk olarak Ankara Üniversitesinde 1956 yılında Hukuk Fakültesi Banka ve Ticaret Hukuku ve Araştırma Enstitüsü başlatmıştır. Bu uygulama ile bankada çalışanlar mektup ile eğitim görmüşlerdir. Milli Eğitim Bakanlığı 1961 yılında Mektupla Öğretim adında bir öğretim merkezi kurmuştur (Ergin, 2010)

2. Evre, radyo ve televizyon kullanımının olduğu çoklu ortam modelini gösterebiliriz. Amerika Birleşik Devletlerinde ilk olarak 1919 yılında eğitim ile ilgili bir radyo istasyonu kurulmuştur. Türkiye'de ise bu süreç 1981 yılında Anadolu Üniversitesi'nin TRT ile birlikte çalışarak okul televizyonu yayınına başlamasıyla başlamıştır. 1990 yılında ise Fırat Üniversitesi eğitim amaçlı radyo ve televizyon yayını yapmaya başlamıştır (Yadigar, 2010).

3. Evre, canlı telefon ve canlı televizyon yayını olan Tele öğrenme modeli gösterilebilir. Bu modelde televizyon yayını veya radyo programı canlı olarak yapılmakta öğrenciler yayına telefon ile katılabilmekte ya da e-posta aracılığı ile sorularını sorabilmekteydiler. Türkiye'de bu model ilk olarak 2007 yılında TRT4'te yayınlanan Anadolu üniversitesi açık öğretim fakültesi dersleri olmuştur. Buradaki amaç öğrencileri sınavlara daha iyi hazırlayabilmektir (Tezcan, 2012).

4. Evre, Esnek öğrenme modelidir. Bu model için İnternet sayesinde etkileşimli çoklu ortamlar, web tabanlı sayfalar, kullanıcıya otomatik cevaplar veren sistemler, sanal sınıflar örnek gösterilebilir. Bu modelin öğretim elemanına zamana ve mekâna gerek duymaksızın ders verme imkânı sağlaması birçok üniversitenin de uzaktan eğitim sistemine yönelmesine olanak sağlamıştır (İpfs, 2014).

Uzaktan eğitimin sisteminin yararlarını maddeler haline getirecek olursak;

- Merkezden tüm dünyaya aynı bilgi gönderilebilir,
- Öğrenciye geri bildirim daha hızlı bir şekilde yapılabilir,
- Zaman sınırı olmadığından öğrenci motivasyonunu daha yüksek tutar,
- Puanlama, değerlendirme objektif olarak daha hızlı yapılır,

- Öğrencinin istediği yerden bilgiyi öğrenmesine olanak tanıdığından, öğrenme mesafesi azaltılır,
- Maddi olarak yüksek sayıda ki öğrencilere ulaştığı zaman, materyal kullanımını azaltacağı için maliyeti düşürür (Dinçer, 2016)

Her alanda kendini gösteren ve sürekli bir gelişim içinde olan uzaktan eğitim sistemleri eğitimin farklı alanlarında da kendini göstermeye başlamıştır. Uzaktan eğitim sistemi geleneksel eğitime alternatif olarak ortaya çıkmıştır. Geleneksel eğitimde bulunan öğretmen-öğrenci-sınıf üçgenini çok daha farklı boyutlara taşımayı başarmıştır.

## 1.2. Moodle

Uzaktan eğitimde kullanılan eğitim yazılımlarından en önemlilerinden biri de büyük bir payı elinde bulunduran Moodle sistemidir (Kavak, 2009). Moodle sistemi 222 ülkede kullanılıp 77 ayrı dil desteği sunmaktadır. Toplamda 78 milyondan fazla kayıtlı kullanıcısı bulunmaktadır(moodlenews, 2015). Moodle açılımı İngilizce olarak “Modular Object Oriented Dynamic Learning Environment” şeklindedir ve Türkçe karşılığı da “Nesne Yönelimli Dinamik Öğrenme Ortamı” şeklindedir. Moodle, ücretsiz olup açık kaynak kodlu (open source) bir eğitim yönetim sistemidir (Kavak, 2009). Moodle sistemi eğitim sisteminin gelişmesine katkıda bulunmak için başlatılmış bir projedir. Moodle’ı daha detaylı ele alacak olursak bu sistem ilk harfinin açılımda olduğu gibi içinde birçok küçük modül barındırır. Bunlar; ödev modülü, sohbet modülü, veritabanı modülü, forum modülü, sözlük modülü, ders modülü, sınav modülü, anket modülü ve wiki modülüdür (Uçar, Berk, & Kumtepe, 2015).

Ödev modülünde öğrencilere verilen ödevler öğretmenler tarafından toplanıp değerlendirmeye alınır. Öğrenciler sadece kendi yükledikleri ödevleri görebilirler diğer ödev yükleyen öğrencilerin ödevlerini göremezler. Öğretmen istediği takdirde ödevlere belli bir süre sınırlaması getirilebilir. Öğretmenler öğrencilerin yükleyeceği dosya boyutlarını dahi belirleyebilirler (Elmas, Doğan, Biroğul, & Koç, 2008). Sohbet modülü, öğrencilerin aralarında mesajlaşabileceği ve ses kaydı yaparak dahi birbirlerine mesaj göndermelerine de olanak sağlar. Veri tabanı modülü Moodle sistemi kullanıcılarının istedikleri bir konu üzerine veri tabanı oluşturmalarına olanak sağlar. Öğretmen girişi yapan kullanıcılar yapılan bu veri tabanlarını diğer kullanıcılarla paylaşabilir. Veri tabanı üzerinde değişikliklere izin verebilir ve eklenecek olan bilgiyle ilgili tarih ve saat bilgilerine kadar değişiklikler gerçekleştirebilir (Ülker, 2015). Forum modülü, Moodle sisteminin en fazla kullanılan parçalarından biridir ve öğretmenler kadar öğrenciler tarafından da kullanılmaktadır. Öğretmen tarafından yeni bir

ders açıldığı takdirde otomatik olarak o dersle ilgili bir forum başlığı da açılmış olur. Bu modül sayesinde öğrenciler istedikleri ders ile ilgili olan forumda o dersle ilgili soru sorabilir dosya veya not paylaşımında bulunabilirler. Bu forumlara veri girişi sadece öğretmenler tarafından yapılmaktadır. Öğretmenler forumda öğrencilerin yaptıkları yorumlara, sorulara cevap verebilir ve bu şekilde bilgi alış-verişi yapmış olabilirler. Sözlük modülü sadece öğretmen girişi yapılarak kelime eklenebileceği gibi tüm kullanıcılara açık bir şekilde de bırakılabilir. Kullanıcılar tarafından eklenen herhangi bir kelime öğretmen tarafından düzeltilebilir veya uygunsuz bulunduğu takdirde silinebilir. Sözlük modülünde var olan bir kelime ders içerisinde kullanıldığında kelimenin üstüne gelindiğinde sözlük modülündeki karşılığı gösterilir (Oğraş, Arı, Ateş, & Ünal, 2016). Ders modülü öğretmenlerin öğrenciler için oluşturdukları HTML sayfalarına ulaşmalarını sağlar. Bu sayfalar da öğrenciler kendileri için oluşturulan HTML sayfalarında gezinti yapabilirler. En basit haliyle sayfa altlarında bulunan ileri ve geri butonları yardımıyla bir sonraki sayfaya veya bir önceki sayfaya yönelmelerinde yardımcı olur. Bu modül değiştirilebilir bir yapıdadır öğrencinin kendi ilerleyeceği veya seçim yaparak ilerleyeceği bir tasarım sunulabilir. Ders sayfası öğretmenin ihtiyaçları doğrultusunda yapılandırılabilir. Öğretmenler de istedikleri takdirde dersleri şifreleyebilir ve bu şekilde kayıt olan öğrencilerin kontrolünü yapmış olabilirler (Pala, & Doğan, 2009). Sınav modülü, öğretmenlerin sistem üzerinden öğrencilere sınav yapmasına olanak sağlar. Sınav soruları için çoktan seçmeli, doğru-yanlış veya açık uçlu sorular gibi farklı olasılıklar seçilebilir. Öğretmen daha önce yapmış olduğu sınavlarda ki soru örneklerini saklayabilir isterse tekrar kullanabilir veya farklı tarzda yeni sorular hazırlayabilir. Sınav için belli bir tarih saat aralığı seçilebileceği gibi bir sınav için birden fazla deneme hakkı da tanınabilir (İnner, 2014). Anket modülü, öğretmenler tarafından ders ile ilgili öğrencilerin fikirlerini almakta kullanacakları bir anket hazırlamalarına olanak sağlamaktadır. Öğrencilerin anket sorularına verecekleri cevaplar dâhilinde öğretmenler derslerini daha etkili olabilecekleri bir şekilde hazırlayabilirler. Wiki modülü kullanıcıların herhangi bir programlama bilgisi olmadan birlikte kullanabilecekleri web dokümanları oluşturmalarına olanak sağlar. (Aydın, 2014)

### **1.3. Pedagojik formasyon**

Eğitim sistemin en önemli parçalarından birisi öğretmenlerdir. Öğretmenlerin mesleklerinde başarılı olabilmeleri için nitelikli, konu bilgisi, alan bilgisi ve pedagojik alan bilgisine sahip olmaları gerekmektedir. Pedagojik alan bilgisi bir alan uzmanı ile alan

öğretmenini birbirinden ayırmaktadır. Pedagojik Formasyon eğitimi öğrenme ve öğretme konularına yönelik gerekli bilgileri içermektedir (Ayas & Sözbilir, 2015).

Öğretmen ihtiyacının karşılanması ülkemizde eğitim fakültesi mezunu öğrenciler tarafından karşılanmaktaydı (Aydın, 1998). Yükseköğretim Kurulunun 28.01.2010 tarihinde aldığı bir kararla 2010 – 2011 eğitim öğretim yılında yapılan bir değişiklik ile eğitim fakültesi mezunu olmayan öğrencilerin, hangi fakülteden mezun olduğuna bakılmaksızın, öğretmenlik yapabilmeleri için pedagojik formasyon programına katılmalarına olanak sağlanmıştır. Uzaktan eğitim ile de uygulanabilen bu formasyon eğitimi için lisans mezunu adayların not ortalamasınının 2.5 üzeri olması şartı aranmaktadır (Akdemir, 2013).

Dersler genel olarak aynıdır. 1. dönem ve 2. dönem dersleri olarak verilir. 1. dönem dersleri uzaktan eğitim ile verilmektedir.

Uzaktan eğitim ile verilen teorik dersler aşağıdaki gibi olup toplam 14 krediden oluşmaktadır (Yükseköğretim Kurulu, 2015).

- Eğitim bilimlerine giriş
- Öğretim ilke ve yöntemleri
- Eğitimde ölçme ve değerlendirme
- Eğitim psikolojisi
- Sınıf yönetimi
- Seçmeli ders 1
- Seçmeli ders 2

## **2. Çalışmanın amacı**

Bu çalışmada uzaktan eğitim öğrenme-öğretme süreçlerinde kullanılan;

- Açık kaynak kodlu Moodle sistemi ile uzaktan eğitim programının tasarlanması
- Öğretmen adaylarının uzaktan eğitim ile verilen pedagojik formasyon derslerine erişimlerini incelemek
- Öğretmen adaylarının uzaktan eğitim ile ilgili görüşlerini değerlendirmek

## **3. Araştırma yöntemi**

Pedagojik formasyon ders materyalleri öğrencilere iki farklı formatta sunulmuştur: sunu ve video. Her dersin videosu özel bir stüdyoda profesyonel kameralar ile kaydedilmiş ve Articulate Storyline yazılımı ile düzenlenmiştir. Bu yazılım ile düzenlenen videolarda



öğrencilere videoları izlerken aynı anda hem dersi anlatan öğretim elemanını hem de arka ekranda ders notlarını okuma olanağı sağlanmıştır. Her ders için dersin notlarına ve öğretim elemanına bağlı olarak en az 3 en fazla 10 video çekimi ve düzenlemesi yapılmıştır. Videolar sırası ile ders konularına göre haftalık olarak yayınlanmıştır. Ek olarak videolarla birlikte sunular da öğrencilerle paylaşılmıştır. Ayrıca, öğretmen adaylarının ve öğretim elemanlarının iletişim içinde olabilmeleri için Moodle sistemi üzerinden mesajlaşma imkanı da tanınmıştır. Böylece, bu sistem ve dijital içerikler sayesinde öğretmen adaylarına öğrenimleri esnasında mekan ve zaman açısından esneklik sağlanmıştır.

Bu çalışmada uzaktan eğitim ile verilen pedagojik formasyonda ki 7 dersin Moodle üzerindeki sunu ve videolarına ait veriler analiz edilmiştir. Bu derslerle ilgili öğrencilerin sisteme girişleri, ders materyallerini içeren Moodle sayfasına erişimleri, video ve sunuların izlenme sayıları, izlenme saatleri ve izlenme tarihleri ile ilgili tüm veriler alınmış, düzenlenmiş ve analiz edilmiştir. Bunun yanında, Moodle üzerinden eğitim görmekte olan 32 öğretmen adayına çevrimiçi öğretim ortamı ve ders materyalleri hakkındaki görüşlerini öğrenmek için 6 tane 5'li likert ölçekli soru içeren bir anket uygulanmıştır ve toplanan veriler değerlendirilmiştir.

#### **4. Veri analizi**

Moodle sisteminden alınan veriler doğrultusunda 7 farklı ders için Moodle sistemi üzerinden yayınlanan sunular ve videoların gün içerisinde hangi saat aralıklarında ve kaç defa görüntülediği analiz edilip grafiklerle gösterilmiştir.

Dersler:

Ders 1: bilgisayar destekli öğretim

Ders 2: eğitim bilimine giriş

Ders 3: eğitim psikolojisi

Ders 4: eğitim tarihi

Ders 5: eğitimde ölçme ve değerlendirme

Ders 6: öğretim ilke ve yöntemleri

Ders 7: sınıf yönetimi

Saat aralıkları:

05 - 12 arası sabah

12 - 19 arası öğlen

19 - 00 arası akşam

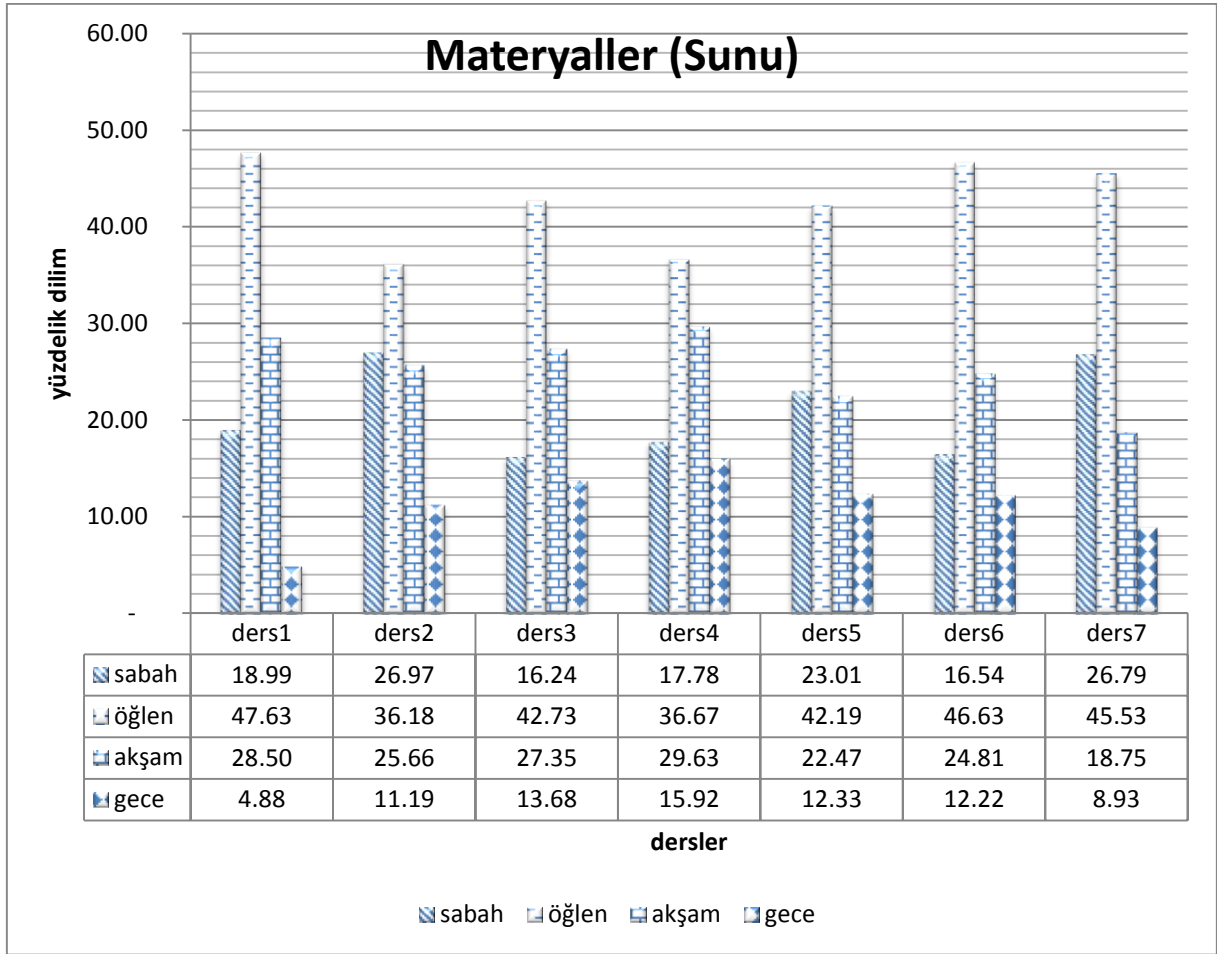
00 - 05 arası gece

<b>SUNULAR</b>							
	DERS 1	DERS 2	DERS 3	DERS 4	DERS 5	DERS 6	DERS 7
<b>SLAYT</b>	7	1	1	2	7	7	1
<b>İZLENME</b>	737	152	117	270	365	532	112

Tablo 1: Slaytların izlenme verileri

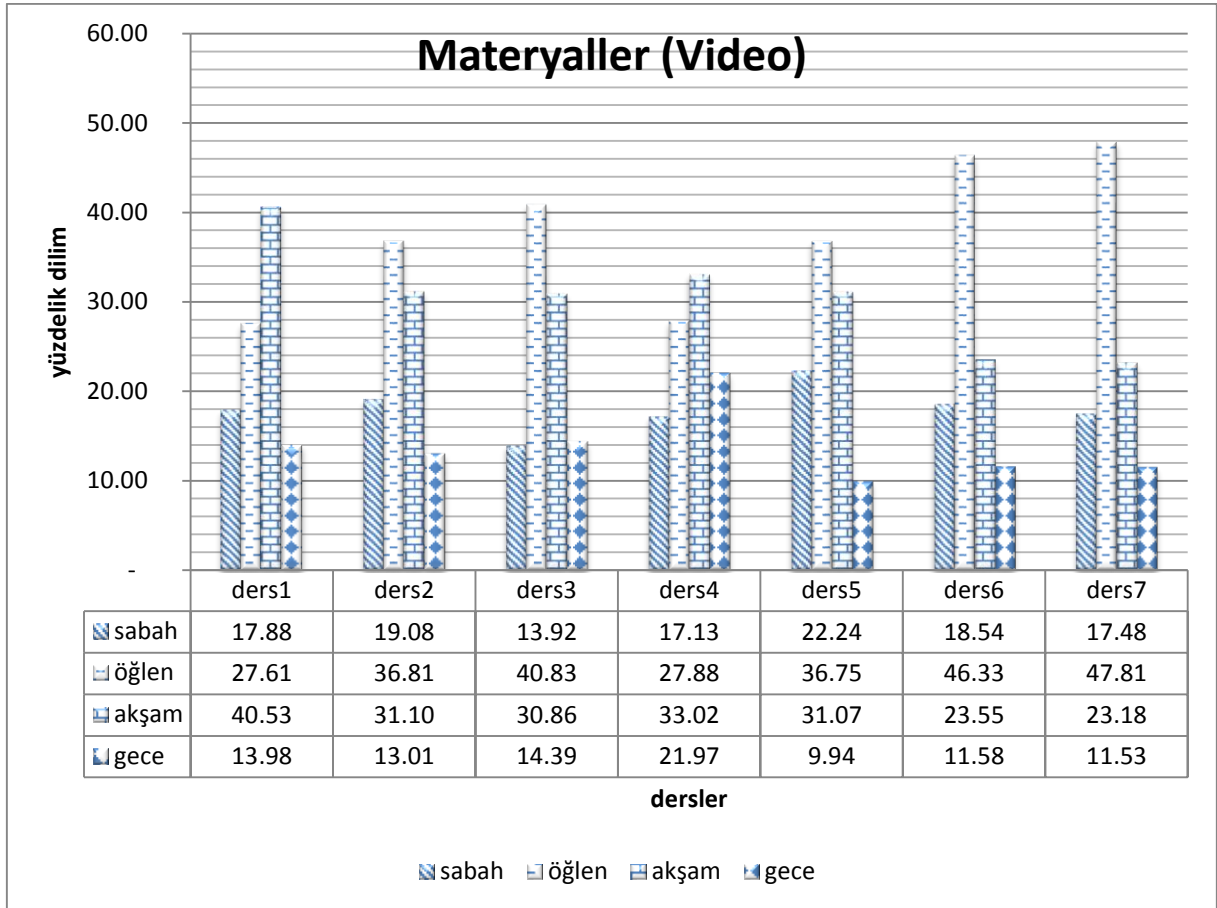
<b>VİDEO</b>							
	DERS 1	DERS 2	DERS 3	DERS 4	DERS 5	DERS 6	DERS 7
<b>VİDEO</b>	6	7	10	6	7	3	5
<b>İZLENME</b>	565	1331	431	642	634	518	824

Tablo 2: Videoların izlenme verileri



Tablo 3: Slaytların gün içerisindeki izlenme yüzdeleri

SUNU (PowerPoint); Derslere bakıldığında en fazla izlenme saat aralığı öğlen 12:00 ile 19:00 arası olmuştur. En az izlenme saat aralığı gece 00:00 ile 05:00 arası olmuştur. En fazla izlenen sunu %47.63 ile ders1 olmuştur. Ders 1 toplamda izlenme sayısı 737 olmuştur.



Tablo 4: Videoların gün içerisindeki izlenme yüzdellikleri

Video; Derslere bakıldığında en fazla izlenme saat aralığı öğlen 12:00 ile 19:00 arası olmuştur. En az izlenme saat aralığı gece 00:00 ile 05:00 arası olmuştur. En fazla izlenme 1331 izlenme ile ders2 ye aittir. Ders materyallerinde sunu az olduğundan dolayı öğrenciler videoya çok daha fazla ağırlık göstermiştir. 1331 izlemeden sonra en yakın seçenek 824 izleme ile ders 7 de kalmıştır. Ders sunusu ne kadar az olursa öğrencilerin videoya eğilimi o kadar fazla olmuştur.

Saat aralıklarına bakıldığında formasyon alan kişilerin yaş ortalamalarının da yüksek olduğu göz önünde bulundurularak sabah saatleri iş başlangıç saati ve yoğunluk olduğundan öğlen saat aralığı iş çıkışına geldiğinden akşam saat aralığı aile hayatına denk geldiği için ve gece saat aralığı da çalıştıkları için dinlenme zamanı olduğundan Video ve PowerPoint sunularına ayrılan en ideal saat aralığı öğlen saatleri olmuştur ve yüzdellik dilimlere bakıldığında da görülmektedir.

	Kesinlikle katılıyorum	Katılıyorum	Kararsızım	Katılmıyorum	Kesinlikle katılmıyorum
	%	%	%	%	%
Ders materyalleri konuları öğrenmeme yardımcı oldu	22,20	27,33	19,46	9,71	21,31
Ders materyalleri genel olarak ilgi çekiciydi	15,86	24,34	20,11	16,33	23,36
Ders videolarının görsel kalitesinden memnun kaldım	11,75	30,69	15,06	14,68	27,83
Ders videolarının ses kalitesinden memnun kaldım	15,96	34,31	9,14	11,43	29,16
Ders videolarını izlerken boyutlarından dolayı herhangi bir sorun yaşamadım	16,13	26,27	17,05	13,36	27,19
Sınıf ortamında derse katılmak yerine online ortamda derse katılmayı tercih ederim	24,43	21,72	13,06	13,61	27,17
<b>Ortalama</b>	<b>17,72</b>	<b>27,44</b>	<b>15,65</b>	<b>13,19</b>	<b>26,00</b>

Tablo 5: Anket soruları & Yüzdeler dilimleri

Yapılan anket sonuçlarına göre; Öğrenciler ders materyallerinden genel olarak memnun olmaktadır. Yalnızca 1. 2. 3. ve 4. sorularda kesinlikle katılmıyorum seçeneği yüksek çıkmıştır. Bu yüzden sade bir PowerPoint sunusu veya ders videosu yerine, daha interaktif, teknolojiyi daha etkili bir şekilde kullanıp bunu derse yansıtmak, animasyon, simülasyon ve etkileşime dayalı çeşitli görsellerle bunları geliştirip öğrenciye sunmak daha çok dikkatlerini çekecektir ve daha etkin bir katılım sağlanacaktır. 5. soruda yaşanan sorunlar internet hızı, kullanılan bilgisayar, tablet veya telefonda kaynaklıdır. 6. soruda yüzdelerin birbirine yakın oranda çıkması öğrencilerin hala uzaktan eğitim ve örgün eğitim arasında bir karar vermekte zorlandığı görülmüştür.

## Sonuçlar

Teknolojilerin kullanımı günümüzde her alanda hızla artmaktadır. Eğitimde de bu artış görülmektedir. Pedagojik formasyon eğitimi de artık uzaktan eğitim yoluyla verilebilmektedir. Tuncer & Tanaş (2010) yaptığı çalışmada içerik bakımından kıyaslama yapıldığında öğrenme ortamında oldukça karamsar bir havanın hakim olduğunu, uzaktan eğitimde kaliteli materyallerin hazırlanması ve sunu, video gibi öğretmen niteliklileri nedeni ile sorun yaşandığını belirtmiştir. Çevrimiçi pedagojik formasyon ile ilgili yapılan önceki araştırmalarda öğrencilerin hazır bulunuşluk seviyeleri, var olan videoların güncellenmeleri, öğrencinin kalıcı öğrenmeyi gerçekleştirebilmesi için materyallerin artırılması üzerine

yapılmıştır. Fakat bu çalışmada uzaktan eğitim ile verilen pedagojik formasyon derslerinin kullanımını incelenmektedir. Bu çalışmanın ilk bulgularında da görüleceği gibi günümüz teknolojileri sayesinde çalışanlar kendilerine en uygun zaman dilimlerinde öğrenimlerini gerçekleştirebiliyor. Bu yenilikçi teknolojiler sayesinde gelen esneklik çalışan insanlara kendilerini geliştirme fırsatı sunuyor. Bu bulgular Şeker'in (2016) uzaktan eğitimin çalışan kişilerin uzun vadede kendilerine yeni bilgiler edinmeleri ve kendilerini geliştirmek için kaçamayacakları bir öğrenim şekli olduğunu belirttiği görüşü ile uyumaktadır.

Hızla gelişen teknolojilerle birlikte sade bir video veya slayt sunumu yerine daha fazla duyu organına hitap eden materyaller geliştirilerek öğrencilere daha etkili bir eğitim ortamı hazırlayabilmek daha kolay hale gelmiştir. Bu çalışmanın amaçlarından bir diğeri ise öğretmen adaylarının uzaktan eğitim ile ilgili görüşlerini incelemektir. Elde edilen bulgularda öğrencilerin sınıf ortamı ile sanal ortam arasındaki derse katılım tercihi konusunda kararsız oldukları gözlenmiştir. Bu bulgular, interaktif ve yenilikçi teknolojileri ders materyallerine yansıtmak, animasyon, simülasyon ve etkileşime dayalı çeşitli görsellerle bunları geliştirip öğrenciye sunmak onların daha çok dikkatlerini çekecektir. Örneğin, sanal sınıflar oluşturulup VR-AR teknolojileri uzaktan eğitim için uygulanıp gerçek sınıf ortamına entegre edilebilir. Uzaktan eğitim bu sayede tek düze bir eğitim sistemi olmaktan kurtulacaktır ve uzaktan eğitim derslerine daha etkin bir katılım sağlanabilecektir. İleriki araştırmalarda öğrencilerin teknolojinin daha etkili bir şekilde (interaktif sanal sınıf ortamı, oyunlaştırma yöntemi, vb.) kullanıldığı uzaktan eğitim sınıflarındaki öğrenme eğilimleri ve ilgileri araştırma konusu olabilir.

## Kaynaklar

- Akdemir, A. S. (2013). TÜRKİYE'DE ÖĞRETMEN YETİŞTİRME PROGRAMLARININ TARİHÇESİ VE SORUNLARI. *Electronic Turkish Studies*, 8(12).
- Aydın, A. (1998). Eğitim fakültelerinin yeniden yapılandırılması ve öğretmen yetiştirme sorunu. *Kuram ve Uygulamada Eğitim Yönetimi Dergisi*, 4(3), 275-286.
- Aydın, Ö. (2014). Yeni Başlayanlar İçin Moodle Genel Bakış. *Akademik Bilişim*. mersin.
- Dinçer, S. (2016, 03 14). BİLGİSAYAR DESTEKLİ EĞİTİM VE UZAKTAN EĞİTİME GENEL BİR BAKIŞ. ADANA, SEYHAN, TÜRKİYE.
- Ekici, S., & Yılmaz, B. (2013). FATİH Projesi Üzerine Bir Değerlendirme. *Türk Kütüphaneciliği* 27 , 317-339.
- Elmas, Ç., Doğan, N., Biroğul, S., & Koç, M. S. (2008). Moodle Eğitim Yönetim Sistemi İle Örnek Bir Dersin Uzaktan Eğitim Uygulaması. *BİLİŞİM TEKNOLOJİLERİ DERGİSİ, CİLT: 1, SAYI: 2* , 54-56.
- Ergin, C. (2010). *İLKÖĞRETİM ÖĞRETMENLERİNİN UZAKTAN EĞİTİME BAKIŞ AÇILARI* (Yüksek Lisans Tezi). Yüzüncü Yıl Üniversitesi, Van.
- IPFS. (2014, 04 01). [https://ipfs.io/ipns/tr.wikipedia-on-ipfs.org/wiki/Uzaktan\\_e%C4%9Fitimin\\_tarihsel\\_geli%C5%9Fimi.html](https://ipfs.io/ipns/tr.wikipedia-on-ipfs.org/wiki/Uzaktan_e%C4%9Fitimin_tarihsel_geli%C5%9Fimi.html) adresinden alınmıştır
- İnner, B. (2014) Harmanlanmış Öğrenme Ortami Olarak Etkili Moodle Etkinlikleri Kullanım Örneği. *Eğitim ve Öğretim Araştırmaları Dergisi-Journal of Research in Education and Teaching*, 3(1).
- Kavak, M. T. (2009). Dicle Üniversitesi Uzaktan Eğitim Uygulamalarında Eğitim Yönetim Sistemi (Moodle) Kullanımı. *Akademik Bilişim'09 - XI. Akademik Bilişim Konferansı Bildirileri*, (s. 364). Şanlıurfa.
- Kırık, A. M. (2014). Uzaktan eğitimin tarihsel gelişimi ve Türkiye'deki durumu. *Marmara İletişim Dergisi* , 80-81.
- Moodlenews. (2018, 08 10). <https://www.moodlenews.com/2015/moodle-statistics-moodle-now-has-more-than-78-million-users-all-over-the-world-moodleworld-moodle/> adresinden alınmıştır.
- Oğraş, R., Arı, M., Ateş, B., & Ünal, R.(2017). ÇEVİRİMİÇİ TÜRKÇE ÖĞRETİMİNDE SÖZLÜK KULLANIMI. *Ayrıntı Dergisi*, 5(50).
- Örnekleri, İ. U. (2015). Öğretmen Eğitimcileri, Öğretmenler ve Öğretmen Adayları İçin.
- Pala, F., & Doğan, N. (2009). Nette Öğretmen: Eğitim Yönetim Sistemi. *Bilişim Teknolojileri Dergisi*, 2(3).
- Som, İ., Gürol, M., & Türkan, A. (2018). PEDAGOJİK FORMASYON SERTİFİKA PROGRAMININ DEĞERLENDİRİLMESİ. *Elektronik Sosyal Bilimler Dergisi* , 106-108.
- Şeker, S. E. (2016, Şubat 10). Uzaktan Eğitim ve Bilgisayar Mühendisliği. (N. Demir, Röportajı Yapan)

Tezcan, C. (2012). *Zihinsel Engelli Çocuklara Web Destekli Uzaktan Eğitim Sistemi Kurulması: Matematik ve Fen Bilgisi Dersleri Uygulaması*(Yüksek Lisans Tezi) . Trakya Üniversitesi, Edirne.

Tuncer, M., & Tanaş, R. (2010). Akademisyenlerin Uzaktan Eğitim Programlarına Yönelik Görüşlerinin Değerlendirilmesi. *4. Uluslararası Bilgisayar ve Öğretim Teknolojileri Sempozyumu* (s. 777-782). Konya: Selçuk Üniversitesi.

Uçar, H., Berk, K., & Kumtepe, A. T. (2015). Moodle Öğrenme Yönetim Sisteminde Bir Dersin Tasarımı ve Öğretimi: İngilizce Dersi Örneği.

Ülker, D.(2015). ÖĞRENİM YÖNETİM SİSTEMLERİ ve MOODLE.

Yadigar, G. (2010). *UZAKTAN EĞİTİM PROGRAMLARININ ETKİNLİLİĞİNİN DEĞERLENDİRİLMESİ* (Yüksek Lisans Tezi). Gazi Üniversitesi, Ankara.

*Yükseköğretim Kurulu*. (2015, 11 18). 06 15, 2018 tarihinde Yükseköğretim Kurulu: [http://www.yok.gov.tr/web/guest/icerik/-/journal\\_content/56\\_INSTANCE\\_rEHF8BIsfYRx/10279/7052802](http://www.yok.gov.tr/web/guest/icerik/-/journal_content/56_INSTANCE_rEHF8BIsfYRx/10279/7052802) adresinden alındı.





DOI: 10.22559/folklor.930

Folklor/edebiyat, cilt:25, sayı: 97-1, 2019/1

## Öğretmenlerin Ve Öğretmen Adaylarının Mobil Eğitim Uygulamalarına Yönelik Tutumları

The Attitudes of the Teachers and Teachers Candidate Towards Mobile Education Applications

Hüseyin Göksu\*

Sevilay Atmaca\*\*

### Özet

Mobil eğitim uygulamalarının en temel bileşenleri olan öğrenci ve akademisyenlerin tutumları çok fazla önem arz etmektedir. Bu teknolojileri hem akademik başarılarının artırılmasında, hem de öğrenme ve öğretme etkinliklerinde çok etkili olacağı belirlenmiştir. Bir diğer açıdan tutumlara bakıldığında ise öğretmenlerin ve öğretmen adaylarının tutumlarına yönelik çok önemli sonuçlar elde edilmiştir. Öğretmenlerin ve Öğretmen adaylarının çağımızın en önemli teknolojilerinden olan akıllı mobil cihazlara karşı geliştirilmiş olan olumlu tutumu ve bu akıllı cihazları hayatlarının hemen hemen her bölümünde kullanıyor olmaları, akıllı mobil cihazlara yüklenecek olan eğitim uygulamalarına karşı tutumlarına da etki ettiği görülmektedir.. Araştırma sorularına yanıt aramak üzere, çalışma “nicel araştırma yöntemiyle” tasarlanıp “betimsel araştırma deseni” ile gerçekleştirilmiştir. Öğretmenlerin ve öğretmen adaylarının mobil eğitim uygulamaları hakkındaki görüşlerinin ne olduğu ve bu görüşler arasındaki farkın anlamlı olup olmadığı belirlenmeye çalışılmıştır. Öğretmenlerin ve öğretmen adaylarının akıllı ve aynı zamanda taşınabilir olan bu cihazlarına karşı göstermiş oldukları olumlu tutumun çok önemli olduğu düşünülmektedir. Bunun en büyük nedeni gelişen ve değişen teknolojiyi etkili kullanabilen öğretmen ve öğretmen adayının işlerindeki başarısını artıracaktır.

**Anahtar sözcükler:** Mobil öğrenme, öğretmen, Öğretmen adayı, Mobil uygulama, tutum

---

\* Öğretim Görevlisi, Bilgisayar Ve Öğretim Teknolojileri Eğitimi, Eğitim Fakültesi, Uluslararası Kıbrıs Üniversitesi Lefkoşa, Kuzey Kıbrıs Türkiye Cumhuriyeti, [hgoksu@ciu.edu.tr](mailto:hgoksu@ciu.edu.tr)

\*\* Yrd. Doç. Dr., Sınıf öğretmenliği, Eğitim Fakültesi, Uluslararası Kıbrıs Üniversitesi Lefkoşa, Kuzey Kıbrıs Türkiye Cumhuriyeti, [atmaca@ciu.edu.tr](mailto:atmaca@ciu.edu.tr)

## Abstract

Attitudes of students and academicians, which are the most basic components of mobile education applications, are very important. It has been stated that these technologies are very beneficial in terms of academic development, in learning and teaching activities. On the other hand, when looked at the attitudes, striking findings about attitudes of education faculty students and teachers have been obtained. Education faculty students and teachers have a positive attitude towards today's technology mobile devices and they used to use these devices in all areas of their lives. In order to search for answers to research questions, the study was designed by "quantitative research method" and "descriptive research design". It has been tried to determine what views of education faculty students and teachers are about mobile education practices and whether the difference between these views is meaningful. Positive attitudes of education faculty students' and teachers' towards mobile education devices; it is also positive for the new training applications to be used in these devices. Mobile technologies support individual and collaborative learning by means of rapidly developing applications and easy network access, allowing individuals to conduct research, share information and access information at any time or any where.

**Key words:** *Mobile learning, teacher, teacher candidate, mobile applications, attitude*

## Giriş

Eğitimin geçmişten günümüze kadar birçok tanımı yapılmıştır. Genel olarak bireylerde olumlu ve istendik yönde davranışlar kazandırma süreci olarak tanımlanan eğitimin tanımı insanlık tarihi kadar eski ve köklü bir geçmişe sahiptir. Bir diğer açıdan baktığımızda ise eğitim bireyin doğumundan ölümüne kadar süren ve yaşamını sürdürdüğü topluluk içinde değeri olan yetenek, tutum ve diğer davranışlarını geliştirdiği sürecin toplamıdır. Buna paralel olarak değişen ve gelişen dünyada gelişmelere ayak uydurabilen, çağın beklentilerine cevap verebilen, araştıran, sorgulayan ve kendini gerçekleştirmiş, özgüven duygusu gelişmiş bireyler yetiştirmek ve böylelikle öğrenci başarı düzeylerini artırmak ve eğitim sistemini daha işlevsel hale getirebilmek amaçlarıyla eğitimde yenilikler yapılmaktadır (Çelen, Çelik & Seferoğlu, 2011). Bu tanımların ortak noktası ise, kişinin toplum standartlarını, inançlarını ve yaşam yollarını kazanmasında etkili olan tüm süreçleri kapsamasıdır.

Bilgi çağı ile birlikte bilim ve teknoloji konularında yaşanan baş döndürücü gelişmeler, hemen hemen hayatın her noktasını etki altına aldığı gibi eğitim ve öğrenme sürecinde de önemli gelişmelerin ve değişikliklerin gerçekleşmesine neden olmaktadır. Bireyin değişen ve büyük bir hızla gelişen zamana ayak uydurması için ise, günümüz teknolojisini yakından takip etmesi ve bunu en verimli şekli ile kullanması gerekmektedir. Bu gelişmeler, mobil eğitimin hayata geçmesini sağlamıştır.

Ard arda yaşanan gelişmelerin ve yeniliklerin en önemli ürünlerinden olan akıllı cihazların ve bu akıllı cihazlara yüklenen uygulamaların etkilerini hayatımızın her alanında

sıklıkla görülmektedir. Bu cihazları ve uygulamaları kullanma süreleri arttıkça, üstünlükleri ve sınırlı etkileri de görülmektedir. Üstünlükleri arasında öğrenmeyi desteklemesi, kullanım kolaylığı sağlaması ve ilgi çekici olması sıralanabilir. Sınırlı yönleri arasında yazılım eksikliği ve kullanıcının ilgisini başka yönlere çekme ihtimali sayılabilir.

Mobil eğitimin tanımına baktığımızda ise Harris (2001), m-öğrenmeyi mobil bilişim ve e-öğrenmenin her zaman her yerde öğrenme deneyimi üretebilmek için kesişmesi; Traxler (2005), tek veya baskın teknolojinin taşınabilir mobil cihazlar olduğu her türlü öğrenme girişimi; Trifonova (2003) ise, mobil araçlar veya mobil ortamlar aracılığıyla gerçekleşen her türlü öğrenme ve öğretme etkinliği, Traxler (2007), mobil öğrenme, cebe ya da çantaya sığabilen, güvenilir bir bağlantıya sahip olan ve bireysel olarak düzenli taşınabilen kompakt dijital taşınabilir aygıtlar aracılığıyla bireylerin birbiriyle iletişimde olması, bilginin oluşturulmasına aracılık ederek bireylerin daha üretken olabilmesine olanak sağlayan herhangi bir etkinlik olarak tanımlanmıştır

Bu bağlamda, mobil eğitim uygulamalarının en temel bileşenleri olan öğrenci ve akademisyenlerin tutumları çok fazla önem arz etmektedir. Menzi, Önal ve Çalışkan (2012)'nin yaptıkları araştırmada sonucunda ulaştıkları bulgular şunu göstermektedir, öğretim üyelerinin büyük bir bölümü (%33) çağımızın en önemli teknolojilerinden olan akıllı taşınabilir cihazları kullandıklarını, geri kalan kısmı ise gelecekte kullanacaklarını belirtmişlerdir. Buna ek olarak öğretim üyelerinin eğitimin nihai hedefi olan öğrenci başarısını artırmakta bu teknolojilerin önemli olduğunu düşünmektedirler. Geleceğin öğretmenlerinin görüşlerinin incelendiği bir diğer çalışmada, Sağır ve Gökse (2016)'da yaptıkları araştırmadır. Geleceğin öğretmenlerinin tutumlarını belirlediği bu çalışmada, günümüz teknolojisi akıllı, taşınabilir cihazlara karşı göstermiş oldukları olumlu tutumu, taşınabilir cihazlara yüklenecek olan eğitim uygulamalarına karşı tutumlarına da etkilemiştir.

Eğitim alanında istenilen seviyede olmasa da günden güne artan mobil eğitim uygulaması kullanımdan söz edilebilir. Mobil cihazların kullanım alanının çok genişlemesi ve hayatın bir parçası gibi görülüp; sürekli taşınmasının avantajının tam anlamıyla kullanıldığını söylemek ise çok mümkün değildir. Bu bağlamda alandaki öğretmenlerin mobil eğitim uygulamalarına yönelik tutumlarını ölçmek ve eğitim fakültesindeki öğrencilerle bu tutumlarını karşılaştırmak amacıyla gerçekleştirdiğimiz bu çalışmada, öğretmenlerin ve öğrencilerin sürekli yanlarında taşıdıkları akıllı cihazları, eğitim-öğretim alanında ne denli

kullandıkları, bu cihazların sağladığı avantajları yeteri kadar kullanıp kullanmadıklarını belirlemek amacıyla yapılmıştır.

Bu bilgiler ışığında aşağıdaki sorulara yanıt aranmıştır:

1. Öğretmenlerin ve öğrencilerin ve mobil cihazları kullanacak yeterli bilgiye sahip olup olmadıkları konusundaki tutumları nelerdir?
2. a) Öğrencilerin ve öğretmenlerin mobil eğitim uygulamalarının kullanımına ilişkin memnuniyetleri arasında anlamlı bir fark var mıdır?
  - b) Öğrencilerin ve öğretmenlerin mobil cihazların etkililiğine ilişkin tutumları arasında anlamlı bir fark var mıdır?
  - c) Öğrencilerin ve öğretmenlerin mobil cihazların kullanılabilirliğine ilişkin tutumları arasında anlamlı bir fark var mıdır?
  - d) Öğrencilerin ve öğretmenlerin mobil eğitim uygulamalarının kullanımına ilişkin motivasyonları arasında anlamlı bir fark var mıdır?

### **Yöntem**

Araştırma sorularına cevap bulmak için, çalışma “nicel araştırma yöntemiyle” tasarlanıp “betimsel araştırma deseni” ile gerçekleştirilmiştir. Sönmez ve Alacapınar (2014)’e göre “betimsel araştırma yaşayanların, hali hazırda var olanların, yaşananların ne olduğunun betimlenip açıklanarak ortaya konulması olarak ele alınabilir.”(s:47). Buradan hareketle meslekteki öğretmenlerin ve öğretmen adaylarının mobil eğitim uygulamaları hakkındaki görüşlerinin ne olduğu ve bu görüşler arasındaki farkın anlamlı olup olmadığı belirlenmeye çalışılmıştır.

### **Örneklem tespiti**

Çalışmaya veri toplamak amacıyla Demir ve Akpınar (2016) tarafından geliştirilen “Mobil Öğrenmeye Yönelik Tutum Ölçeği” (beşli likert) yazarlarından izin alınarak çevrimiçi ortamda “amaçsal-uygun örnekleme tekniği” kullanılarak uygulanmıştır. Amaçsal örnekleme tekniği, olası olmayan seçkisiz olmayan bir örnekleme tekniğidir. Çalışmanın amacına bağlı olarak bilgi açısından zengin durumların seçilerek derinlemesine araştırma yapılmasına olanak tanır. Belli ölçütleri karşılayan veya belli özelliklere sahip olan bir veya daha fazla özel durumlarda çalışılmak istenildiğinde tercih edilir. Araştırmacı seçilen durumlar bağlamında doğa ve toplum olaylarını ya da olgularını anlamaya ve bunlar arasındaki ilişkileri

keşfetmeye ve açıklamaya çalışır (Büyüköztürk, Çakmak, Akgün, Karadeniz ve Demirel, 2017).

Bu araştırmaya Eğitim Fakültesi'nde öğrenim gören öğrencilerin ve meslekteki farklı branşlardaki öğretmenler gönüllü olarak çevrim içi tasarlanan ölçeği kullanarak katılmışlardır. Ölçek 305 öğrenci ve 226 öğretmence yanıtlanmıştır.

### **Verilerin toplanması ve analizi**

“Mobil Öğrenmeye Yönelik Tutum Ölçeğinin orijinalinde 41 olumlu ve 11 olumsuz olmak üzere toplam 52 madde bulunmaktadır. Oluşturulan maddeler beşli likert tipinde olup, tamamen katılıyorum (5), katılıyorum (4), kısmen katılıyorum (3), katılmıyorum (2), kesinlikle katılmıyorum (1) şeklinde derecelendirilmiştir. Ölçeğin dört alt faktör ve 45 maddeden oluşan son halinde yer alan maddelerin yükleri .82 ile .40 arasında yer almaktadır. Bu ölçek araştırmacılar tarafından araştırma grubuna denk bir başka gruba uygulanmıştır. Faktör analizi, madde analizi, alt üst grup ortalamalarına dayalı madde analizi, iç tutarlılık katsayısı ve faktörler arası korelasyon katsayıları yeniden hesaplandıktan sonra ölçekten iki maddenin çıkartılmasına karar verilmiştir ve ölçeğe son hali verilmiştir. Yeniden hesaplanan Cronbach Alfa iç tutarlılık kat sayısı bu ölçek için .95 olarak tespit edilmiştir.

Ölçekten elde edilen veri seti, SPSS 20.0 programında bağımsız örneklemeler için t-Testi analizleri yapılarak yorumlanmıştır. Araştırmacılar tarafından ortama herhangi bir müdahalede bulunulmadığı için olguya, sürece ve sonuçlara araştırmacılar tarafından manipülasyon yapılmadığı ve araştırmacılar gönüllü olarak katıldığı için etik kurulu izni alınmaya ihtiyaç duyulmamıştır.

### **Bulgular**

Araştırmanın problemlerine ilişkin elde edilen bulguları ışığında, sonuçlar aşağıda listelenmiştir. Araştırma dâhilinde kullanılan ve online ortamda tasarlanan anket vasıtasıyla, veriler öğretmen ve geleceğin öğretmenlerinden “mobil öğrenmeye yönelik tutum ölçeği” kullanılarak elde edilmiştir. Anket sonucunda toplanan verilerden sonuçlar çıkarmak amacıyla t-Testi kullanılmıştır.

Araştırmanın birinci sorusu “Öğrencilerin ve öğretmenlerin mobil cihazları kullanacak yeteri bilgiye sahip olup olmadıkları konusundaki tutumları nelerdir?” şeklinde ifade edilmiştir. Bu soruya yanıt aranmak üzere yapılan analizlere ilişkin tablo şu şekildedir:

Tablo1: Öğrenci ve öğretmenlerin mobil eğitim uygulamalarına yönelik tutum ortalaması

Grup	N	Ortalama	Standart Sapma	df
Öğretmen	225	2,9	,33	724
Öğrenci	500	3,0	,43	

Geleceğin öğretmenlerinin ve öğretmenlerin mobil eğitim uygulamalarına yönelik tutumları t-Testi ile incelenmiştir. Ölçeği tamamlayan 500 öğretmen adayının tutum puanları ortalamaları ( $\bar{X}$ : 3,0 ) ve öğretmenlerin tutum puanları ortalamaları ( $\bar{x}$ : 2,9) olarak tespit edilmiştir. Buradan hareketle, hem öğrencilerin hem de öğretmenlerin mobil eğitim uygulamalarına yönelik tutumlarının orta derecede olduğu söylenebilir. Öğretmen adaylarının ve öğretmenlerin tutumlarını etkileyen alt faktörlere bakıldığında ise, mobil eğitim uygulamalarına yönelik memnuniyet, bu uygulamaların etkililiği ve kullanılabilirliği, son olarak da eğitim ortamlarındaki motivasyonlarına katkısı analiz edilmiştir. Bu analize ait bulgular aşağıda verilerek sonuçlar yorumlanmıştır.

### Mobil eğitim uygulamalarına yönelik memnuniyet

Araştırmanın ikinci sorusunun ilk alt problemi “Öğrencilerin ve öğretmenlerin mobil cihazları kullanma konusundaki tutumları Memnuniyet durumlarına göre değişmekte midir?” olarak belirlenmiştir. Bu soruya yanıt aranmak üzere yapılan analizlere ilişkin tablo aşağıda verilmiştir.

Tablo 2: Öğretmenlerin mobil eğitim uygulamalarına yönelik memnuniyet ortalaması

Grup	N	Ortalama	Standart Sapma	t	df	p
Öğretmen	225	3,605	,472	,761	657	,447
Öğrenci	500	3,564	,732	,868	626,785	,386

Öğretmen ve öğretmen adaylarının mobil eğitim uygulamalarına yönelik memnuniyet tutumları t-Testi ile incelenmiştir. Öğretmen için ( $t_{0.05 : 657}$ )= ,761, Öğretmen adayı için ( $t_{0.05 : 626,785}$ )= ,868. Bu sonuçlara göre öğretmen adaylarının mobil eğitim uygulamalarına yönelik memnuniyetleri ile ( $\bar{\tilde{x}}$ : 3,605) ve öğretmenlerin memnuniyet ortalamaları ( $\bar{\tilde{x}}$ : 3,564)

arasında anlamlı bir fark yoktur. Buradan hareketle, hem öğrencilerin hem de öğretmenlerin mobil eğitim uygulamalarından orta derecede memnun olduklarını ancak gruplar arasında anlamlı bir fark olmadığı söylenebilir.

### **Mobil eğitim uygulamalarının etkililiği**

Araştırmanın ikinci sorusunun ikinci alt problemi “Öğrencilerin ve öğretmenlerin mobil cihazların etkili olduğuna ilişkin tutumları arasında anlamlı bir fark var mıdır?” olarak belirlenmiştir. Bu soruya yanıt aranmak üzere yapılan analizlere ilişkin tablo aşağıda verilmiştir.

*Tablo 3: Öğretmenlerin mobil eğitim uygulamalarına yönelik etki ortalaması*

Grup	N	Ortalama	Standart Sapma	t	df	p
Öğretmen	224	3,901	,484	-1,841	663	,066
Öğrenci	500	3,997	,701	-2,068	603,618	,039

Öğretmenlerin ve öğretmen adaylarının mobil eğitim uygulamalarının etkili olup olmadığına yönelik tutumlarının ortalamaları t-Testi ile analiz edilmiştir. Öğretmen için ( $t_{0.05 : 663}$ ) = -1,841 Öğretmen adayı için ( $t_{0.05 : 603,618}$ ) = -2,068. Buna göre öğretmen adaylarının mobil eğitim uygulamalarının etkili olup olmadığına yönelik tutumlarının ortalamaları ile ( $\bar{x}$  : 3,901) ve öğretmenlerin tutumlarının ortalaması ( $\bar{x}$  : 3,997) arasında anlamlı bir fark yoktur. Bu sonuca göre, hem öğrencilerin hem de öğretmenlerin mobil eğitim uygulamalarını yüksek derecede etkili bulduklarını ancak gruplar arasında anlamlı bir fark olmadığı söylenebilir.

### **Mobil eğitim uygulamalarının kullanılabilirliği**

Araştırmanın ikinci sorusunun üçüncü alt problemi “Öğrencilerin ve öğretmenlerin mobil cihazların kullanılabilirliğine ilişkin tutumlarının arasında anlamlı bir fark var mıdır?” olarak belirlenmiştir. Bu soruya yanıt aranmak üzere yapılan analizlere ilişkin tablo aşağıda verilmiştir.

*Tablo 4: Öğretmenlerin mobil eğitim uygulamalarına yönelik kullanılabilirlik ortalaması*

Grup	N	Ortalama	Standart Sapma	t	df	p
Öğretmen	225	3,411	,428	-,864	662	,388

Öğrenci	500	3,451	,636	-,976	614,839	,330
---------	-----	-------	------	-------	---------	------

Öğretmenlerin ve öğretmen adaylarının mobil eğitim uygulamalarına yönelik kullanılabilirliğine ilişkin tutumlarının ortalamaları t-Testi ile analiz edilmiştir. Öğretmen için ( $t_{0.05 : 662}$ ) = -,864 Öğretmen adayı için ( $t_{0.05 : 614,839}$ )= -,976. Analiz sonuçlarına göre öğretmen adaylarının mobil eğitim uygulamalarının kullanılabilirliğine yönelik tutumlarının ortalamaları ile ( $\bar{x}$ :3,411) ve öğretmenlerin ortalamaları ( $\bar{x}$ : 3,451) arasında anlamlı bir fark yoktur. Bu sonuçtan yola çıkılarak hem öğrencilerin hem de öğretmenlerin mobil eğitim uygulamalarını orta derecede kullanışlı bulduklarını ancak gruplar arasında anlamlı bir fark olmadığı söylenebilir.

### **Mobil eğitim uygulamalarına yönelik motivasyon**

Araştırmanın ikinci sorusunun dördüncü alt problemi “Öğrencilerin ve öğretmenlerin mobil eğitim uygulamalarının kullanımına ilişkin motivasyonları arasında anlamlı bir fark var mıdır?” olarak belirlenmiştir. Bu soruya yanıt aranmak üzere yapılan analizlere ilişkin tablo aşağıda verilmiştir.

*Tablo 5: Öğretmenlerin mobil eğitim uygulamalarına yönelik motivasyon ortalaması*

Grup	N	Ortalama	Standart Sapma	t	df	p
Öğretmen	225	3,730	,659	,685	718	,493
Öğrenci	500	3,686	,869	,758	559,419	,449

Öğretmenlerin ve öğretmen adaylarının mobil eğitim uygulamalarının kullanımına ilişkin motivasyonlarının ortalamaları t-Testi ile analiz edilmiştir. Öğretmen için ( $t_{0.05 : 685}$ )= ,718 Öğretmen adayı için ( $t_{0.05 : 559,419}$ )= ,559.419. Buna göre öğretmen adaylarının mobil eğitim uygulamalarına yönelik motivasyon ortalamaları ( $\bar{x}$ : 3,730) ile ve öğretmenlerin ortalamaları ( $\bar{x}$ :3,686) arasında anlamlı bir fark yoktur. Analiz sonuçlarından hareketle hem öğrencilerin hem de öğretmenlerin mobil eğitim uygulamalarını kullanmaya yönelik motivasyonlarının yüksek derecede olduğu ancak gruplar arasında anlamlı bir farkın olmadığı söylenebilir.

### **Sonuç**



Bu araştırma öğretmen ve geleceğin öğretmenlerinin taşınabilir cihazlara yüklenecek ve bu cihazlar yardımıyla kullanılacak eğitim uygulamalarına karşın görüşlerini belirlemek için yapılmıştır. Öğretmen ve geleceğin öğretmenlerinin görüşlerini belirlemek amacıyla yapılmış olan bu çalışmada sonucunda, veriler ışığında çok önemli bulgulara ulaşılmıştır. Öğretmenlerin ve geleceğin öğretmenlerinin, günümüzün en popüler teknolojisi, taşınabilir akıllı cihazlara karşı göstermiş oldukları sağlıklı tutumu ve bu taşınabilen akıllı cihazları hemen hemen yaşamlarının bütün bölümlerinde bir şekilde dahil etmiş olmaları, bu cihazlara yüklenecek uygulamalara yönelik tutumlarının da sağlıklı, bir diğer deyiş ile pozitif olduğu belirlenmiştir.

Öğretmen ve geleceğin öğretmenlerinin taşınabilir cihazlara yönelik pozitif tutum ve görüşleri, bu taşınabilir cihazlara yüklenecek eğitim öğretim uygulamalarında pozitif yansıdığı görülmektedir. “Mobil teknolojiler hızla gelişen uygulamaları ve kolay ağ erişimi sayesinde bireysel ve işbirliğine dayalı öğrenmeyi desteklemekte, bireylere istedikleri her an araştırma yapma, bilgi paylaşma, bilgiye ulaşma olanağı vermektedir. Yeni teknolojilerin ve yazılımların eğitimde kullanılması öğrenci ve öğretmenlere yeni öğrenme fırsatları yaratmaktadır. Bu da bireylerin yeni teknolojileri kullanmaya açık olmalarının ve bu teknolojileri kabul etmelerinin önemini arttırmaktadır.” (Menzi, Önal, Çalışkan, 2012, s 14). Yapılan bu çalışmada literatürdeki diğer çalışmalar ile benzer ve bu çalışmaları güçlendirici bir biçimde öğretmen ve geleceğin öğretmenlerinin tutum ve görüşünde pozitif olduğu, fakat diğer değişkenler bakımından bir değişiklik içermediği belirlenmiştir.

Bununla birlikte eğitimin temel gayesi olan bireyin davranışlarında olumlu yönde kalıcı değişiklikler yapmakta çok etkili olabilecek, zaman ve mekân bakımından limitleri, sınırlılıkları ortadan kaldıracak mobil cihazların ve dolayısıyla bu cihazlara yüklenecek eğitim uygulamalarının öğretmenlerin nihai hedefi olan, öğrenciyi gerçek hayata hazırlama konusunda başarılarını kat ve kat arttıracaktır. Buna ek olarak öğrenci merkezli olan mobil eğitimde sınırlamaları ortadan kaldırmak, gerekli veriye mobil eğitim uygulamaları sayesinde ulaşmak eğitimde fırsat eşitliğini olumlu yönde etkileyecektir. Gelecekte günümüzde olduğundan çok daha fazla önem kazanacak bir diğer durum ise -teknoloji ve teknoloji ürünleri hiç bir zaman öğretmenlerin yerini alamayacak belki ama- teknoloji ürünlerini kullanan öğretmenlerin bunları kullanmayan öğretmenler karşısında büyük bir avantaj sağlayacağı ve teknolojiyi kullanmayan öğretmenlere oranla çok daha fazla başarılı olacağını söylemek mümkündür. Bu öngörüyle ve akademik çalışmalardan yola çıkılarak eğitim

fakültelerinin müfredatlarında teknoloji, mobil öğrenme gibi derslere ve uygulamalara yer verilmesi büyük önem arz etmektedir.

Bu çalışmada öğretmen adaylarının ve öğretmenlerin mobil eğitim uygulamalarına yönelik tutumlarının genel olarak olumlu olduğunun buna ek olarak “kullanışlılık” ve “memnuniyet” alt boyutlarına bakıldığında ise daha düşük olduğu görülmektedir. Bunun nedeninin müfredatların henüz mobil cihazlara uygun olarak yapılandırılmamış olmasından kaynaklanan uyumsuzluklar olduğu düşünülmektedir. Menzi, Önal ve Çalışkan (2012)’nin yaptıkları çalışmada öğretim üyelerinin taşınabilir cihazlara yüklenen uygulamalara öğrenme ve öğretmen etkinliklerinde kullanılırken çeşitli zorluklar yaşandığını belirtmiştir. Bu zorlukların veya engellerin en önemlilerinden bir tanesi taşınabilir akıllı cihazların pahalı oluşu ve bunun neticesinde kurumların bütçesinin bunu karşılayacak seviyede olmaması. Tabii ki fiyatı düşük taşınabilir akıllı cihaz bulmak mümkündür lakin bu cihazların öğrenme öğretim faaliyetlerinde etki rol alamayacakları belirlenen en önemli görüşler arasındadır. . Buna ek olarak bu cihazların tamir edilmesinde yada donanımsal bir problem yaşandığında çözümünün çok kolay olmaması belirtilen bir diğer problem olarak karşımızda durmaktadır. Gündüz, Aydemir ve Işıkların (2011) yaptıkları çalışmada taşınabilir cihazların internet bağlantısı sayesinde bilgiye ulaşma konusunda benzersiz avantajlar sağladığı savunulmuştur. Bununla birlikte çeşitli dezavantajlarından da bahsetmişlerdir.

Sonuç olarak, öğretmenlerin ve öğretmen adaylarının mobil eğitim uygulamaları hakkındaki görüşlerinin ne olduğu ve bu görüşler arasındaki farkın anlamlı olup olmadığı belirlenmeye çalışılan bu araştırmada öğretmenlerin ve öğretmen adaylarının mobil eğitim cihazlarına karşı göstermiş oldukları tutum olumludur. Bu görüşler arasındaki farkın anlamlı bulunmaması da alanyazınla benzerlik göstermektedir. Bu sonuçlar taşınabilir cihazlara yüklenecek ve eğitim öğretim etkinliklerinde kullanılacak uygulamalara karşı tutumların pozitif olduğu ve bu uygulamaların eğitim öğretim etkinliklerinde kullanılması gerektiği düşünülmektedir. Geliştirilmiş olan her yeni teknolojinin eğitimde kullanılması eğitim nihai hedefi olan öğrenci başarısını arttırmakta etkili olduğu, ancak daha etkili olması için eğitimin bütün paydaşlarının aynı görüş ve tutumda olması gerektiği düşünülmektedir.

## **Kaynaklar**

Asandului, L., & Ceobanu, C. (2008). E-learning in Romanian Higher Education: A study case. *Turkish Online Journal of Distance Education*, 9(3).

- Büyüköztürk, Ş., Çakmak, E. K., Akgün, Ö. E., Karadeniz, Ş., & Demirel, F. (2015). *Bilimsel Araştırma Yöntemleri*. Ankara: Pegem Akademi.
- Büyüköztürk, Ş., Çakmak, E. K., Akgün, Ö. E., Karadeniz, Ş., & Demirel, F. (2017). Bilimsel araştırma yöntemleri. *Pegem Atıf İndeksi*, 1-360.
- Çelen, F. K., Çelik, A., & Seferoğlu, S. S. (2011). Türk eğitim sistemi ve PISA sonuçları. *Akademik Bilişim*, 2-4.
- Demir, K., & Akpınar, E. (2016). Mobil öğrenmeye yönelik tutum ölçeği geliştirme çalışması. *Eğitim Teknolojisi Kuram ve Uygulama*, 6(1).
- Duran, N., Önal, A. & Kurtuluş, C. (2006). *E-öğrenme ve kuramsal eğitimde yeni yaklaşım öğrenim yönetim sistemleri*. Akademik Bilişim Bildirileri Kitabı, 97-10.
- Gündüz, Ş., Aydemir, O. ve Işıklar, Ş. (2011). 3Gteknolojisi ile geliştirilmiş m-öğrenme ortamları hakkında öğretim elemanlarının görüşleri. *Selçuk Üniversitesi Ahmet Keleşoğlu Eğitim Fakültesi Dergisi*, 31, 101-113.
- Harris, P. (2001). Goin'mobile; learning circuits. Retrieved July, 2, 2007.
- Menzi, N., Nezih, Ö., & Çalışkan, E. (2012). Mobil teknolojilerin eğitim amaçlı kullanımına yönelik akademisyen görüşlerinin teknoloji kabul modeli çerçevesinde incelenmesi. *Ege Eğitim Dergisi*, 13(1).
- Sağır, F., & Göksu, H. (2014) Öğretmen Adaylarının Mobil Eğitim Uygulamalarına Yönelik Tutumları. K.K.T.C Örneği, *Uluslararası Eğitim Yönetim Formu Bildiri Kitabı*, 44-50
- Sönmez, V., & Alacapınar, F. G. (2014). *Örneklendirilmiş bilimsel araştırma yöntemleri*. Anı Yayıncılık, Ankara.
- Traxler, J. (2005). *Defining mobile learning*. In IADIS International Conference Mobile Learning (pp. 261-266).
- Traxler, J. (2007). Defining, Discussing and Evaluating Mobile Learning: The moving finger writes and having writ.... *The International Review of Research in Open and Distributed Learning*, 8(2).
- Trifonova, A. (2003). *Mobile learning-review of the literature*. University of Trento.



DOI: 10.22559/folklor.932

Folklor/edebiyat, cilt:25, sayı: 97-1, 2019/1

## An Extended Mobile Application Design For Special Education To Teach Numbers

Sayıları Öğretmek Amacıyla Özel Eğitim İçin Genişletilmiş Bir Mobil Uygulama Tasarımı

Umut Zeki\*

Tolgay Karanfiller\*\*

Kamil Yurtkan\*\*\*

### Öz

Son yıllarda, mobil teknolojiler (akıllı telefonlar, tabletler...) hayatımızın vazgeçilmez bir parçası haline gelmiştir. Bu teknoloji günlük kullanımının yanı sıra, bilim ve eğitim alanında da sıkça kullanılmaktadır. Akıllı cihazların eğitimde kullanımının artması nedeniyle, bu alan için tasarlanan uygulamalara duyulan ihtiyaç daha da önem kazanmaktadır. Bu alanda yapılan araştırmalar, mobil uygulamaların, öğrencilerin okul, iş ve gayri resmi ortamlar dahil olmak üzere çeşitli ortamlarda öğrenip, araştırma yapmalarına yardımcı olabileceğini göstermektedir. Mobil teknolojiler, öğrencilere tekrar yapabileceği esnek öğrenme fırsatları sağladığından, özel eğitime ihtiyaç duyan öğrencilerin eğitimlerini desteklemek için mobil uygulamalar ve cihazlar da kullanılıyor. Özel eğitime ihtiyaç duyan öğrenciler diğer öğrencilere göre daha yavaş öğrenebilirler. Bu nedenle, öğrenme sırasında zorluklarla karşılaşabilirler. Bu yazıda, daha önce önerilen mobil uygulamaya, özel eğitime ihtiyaç duyan öğrencilere sayıları (0-9) öğretmek için öğretmenlere yardımcı olarak tasarlanmış bir mobil uygulama önerilmiştir. Ayrıca bu uygulama, okul öncesi çocuklar tarafından kullanım için uygundur. Uygulama, sayı kavramlarını öğretmek için modüller içermektedir. Her bir kavramı öğretmek için yinelemeli bir algoritma uygulanır. Öğretim bölümünde, uygulama Stepwise Yöntemini kullanarak öğretmeye başlar. Mobil uygulama, Java Programlama Dili'ne dayanan ve Android cihazlarda çalışan Android Studio'da olacaktır. Uyumluluk için Android 4.0 (Ice Cream Sandwich) İşletim Sistemi veya diğer sürümlerden biri yüklü olmalıdır.

**Anahtar sözcükler:** özel eğitim, mobil uygulama, mobil cihaz, teknoloji, eğitim yazılımı, öğretme-öğrenme süreçleri, adım adım yöntemi

---

\* Uluslararası Kıbrıs Üniversitesi, Bilgisayar mühendisliği Bölümü, 98258, Haspolat, Lefkoşa, KKTC, Mersin 10 Türkiye

\*\* Uluslararası Kıbrıs Üniversitesi, Bilgisayar ve Öğretim Teknolojileri Eğitim Bölümü, 98258, Haspolat, Lefkoşa, KKTC, Mersin 10 Türkiye

\*\*\* Uluslararası Kıbrıs Üniversitesi, Bilgisayar mühendisliği Bölümü, 98258, Haspolat, Lefkoşa, KKTC, Mersin 10 Türkiye

## **Abstract**

In recent years, mobile technologies (smartphones, tablets...) have become an indispensable part of our lives. Besides the everyday use of this technology, it has also been used frequently in the field of science and education. Due to the increased use of smart devices in education, the need for applications designed for this area has become more significant. Research conducted in this area shows that mobile applications can help students to navigate and manage tasks in a variety of environments including school, work, and informal settings. Because mobile technologies provide repetitive and flexible learning opportunities to the students, mobile applications and devices are also being used to support learners with special needs and disabilities. Students who need special education may learn slower than other students. Therefore, they may encounter difficulties during learning. In this paper, we propose an extension to the previously proposed mobile application that is designed to serve as an assistant to teachers to teach numbers (0-9) to students who need special education. It is also convenient for pre-school children. The application includes teaching modules that teach number concepts. An iterative algorithm is implemented to teach each concept. In the teaching section, the application begins teaching by using Stepwise Method. The mobile application will be on Android Studio, based on Java Programming Language and runs on Android devices. Android 4.0 (Ice Cream Sandwich) Operating System or one of the further versions should be installed for compatibility.

**Keywords:** special education, mobile application, mobile device, technology, educational software, teaching-learning processes, stepwise method

## **Introduction**

Today, mobile devices are essential for making our lives more sociable more comfortable and more enjoyable. Mobile Technologies are also used for educational purposes which are called Mobile learning or m-learning. Because mobile learning uses mobile devices, it provides access to the training process without time and space limitations

Due to the increased use of smart devices in education, the need for applications to be designed for this area has become more significant. Research carried out in this area shows that mobile applications can help students learn anytime and anywhere. Students who need special education may learn slower than the other students. Consequently, they may face learning difficulties. Because mobile technology provides repetitive and flexible learning abilities of the students, mobile apps and devices are also being used to support learners with special needs and disabilities. In order to focus on these issues, we proposed a mobile application that is mainly focuses on the education of students who need special education. It is primarily aimed at teaching them the concepts of numbers on smart devices. The application is used with the supervision of the teacher. With this application, it is aimed to improve the abilities of the students in order to understand the basic concepts. Furthermore support the students to study independently, without a teacher. Besides, it assists the learning activity wherever they want, and allows unlimited repetitions of the teaching methods until the concept is learned.

The methodology used is applied on Stepwise Method where there are do-show-say-write phases. This teaching method consists of 16 steps. First, the application provides a demonstration and then the student performs according to the directives. There are four sets of tools in each phase and these sets are used in turn. If the student gives correct responses from

presentations, the criterion is met and the application will move on to the next step. The student must answer at least 75% of the questions correctly in order to be able to pass to the next phase. The Stepwise Method is used to design the algorithm of the program because it is a very efficient method to teach mathematical concepts to the students who need special education. The details about the teaching algorithm are presented in the methodology section.

### **Literature review**

From the very beginning of the millennium, the usage areas of mobile devices began to increase rapidly. Over the years, the use of smartphones and tablets have become part of everyday life. In the field of education, similar developments have taken place. Distance education, computerized education concepts became a component of education once mobile devices were widespread. The more mobile devices we have in our lives, the greater the importance of educational software becomes. For this reason, educational applications have been developed in various fields. Special education is a field where less practice is developed compared to the other branches of education. The literature review covers the selected studies in the fields of mobile education development for students who need special education as well as pertinent artificial intelligence studies.

In 2008, Chen, C.M. , and Hsu, S.H. developed an application that aims to provide an effective and flexible learning environment for English Language Learning. In their study, an application is designed to effective English Language Learning, and adopts the advantages of mobile learning, which is called Personalized Intelligent Mobile Learning System (PIMS) (Chen & Hsu, 2008).

Intelligent Mobile Learning Interaction System (IMLIS) is another type of intelligent application developed by Zare in 2010 that provides a mobile learning environment for people with mental disabilities. It is presented as a doctoral thesis with the name “A Personalized Learning System for People with Mental Disabilities”. The purpose is to develop personalization view by using a decision engine, which makes conclusions based on the user’s skills, learning background and responses to processes (Zare, 2010).

Barendregt, Lindström, Rietz-Leppänen, Holgersson, Ottosson, created an application for iPad devices using multi-touch feature. Fingu is the name of the application which is designed for 4 to 8-year-old children in order to support their development of fundamental arithmetic skills (Barendregt, Lindström, Rietz-Leppänen, Holgersson, Ottosson, 2012).

Picaa is another application which is developed for mobile learning technology based on iOS devices to support students who need special education. The application is designed to create adapted learning activities for students who need special education in 2013 by López, Fórtiz, Rodríguez-Almendros, and Martínez-Segura (Fórtiz, Almendros, Martínez, 2013).

In the same year as the previous application, Campigotto, McEwen, and Epp set forth an application named MyVoice. It is a mobile application designed for special education, which

allows users to input vocabulary words and link words with pictures. The purpose of this application is to assess how attention and motivation levels are influenced by the use of MyVoice. It is available on IOS devices and designed for students with special needs (Campigotto, McEwen, Epp, 2013).

In 2017, Karanfiller, Göksu, and Yurtkan developed an application with the title “A Mobile Application Design for Students Who Need Special Education”. It is aiming to help the students, especially who need special education to learn basic concepts like less-more, short-long etc. Their application also teaches the students to put the objects into order (Karanfiller, Göksu, Yurtkan, 2017)

One of the most recent studies in this area is put forward by Oyelere in this year with the title “Design and Development of a Mobile Learning System For Computer Science Education in Nigerian Science Education Context”. The name of the application is MobileEdu which is a mobile learning system that support teaching and learning of computer science courses in the Nigerian University context. The study stimulates the use of mobile devices as a learning tool and provides relevant guidelines for integrating mobile learning into the educational system(Oyelere, 2018).

## **Methodology**

This application aims to teach the concept of numbers to educate mental disabilities that fulfil the prerequisite behaviours by using “Stepwise Method” which is developed for teaching mathematics to mentally handicapped students.

### **Stepwise method**

Stepwise Method is developed by Cawley. It is a mathematical skill and instruction teaching model that is especially applied to students with mental disabilities to gain mathematical concepts and skills. The mathematical concept or skill to be taught is divided into small steps. It is an instructional model which consists of 16 different combinations which includes interaction between teacher, student and teacher-student-material in teaching mathematical skills and procedures (Cawley, 1972 and Balçık, 2013).

The teaching process begins with real objects, continues with visuals and is completed with written or verbal symbols. It forms the output behaviours that indicate the teacher-student interaction, the teacher's presentation level and the student's reaction level. For each teaching purpose, the behaviour of the teacher and the student must be clearly stated.

As in teacher-student interaction, this application can be taught in all phases (do-show-say-write) of the Stepwise Method. This teaching method consists of 16 steps that the firstly teacher performs the action, and then the student applies the directives. For example, in the do-do phase that the teacher performs the action and asks the student to repeat the same procedure,

or in the phase of say - write the teacher demonstrates by instructing and expects a response from the student by hand.

There are four sets of tools in each phase and these sets are used in turn. If the child gives 3 correct responses from presentations consisting of 4 sets, the criterion is met and is passed on the next step.

Prerequisites for learning numbers are:

1. Tapping
2. Rhythmic countability
3. To be able to distinguish the concepts of low-multiplicity
4. Say, take, give, show, point, say, etc.

The names of the materials used to teach the numbers should be well known by the child.

In the method consisting of do-show-say-write phases, teaching is completed in a total of 16 steps. (In each session, the start and finish dates, the session duration, and the evaluation are carried out at the end of the session (Cawley, 1972 and Balçık, 2013).

With the Stepwise Method, the teaching of the numbers is conducted as below:

### **Concept: two (2)**

Step 1: Do-do

Material:

- 1<sup>st</sup> Set: 4 beads in the same colour, type, and material on one plate.
- 2<sup>nd</sup> Set: 4 buttons in the same colour, type, and material on one plate.
- 3<sup>rd</sup> Set: 4 erasers of the same colour, type, and material on one plate.
- 4<sup>th</sup> Set: 4 covers in the same colour, type, and material on one plate.

Application: Sit with the child at the desk. The sets of materials are left at one time where the educator can easily reach and the child can't see. One of the tables with beads is placed in front of the teacher and the other is placed in front of the child. The material is displayed to the child and asked, "What are these?" If the child responds correctly, teaching begins. The teacher puts 2 beads on the table and "I bought 2 beads, you get 2 beads," the instruction is given. If the child is unresponsive or responds incorrectly, the presentation will be repeated. If the child does not give the desired response in three experiments, clues are used. With physical help, the hand is taken to the tray and 2 beads are provided. Continue to work with the same set is used until the child responds independently. The child's accurate reactions are rewarded. When the criterion is satisfied independently, it is studied using the same method as the other sets.

Step 2: Do-show

Material:

- 1<sup>st</sup> Set: 4 beads of the same colour, type and material on one plate. 4 separate cards with 1, 2, 3, 4 beads.
- 2<sup>nd</sup> Set: 4 buttons in the same colour, type and material on one plate. 4 separate cards with 1, 2, 3, 4 buttons.



3<sup>rd</sup> Set: 4 erasers of the same colour, type and material on one plate. 4 separate cards with 1, 2, 3, 4 eraser pictures.

4<sup>th</sup> Set: 4 lids of the same colour, type, and material on one plate. 1, 2, 3, 4 separate cards with 4 cover art.

Application: Sit with the child at the desk. The sets of materials are left at one time where the educator can easily reach and the child cannot see. Place the beads in the plate over the table. The child's attention is drawn to the table. The beads are displayed and asked, 'What are these?' If the child says "Bead", the bead pictures are taken and put them in front of the child in turn. After saying "Look, these are also beaded paintings." Allow 2 to 4 seconds for the child to take the cards away, and then take the cards out of the child's hand and place them in front of them. 2 beads are taken from the beads on the table. "I bought two beads and you show the card with two bead pictures from these cards," he says, showing the beads and cards in front of the child. If the child reacts correctly, the reward is given. If it becomes unresponsive or is found in the wrong reaction, the presentation is re-established. In three trials if the child does not give the desired response the clues are used. Continue to work with the same set until the child responds independently. The child's accurate reactions are rewarded. When the criterion is satisfied independently, it is studied using the same method as the other set.

All steps of the Stepwise Method can be represented by a table as follows:

*Table 1. Teacher/Student interaction in Stepwise Method*

<b>Teacher/Student</b>	<b>DO</b>	<b>SHOW</b>	<b>SAY</b>	<b>WRITE</b>
<b>DO</b>	<i>DO-DO</i>	<i>DO-SHOW</i>	<i>DO-SAY</i>	<i>DO-WRITE</i>
<b>SHOW</b>	<i>SHOW-DO</i>	<i>SHOW-SHOW</i>	<i>SHOW-SAY</i>	<i>SHOW-WRITE</i>
<b>SAY</b>	<i>SAY-DO</i>	<i>SAY-SHOW</i>	<i>SAY-SAY</i>	<i>SAY-WRITE</i>
<b>WRITE</b>	<i>WRITE-DO</i>	<i>WRITE-SHOW</i>	<i>WRITE-SAY</i>	<i>WRITE-WRITE</i>

### **Adaptation of stepwise method to the mobile application**

In the mobile application, this method will be applied as follows: First of all, while setting research subjects, students will be selected to have well understanding of less-than-concept and to be able to demonstrate prerequisite behaviour of rhythmic counting from 1 to 10. It is also expected that subjects will have basic self-care skills (toilet, eating, and dressing), matching skills in terms of concepts and recipient language skills. The two-word directions should be understood and their fulfilment is important in terms of using this practice.

If the student is just starting to use the program, the first one will be the do-do step of the concept of number one. Before the teaching begins, the student will be asked about which item is to be used at this step. If the student answers correctly, the training will start. If the

student is unresponsive for 10 seconds or responds incorrectly, the student is taught what the item is.

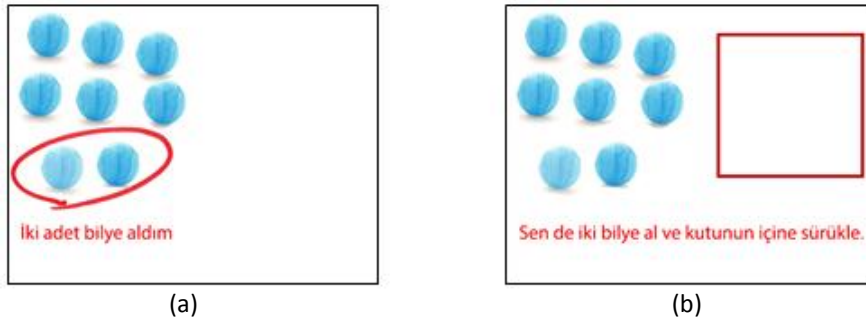
After the training starts, if the student is unresponsive for 10 seconds or responds incorrectly to a question asked, that question will be repeated. If the student answers the question asked 3 times in succession or is unresponsive for 10 seconds, the program will give the student a clue. The same question is asked again after the clue is given. If the student remains unresponsive for the 4th time or gives the wrong answer, the application restarts to teach the same concept. At the end of one step, if the student knows at least 3 out of 4 (75%) of the questions asked with the 4 sets, the application will pass to the next one.

There are 16 steps in the teaching of each concept. These are implemented in the form of do, show, say and write phases, by applying with teacher-student interaction like do-do, say-write. Because of this reason, the same algorithm is iterative, only the methods vary.

### Teaching the concept of numbers

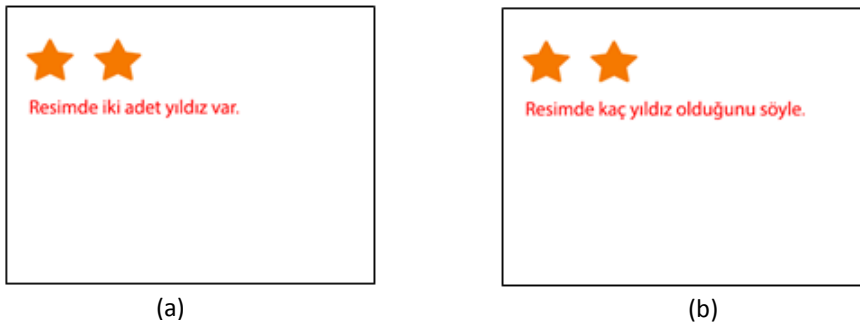
The images on the left side are displayed by the application, the right side is the student response. The demonstration of the activity will be in the form of animation. The student interaction with the tablet will be carried out by sound, touching, dragging or typing.

#### Do - Do(*Yap - Yap in Turkish*) Step



**Figure 1.** In the image(a), the application shows how to take two balls. In the image(b), the student is asked to drag two balls into the box

#### Show - Say(*Göster - Söyle in Turkish*) Step



**Figure 2.** In the image(a), the application shows two stars. In the image(b), the student is asked to say the number of stars.

### Show – Show (Göster-Göster in Turkish) Step



**Figure 3.** In the image(a), the application shows two clouds. In the image(b), the student is asked to show the number of clouds.

### Do - Write (Yap - Yaz in Turkish) Step



**Figure 4.** In the image(a), the application shows two stars. In the image(b), the student is asked to write the number of stars.

As previously noted, the instructions and clues given by the teacher in the traditional Stepwise Method, are given as animation in demonstration. In the areas where the answer of the teacher is expected, according to the phase of the application, various tools will be used to respond with the phases of do, show, say and write.

In the do phase, the Touch / Drag feature of Android Studio will be used to drag the desired amount of the items to the desired area. In the show phase, the Android Studio touch feature will be used so that the student can show the item at the desired amount. In the say phase, when the student says the number of items, voice recognition will be used so that the application can identify this voice. In the write phase, handwriting recognition will be used so that the application can verify whether the written digit to the desired region is correct or not.

### The flowchart of the overall process

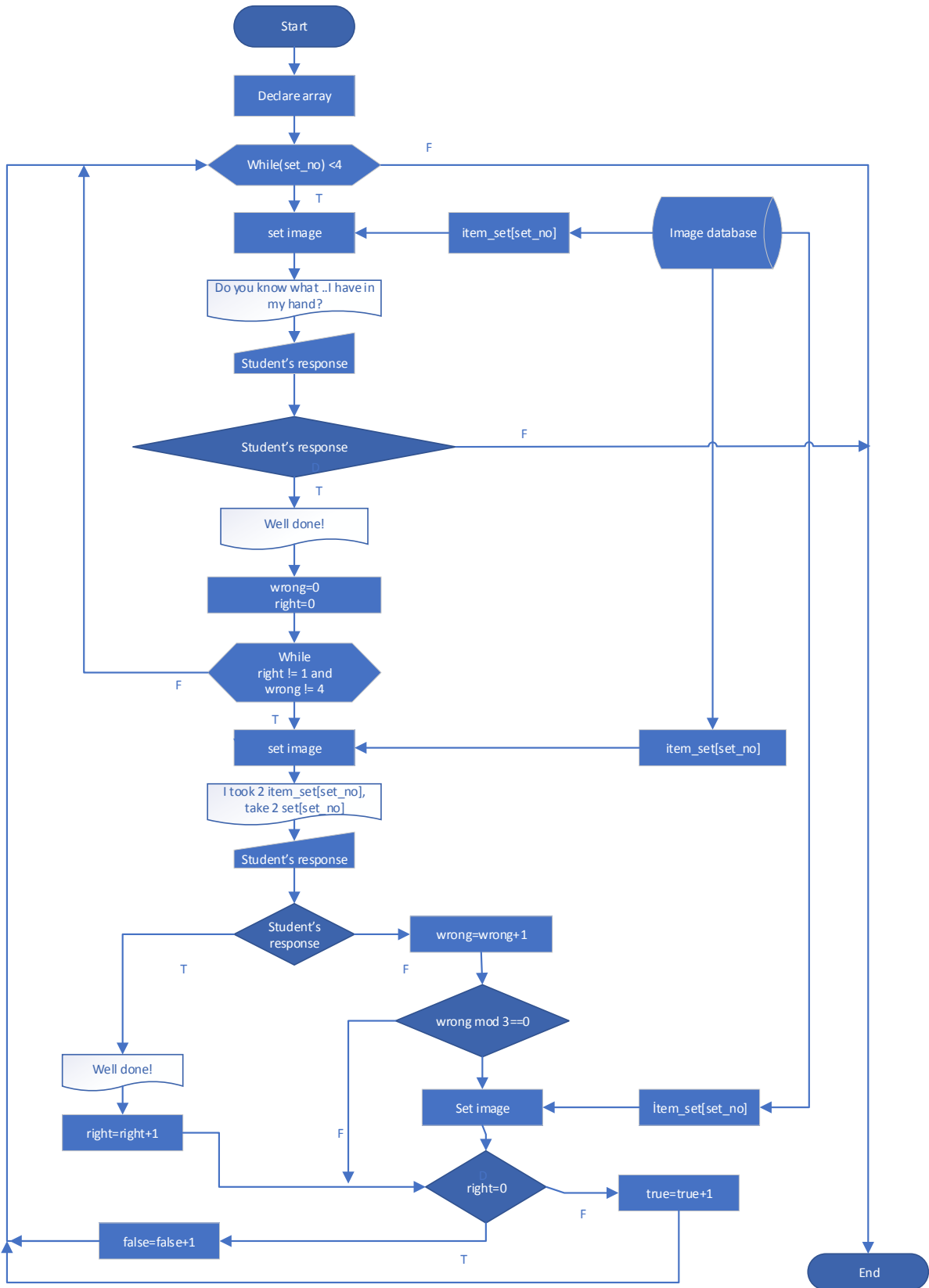
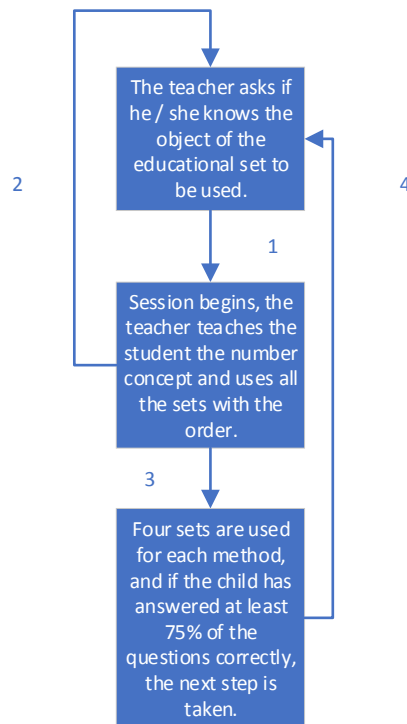


Figure 5. The generic flowchart of the teaching module.

This flowchart is shows the teaching process of number 2. The same algorithm will be applied to all numbers. In the flowchart; item\_set[] is an array for item set pictures to demonstrate the teaching part and set\_no is the index of item sets. Pictures will be taken from image database. The objects of item sets are shown below:  
 item\_set[0]=beads  
 item\_set[1]=buttons  
 item\_set[2]=erasers  
 item\_set[3]=lids

There will be 16 steps in this algorithm and in each step, the four item set will be shown to the student in an orderly manner. During the teaching process, if necessary, a hint picture will be shown to the student.

### Block diagram of the application



**Figure 6.** The block diagram of the application (numbers in the diagram indicates the order of processing).

### Application platform

The application is developed in Android Studio program, based on Java Programming Language. In order for users to be able to run this application, the operating system installed on their phone or tablet must be at least Android 4.0 (Ice Cream Sandwich).

Android Studio chosen as a program development environment; because, Android-powered devices are much more common than others. According to the Netmarketshare.com, year 2017 market share of operating systems for mobile devices are: IOS (32.34%), Android

Studio (65.53%) and other (2.13%). Also, Android-powered devices are cheaper and more accessible than other competitors.

### **Conclusion**

The paper presents a mobile application developed in Android Studio program, that is designed for the teaching of the digits (0-9). It is aimed to use the developed application in order to assist teaching process of students who need special education. The software is intended to be a teaching and learning domain and with the help of this application, students will be able to study independently, anytime, anywhere. Also they will be able to repeat lecture until learning is achieved. The application will start to teach by using Stepwise Method where there are do-show-say-write phases. This teaching method consists of 16 steps. First, the application demonstrates actions and then the student applies according to the directives. This method is used to design the algorithm of the program because it is a very efficient method to teach mathematical concepts to the students who need special education. The unique feature of this study is that the system is designed to implement all combination of the steps of Stepwise Method. To achieve this, the design proposes the use of voice recognition tool to recognize the voice of the student in the steps that require speaking and handwriting recognition tools will be also used to recognize the hand writing of the student in the steps that required drawing. In the mobile application, the proposed application will be applied to the students who have qualification in some subjects like understanding of less-than-concept, rhythmic counting from 1 to 10, having basic self-care skills, matching skills in terms of concepts and recipient language skills. Although the preliminary target language of the application is Turkish, other languages will be also supported.

### **References**

- Campigotto, R., McEwen, R., & Epp, C. D. (2013). Especially social: Exploring the use of an iOS application in special needs classrooms. *Computers & Education*, 60(1), 74-86.
- Kaloo, V., & Mohan, P. (2012). MobileMath: An innovative solution to the problem of poor Mathematics performance in the Caribbean. *The Caribbean Teaching Scholar*, 2(1).
- Barendregt, W., Lindström, B., Rietz-Leppänen, E., Holgersson, I., & Ottosson, T. (2012, June). Development and evaluation of Fingu: A mathematics iPad game using multi-touch interaction. In *Proceedings of the 11th international conference on interaction design and children* (pp. 204-207). ACM.
- Yahaya, N. S., & Salam, S. N. A. (2014). Mobile Learning Application for Children: Belajar Bersama Dino. *Procedia-Social and Behavioral Sciences*, 155, 398-404.
- Kagohara, D. M., van der Meer, L., Ramdoss, S., O'Reilly, M. F., Lancioni, G. E., Davis, T. N., ... & Green, V. A. (2013). Using iPods® and iPads® in teaching programs for individuals

with developmental disabilities: A systematic review. *Research in developmental disabilities*, 34(1), 147-156.

Zare, S. Intelligent Mobile Learning Interaction System (IMLIS). *A Personalized Learning System for People with mental Disabilities Department of Mathematics and Informatics, University of Bremen.*

Rikala, J., & Kankaanranta, M. (2013). Mobile learning—A review of current research. *Reports of the Department of Mathematical Information Technology Series E. Educational Technology*, no. E, 1-65.

Clarke, B., Svanaes, S., & Zimmermann, S. (2013). One-to-one tablets in secondary schools: an evaluation study. *Tablets for schools.*

Balçık, B. (2015). Zihinsel yetersizliği bulunan öğrencilere etkileşim ünitesi yöntemiyle toplama becerisinin öğretimi. *Abant İzzet Baysal Üniversitesi Eğitim Fakültesi Dergisi.*

DOĞAN, İ., & AKDEMİR, Ö. (2015). Özel Eğitimde Bilgisayar Destekli Öğretim: Üç Durum Çalışması. *Journal of Higher Education & Science/Yükseköğretim ve Bilim Dergisi*, 5(2).

Karanfiller, T., Göksu, H., & Yurtkan, K. (2017). A Mobile Application Design for Students Who Need Special Education. *Education & Science/Eğitim ve Bilim*, 42(192).

Fernández-López, Á., Rodríguez-Fórtiz, M. J., Rodríguez-Almendros, M. L., & Martínez-Segura, M. J. (2013). Mobile learning technology based on iOS devices to support students with special education needs. *Computers & Education*, 61, 77-90.

Chen, C. M., Hsu, S. H., Li, Y. L., & Peng, C. J. (2006, October). Personalized intelligent m-learning system for supporting effective English learning. In *Systems, Man and Cybernetics, 2006. SMC'06. IEEE International Conference on* (Vol. 6, pp. 4898-4903). IEEE.

Cawley, J. F., & Vitello, S. J. (1972). Model for arithmetical programming for handicapped children. *Exceptional Children*, 39(2), 101-110.

Oyelere, S. S., Suhonen, J., Wajiga, G. M., & Sutinen, E. (2018). Design, development, and evaluation of a mobile learning application for computing education. *Education and Information Technologies*, 23(1), 467-495.

Gürsel, O. (1993). Zihinsel engelli çocukların doğal sayıları, gerçek nesnelere kullanarak eşleme, resimleri işaret ederek gösterme, rakamlar gösterildiğinde söyleme becerilerinin gerçekleştirilmesinde bireyselleştirilmiş öğretim materyalinin basamaklandırılmış yöntemle sunulmasının etkililiği. *Anadolu University, Institute of Social Sciences.*



DOI: 10.22559/folklor.932

Folklor/edebiyat, cilt:25, sayı: 97-1, 2019/1

## **Üniversite Öğrencilerinin Katı Atık Kirliliği ve Yönetimi Konusundaki Farkındalıkları ve Davranışlarına Eğitimin Etkileri**

The Influence of Education on the Awareness and Behavior of University Students towards Solid Waste Pollution and Management

**İme Akanyeti\***

**Çağın Kazımoğlu\*\***

### **Özet**

Günümüzde, çevreye kontrolsüzce atılan katı atıklardan oluşan kirlilik, çevre ve insan sağlığı için büyük bir tehdit oluşturmaktadır. Bu alanda yapılan araştırmalar, katı atıkların çevreye atılmaması ve çevre temizliğinin korunmasının, toplumda yaşayan insanların katı atık kirliliği ve yönetimi konusundaki algı, bilgi, farkındalık, tutum ve davranışları ile doğrudan ilişkili olduğunu ortaya koymuştur. Bireylerin çevre ile ilgili farkındalıklarını ve davranışlarını etkileyen içsel ve dışsal birçok etmen bulunmaktadır; *çevre eğitimi* de bu etmenlerin en başında yer almaktadır.

Bu araştırmada, Uluslararası Kıbrıs Üniversitesi, Çevre Mühendisliği Bölümünün “katı atık kirliliği ve yönetimi” üzerine verdiği bölüm ve fakülte teknik seçmeli derslerinin mühendislik fakültesi öğrencilerinin konu ile ilgili farkındalık ve davranışları üzerindeki etkisi incelenmiştir. Öğrenciler en az bir çevre dersi almış ve çevre dersi almamış olarak iki grupta incelenmiştir ve iki gruptaki öğrencilerin katı atık kirliliği ve yönetimi konularındaki farkındalık ve davranışlarında bir farkın olup olmadığı araştırılmıştır.

Elde edilen bulgulara göre çevre dersi alan öğrencilerin ders almayanlara göre katı atık kirliliği ve yönetimi konularında kavramsal olarak daha fazla bilgi sahibi olduğu saptanmıştır. Ancak alınan çevre dersinin çevreye çöp atma veya geri dönüşüm kutularını kullanma gibi konularda öğrencilerin tutum ve davranışlarına olumlu bir etkisi olmadığı ortaya çıkmıştır.

**Anahtar sözcükler:** *Çevre bilinci, çevre eğitimi, sürdürülebilir atık yönetimi*

---

\* Çevre Mühendisliği Bölümü, Mühendislik Fakültesi, Uluslararası Kıbrıs Üniversitesi, iakanyeti@ciu.edu.tr

\*\* Bilgisayar Mühendisliği Bölümü, Mühendislik Fakültesi, Uluslararası Kıbrıs Üniversitesi, ckazimoglu@ciu.edu.tr



## **Abstract**

Nowadays, pollution caused by solid waste littering is a major threat both to the environmental and human health. Previous studies showed that not littering solid waste and keeping the environment clean are directly correlated to the perception, knowledge, awareness, attitude and behavior of public domain regarding solid waste pollution and management. While there are many internal and external factors affecting individuals' awareness and behavior towards the environment; environmental education is at the forefront of these factors.

This study investigates whether or not the courses regarding Solid Waste Pollution and Management taught in the Department of Environmental Engineering, Cyprus International University has an impact on the environmental awareness and behavior of Faculty of Engineering students. The students were surveyed in two different groups; first group of students who completed at least one course regarding Solid Waste Pollution and Management and the second group of students who did not take any course.

The findings of the study show that the students who completed at least one course have more conceptual knowledge about solid waste pollution and management than those students who did not complete any course. However, the environmental courses taken did not create a positive influence on the attitude and behavior of the students particularly on waste disposal activities.

**Keywords:** *Environmental awareness, environmental education, sustainable waste management*

## **Giriş**

Toplumlar günümüzde içinde yaşadıkları çevre ile ilgili birçok problemle karşı karşıyadır. Katı atık kirliliği ve bu kirliliğin çevreye ve insan sağlığına verdiği zararlar en önemli çevre problemlerinden biridir. Kıbrıs'ın kuzeyinde katı atık kirliliği büyük bir sorun teşkil etmektedir. Birçok gelişmekte olan ülkede olduğu gibi Kıbrıs'ın kuzeyinde de yetersiz yasal düzenlemeler, denetim eksikliği ve katı atık yönetimi için ayrılan bütçenin yetersizliği atık kirliliği sorununun sebepleri arasında gösterilmektedir (Mahrum, 2009).

Çevre problemleri her ne kadar otoritelerin resmi kurumlarını ilgilendirse de bu problemlerin çözümlenmesinde toplumun sorumluluğu büyüktür (Lee, 2017). Toplumu oluşturan vatandaşlar doğrudan veya dolaylı yoldan çevrelerini etkileyecek kararlar vermekte ve davranışlarda bulunmaktadır. Verimli kararlar verebilmek ve doğru davranışlarda bulunabilmek için, vatandaşların çevre problemleri hakkında bilgi, bu problemlerin nasıl çözülebileceğine ilişkin farkındalık ve ilgili çözümlerin uygulanmasında istek sahibi olmaları gerekmektedir (Stapp, 1969).

1972’de düzenlenen Stockholm Konferansı bildirisinde sürdürülebilirlik terimi resmi olarak ilk kez tanınmış ve çevrenin korunması ve iyileştirilmesi için çevre eğitiminin önemi vurgulanmıştır (UNESCO, 1972). Sürdürülebilir atık yönetiminin ilk adımı katı atıkların düzenli bir şekilde toplanmasıdır (Tchobanoglous *vd.* 1993). Bu alanda yapılan araştırmalar, katı atıkların çevreye atılmaması ve çevre temizliğinin korunmasının, toplumda yaşayan insanların katı atık kirliliği ve yönetimi konusundaki algı, bilgi, farkındalık, tutum ve davranışları ile doğrudan ilişkili olduğunu ortaya koymuştur (Mbu, 2015). Bireylerin çevre ile ilgili farkındalıklarını ve davranışlarını etkileyen içsel ve dışsal birçok etmen bulunmaktadır (Zsóka *vd.* 2013); *çevre eğitimi* de bu etmenlerin en başında yer almaktadır. Bu bağlamda, toplumda yaşayan insanların davranışlarını sürdürülebilir atık yönetimi çerçevesinde doğru şekillendirebilmek için çevre eğitimi gereklidir ve büyük önem taşımaktadır (Hungerford ve Volk 2013; Tilbury, 2006).

Çevre eğitimi eksikliği sonucunda öğrenciler üniversitelerden çevre konusunda yeterli bilgi ve farkındalık sahibi olmadan mezun olmaktadır. Yapılan bir araştırmada, biyoloji ve kimya bölümlerinde okuyan üniversite öğrencileri üzerinde bir anket çalışması yapılmış ve öğrencilerin çevre ile ilgili yeterli bilgi sahibi olmadığı ortaya çıkmıştır (Soran *vd.* 2000). Üniversite öğrencileri üzerinde yapılan bir başka çalışmada ise yine öğrencilerin çevre konularında yeterli bilgiye sahip olmadıkları saptanmış ve verilen eğitimin yetersizliği vurgulanmıştır (Yılmaz, 2002).

Kıbrıs’ın kuzeyinde ne ilköğretim, lise, ne de yükseköğretimde çevre eğitimi ile ilgili benimsenmiş ulusal bir devlet politikası bulunmamaktadır. İlkokul ve lise seviyesindeki devlet okullarında ne yazık ki hala çevre eğitimi özel bir ders olarak müfredata dâhil edilememiştir. Yükseköğretimde ise çevre ile ilgili bölümleri olan üniversiteler var olmasına rağmen, verilen çevre eğitiminin verimliliği ve öğrencilerin çevre bilinci üzerine etkileri net olarak bilinmemektedir. Kuzey Kıbrıs’ta yaşayan halkın ve öğrencilerin genel çevre bilincini ve çevreye yönelik tutumlarını ölçüp değerlendiren çalışmalar mevcuttur (Akış, 2011; Akkor ve Gündüz 2018; Asilsoy *vd.* 2017; Gündüz *vd.* 2016; Şafaklı, 2012). Asilsoy ve Oktay’ın 2016 yılında yaptıkları çalışmada, hane gelirinin Mağusa halkının çevresel tutumu üzerine istatistiksel bir etkisi olduğu sonucuna varılırken, cinsiyet, yaş ve eğitim seviyesi ile halkın tutumu arasında herhangi bir ilişkilendirme yapılamamıştır (Asilsoy ve Oktay, 2016). Bir başka çalışmada, çevre

eğitiminin tek başına, ilkokul öğrencileri ve öğretmenlerinin çevre konularındaki algıları üzerine bir etkisi olmadığı tespit edilmiştir (Kaşot ve Dağlı 2016). Yakın zamanda gerçekleştirilen bir başka çalışmada ise, öğrencilerin çevre konularında yetersiz ve yanlış bilgiye sahip oldukları vurgulanırken, öğrencilerin çevresel bilgi ve tutumları arasında güçlü ve olumlu bir ilişki tespit edilmiştir (Varoğlu *vd.* 2018). Bu değerli yayınlara rağmen Kıbrıs'ta katı atık kirliliği ve yönetimi konularına odaklanmış ve bu konuları kapsamlı bir şekilde irdeleyen çalışmalar kısıtlıdır.

Uluslararası Kıbrıs Üniversitesi, Kıbrıs'ın kuzeyinde Çevre Mühendisliği Lisans eğitimi veren tek üniversitedir. Ders müfredatını uluslararası kaynaklardan yararlanarak hazırlamış ve yurt dışında öğrenim görüp deneyim edinmiş öğretim üyelerinin eğitim verdiği bir bölümdür. Bu araştırmada, çevre eğitiminin, Uluslararası Kıbrıs Üniversitesi mühendislik fakültesi öğrencilerinin katı atık kirliliği ve yönetimi konularındaki farkındalıkları ve davranışlarına etkileri incelenmiştir. Öncelikle, öğrencilerin katı atık ile ilgili aldıkları ders sayısının, katı atık kirliliğinin insan sağlığına etkileri ve sürdürülebilir atık yönetimi konularında bilgi ve görüşlerine etkisi olup olmadığı araştırılmıştır. Ayrıca alınan derslerin çevreye çöp atma ve geri dönüşüm konularındaki öğrenci tutum ve davranışlarını nasıl etkilediği analiz edilmiştir. Yapılan bu çalışma Kıbrıs'ta üniversite seviyesinde verilen katı atık ile ilgili çevre eğitiminin öğrencilerin katı atık kirliliği ve yönetimi konularına odaklı çevre bilinci ve davranışları üzerindeki etkisini kapsamlı bir şekilde inceleyen bilimsel bir araştırma olması sebebi ile özgün bir çalışmadır.

## **1. Yöntem**

Bu araştırma, bilimsel araştırma yöntemi ve tekniği olarak anket çalışması yöntemini kullanmıştır. Anket çalışması, Uluslararası Kıbrıs Üniversitesi (UKÜ) Mühendislik Fakültesi lisans öğrencilerinin katı atıktan kaynaklı çevre kirliliği ve sürdürülebilir katı atık yönetimi konusunda aldığı ders sayısı ile ilişkili olarak farkındalık ve davranışları hakkında veri toplamak amacı ile yapılmıştır. Toplanan işlenmemiş veriler, katı atık kirliliği ve yönetimi hakkında en az bir ders alan öğrenciler ile hiç ders almayan öğrenciler arasındaki farkları incelemek için kullanılmıştır.

### 1.1. Evren ve örneklem

Bu anket çalışması altı ana soru başlığı üzerine yoğunlaşmıştır. Anket çalışmasında öğrencilerin,

- a-) katı atık kirliliğinden etkilenip etkilenmedikleri;
- b-) kaynağında atık ayrıştırma ile ilgili görüşleri ve bilgileri;
- c-) en öncelikli ve en son tercih edilmesi gereken katı atık yönetim yöntemlerini bilip bilmedikleri;
- d-) katı atıkları çöp bidonlarına atmaya özen gösterip, göstermedikleri;
- e-) hangi koşullarda yere çöp attıkları;
- f-) geri dönüşüm kutularını yerleşim noktalarına göre kullanmaya istekli olup olmadıkları ile ilgili görüşleri incelenmiştir.

Ek olarak, aynı anket çalışması kapsamında öğrencilerin neden çevreye çöp atıldığının sebepleri ile ilgili görüşleri toplanmıştır. Yapılan araştırmada, katılımcıların farkındalık ve davranışlarını nicel veriler aracılığı ile toplamak ve sistematik bir ölçek kullanarak ölçebilmek için anket çalışması yöntemi nesnel bir araştırma yöntemi olarak kullanılmıştır. Ankette öğrencilere sorulan değerlendirme soruları hazırlanırken nicel bir yöntem kullanılmıştır. Bu durumda, öğrencilere yöneltilen görüş, farkındalık, tutum ve davranış içerikli sorular Likert ölçeği kullanılarak; bilgi içerikli sorular ise derece gösteren bir sıra yerine (ordinal), doğru cevabın bulunmasına yönelik çoktan seçmeli olarak hazırlanmıştır.

Bu anket çalışmasına toplamda 189 öğrenci davet edilmiş ancak 164 tanesi geçerli ve değerlendirebilir seviyede anketi doldurmuştur. Anket çalışmasının hedef kitlesi Uluslararası Kıbrıs Üniversitesi Mühendislik Fakültesi'nde İngilizce eğitim gören öğrencilerdir. Anketi geçerli seviyede dolduran 164 öğrencinin 130'u erkek (79%), 34'ü (21%) ise kadındır (Tablo 1). Bununla birlikte, anketi dolduran öğrencilerin 43'ü (26.2%) 18-21; 84'ü (51.2%) 22-25; 32'si (19.6%) 26-30 ve son olarak 5 (3%) tanesi 31 yaş ve üstü yaş aralığındadır. Anket çalışmasına katılan 164 öğrenciden 64'ü Çevre Etki Değerlendirme, Katı Atık Mühendisliği ve Tehlikeli ve Özel Atık Yönetimi derslerinden en az birini almış geriye kalan 100 öğrenci ise bu derslerden herhangi birini almamıştır.

Tablo 1. Öğrencilerin yaş ve cinsiyet yüzde dağılımları.

Yaş	18-21	26.2%
	22-25	51.2%
	26-30	19.6%
	31+	3%
Cinsiyet	Erkek	79%
	Kadın	21%

## 1.2. Verilerin toplanması

Bu araştırma, katılımcıların katı atık kirliliği ve yönetimi konusundaki bilgilerini ölçmek amacı ile hazırlanmıştır. Verilerin toplanması için “Anket Çalışması” yöntemi kullanılmıştır ve ankette kullanılan sorular hazırlanırken emsal değerlendirmesi yapılmıştır. Başka bir deyişle, anket hazırlanırken, yazın taraması yapılmış ve uluslararası akademik dergilerde basılmış makalelerde sunulan anket sorularından yararlanılmıştır (Cobbinah *vd.* 2017; Guo *vd.* 2017; Islam *vd.* 2016). İlgili makalelerde kullanılan bazı soruların içeriği bu çalışmadaki araştırma soruları ile uyum sağlamadığı için değiştirilmiş, bazıları ise yeniden yazılmıştır.

Yapılan anket çalışması hem olgusal hem de yargısal verileri içermektedir. Olgusal veriler katılımcıların yargıdan bağımsız olan değişkenlerini yani bağımsız olan verileri içermektedir. Başka bir deyişle, yaş, cinsiyet ve katılımcıların katı atık yönetimi ve kirliliği konusunda aldığı ders sayısı bu çalışmadaki olgusal verileri oluşturmaktadır. Yargısal veriler ise hem ölçme hem de anket yöntemi ile sınanmak için toplanmıştır ve çalışmadaki bağımlı değişkenleri oluşturmaktadır. Bu çalışmadaki yargısal veriler, katılımcıların katı atık kirliliğinden etkilenip etkilenmediklerini, kaynağında ayrıştırmanın anlamını bilip bilmediklerini, en iyi katı atık yöntemini bilip bilmediklerini, atıkları çöp bidonlarına atıp atmadıklarını ve geri dönüşüm kutularını kullanmaya yönelik yaklaşımlarını incelemek için toplanmıştır. Toplanan veriler görüş içerikli ve sıraya takip tutulabildiği durumlarda 5 seçenekli likert ölçeği kullanılarak sorulmuştur. Son olarak bu araştırma nicel içerikli bir analiz yöntemi takip ettiğinden, en son soru hariç sorulan tüm sorular “kapalı-uçlu” olarak sorulmuştur. Çalışmada yapılan en son soru ise “açık-uçlu” olarak sorulmuştur.

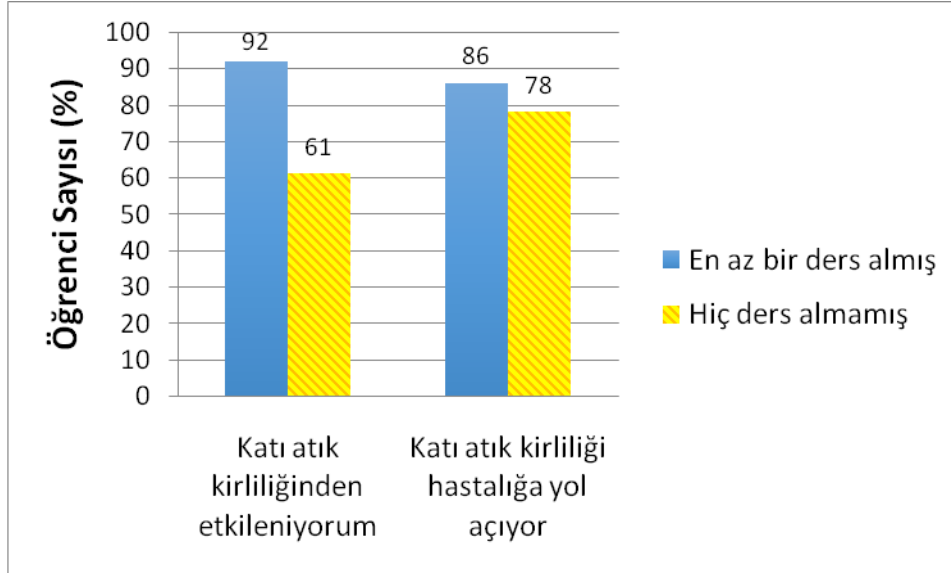
### **1.3. Verilerin analizi**

Bu arařtırmadan elde edilen iřlenmemiř veriler, grafiksel sunumlarla incelenmiřtir. Arařtırmada kapalı uęlu sorulardan elde edilen baęımlı veriler, katı atık kirlilięi ve yönetimi konusunda en az 1 ders alan katılımcılarla hię ders almayan katılımcılar arasında karřılařtırma yapılarak incelenmiřtir. Bununla beraber, anketin en sonunda sorulan aęık uęlu soru ise ięerik analizi yapılarak incelenmiřtir. Arařtırmadan elde edilen bulgular ařaęıda sunulmuřtur.

## **2. Bulgular**

### **2.1. Çevre Eęitiminin Öęrencilerin Katı Atık Kirlilięinin Etkileri Konusundaki Görüřlerine Etkisi**

Öęrencilere sorulan ilk soru çevreye atık atılmasından kaynaklı çevre kirlilięinden, kiřisel olarak etkilendiklerini düşünüp düşünmedikleridir. İkinci soruda ise öęrencilere, çevreye atılan atıklardan kaynaklı kirlilięin biręok hastalıęa sebep olup olmadığı hakkındaki düşünceleri sorulmuřtur. Çizelge 1'de görüldüęü gibi her iki soruda da en az bir çevre dersi almıř öęrencilerden çevre dersi almamıř öęrencilere göre daha fazlası katı atık kirlilięinin kendilerini kiřisel olarak etkiledięi ve hastalıęa yol aętıęı görüşüne sahiptirler. En az bir çevre dersi almıř öęrencilerin %91'i katı atık kirlilięinden kiřisel olarak etkilendięini düşünürken ders almamıř öęrencilerin sadece %61'i aynı görüşe sahiptir. Katı atık kirlilięinin biręok hastalıęa yol aętıęı görüşüne ise en az bir ders almıř öęrencilerin %86'sı, ders almamıř öęrencilerin ise %78'i sahiptir. řařırtıcı bir řekilde çevre dersi almamıř öęrencilerin %17'si katı atık kirlilięinin hastalıęa yol aętıęını ancak kirlilięin kendilerini kiřisel olarak etkilemedięini düşünmektedirler.



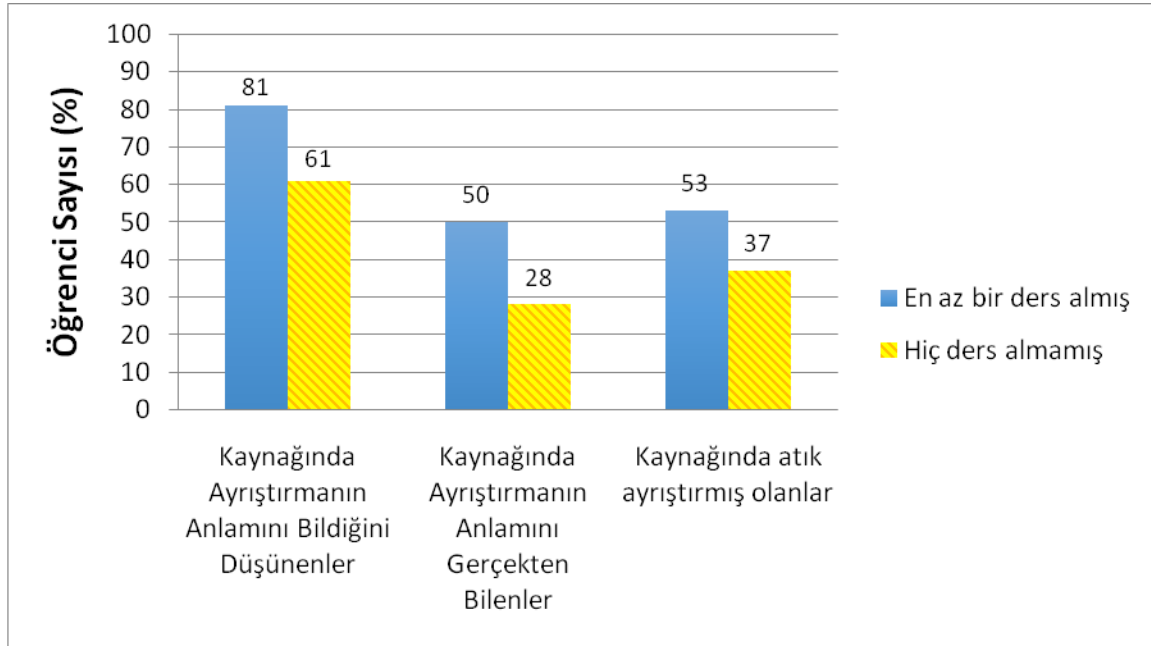
Çizelge 1. En az bir çevre dersi almış ve ders almamış öğrencilerin katı atık kirliliğinin etkileri konusundaki görüşleri

Toplumunu oluşturan bireylerin çevre ile ilgili bir problemin çözümüne katkı koyabilmesi için öncelikle problemin varlığı ve problemin olumsuz etkileri hakkında bilinç sahibi olmaları gerekmektedir (Sengupta 2010). Daha önceden yapılmış birçok çalışmada, insanların bilgi seviyelerinin, bilinç düzeylerini belirlediği ve aynı zamanda çevre problemlerinin çözümüne yönelik istek, tutum ve davranışlarını etkilediği raporlanmıştır (Afroz *vd.* 2013; Dhokhikah *vd.* 2015; Xiao *vd.* 2017). Sonuçlar göstermektedir ki, çevre eğitimi, öğrencilerin katı atıktan kaynaklı kirliliğin insan sağlığına olan olumsuz etkileri konusundaki bilincini artırmıştır.

## 2.2. Çevre eğitiminin öğrencilerin katı atık yönetimi konularındaki bilgisine etkisi

Anketin bir diğer bölümünde öğrencilere, kaynağında atık ayrıştırma ile ilgili bilgi ve davranış ölçeği bazı sorular sorulmuştur. Sorulardan birinde kaynağında atık ayrıştırmanın ne anlama geldiğini bilip bilmedikleri sorulmuştur. Bir diğer soruda ise kaynağında atık ayrıştırmanın ne anlama geldiğini gerçekten bilip bilmediklerini ölçen bir tanımlama sorusuna cevap vermeleri istenmiştir. Konu ile ilgili üçüncü bir soruda ise en az bir atık türünü kaynağında ayrıştırıp ayrıştırmadıkları sorulmuştur. Öğrencilerin herhangi bir çevre dersi alıp almadıklarına bağlı olarak üç soruda da elde edilen cevaplarda en az bir çevre dersi alan öğrencilerden olumlu cevap verenlerin yüzdeliğinin ders almayanların yüzdeliğine göre daha fazla olduğu gözlemlenmiştir. Çizelge 2’de sunulduğu gibi, en az bir ders almış öğrencilerden %81’i

kaynağında atık ayrıştırmanın anlamını bildiğini düşünürken, sadece %50'si doğru bilgiye sahiptir. Çevre dersi almamış öğrencilerden ise %61'i kaynağında atık ayrıştırmanın anlamını bildiğini düşünürken, doğru anlamı bilenler %28 olarak belirlenmiştir. En az bir çevre dersi almış öğrencilerin almamışlara göre daha büyük bir oranı kaynağında atık ayrıştırma konusunda doğru bilgiye sahip olduğunu göstermiştir. Ancak, bulgular göstermektedir ki, çevre ile ilgili ders alıp alınmadığına bakılmaksızın her iki grupta da büyük bir çoğunluk kaynağında atık ayrıştırma konusunda doğru bilgiye sahip olduklarını düşünmelerine rağmen gerçekte doğru bilgiye sahip değildirler. Bir diğer bulgu ise, her iki grupta da en az bir atık türünü kaynağında ayrıştıran öğrenci yüzdeliğinin kaynağında atık ayrıştırmanın anlamını doğru bilen öğrenci yüzdeliğine yakın olmasıdır. Bu sonuç öğrencilerin bir konu hakkında sahip olduğu bilgi ile aynı konudaki davranışları arasında ilişki olabileceğinin bir göstergesidir.

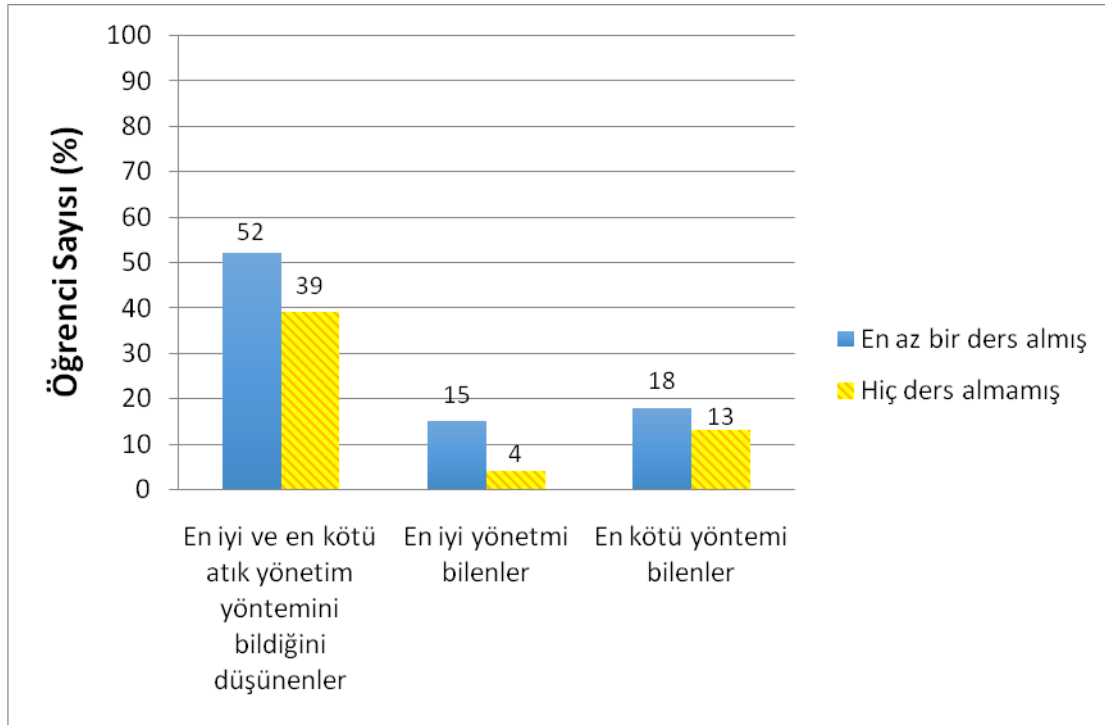


Çizelge 2. En az bir çevre dersi almış ve ders almamış öğrencilerin kaynağında atık ayrıştırma ile ilgili görüş, bilgi ve davranışları.

Anketin bir başka bölümünde ise sürdürülebilir katı atık yönetimi ile ilgili en çok ve en az tercih edilmesi gereken yönetim şekilleri öğrencilere sorulmuştur. Bir soruda öğrencilere, “Sürdürülebilir atık yönetimi kapsamında Yeniden kullanım, Azaltma, Geri dönüşüm, Kaynak kazanımı, Düzenli depolama ve Yakma yöntemleri arasından en öncelikli ve en son tercih edilmesi gereken yöntemleri” bilip bilmedikleri sorulmuştur. Buna ek olarak, öğrencilerden, iki



ayrı soruda, en öncelikli ve son tercih edilmesi gereken yöntemleri, çoktan seçmeli cevaplar arasından seçmeleri istenmiştir. Çizelge 3’te sunulan bulgulara göre en az bir çevre dersi almış öğrenciler ders almamış öğrencilere göre en öncelikli ve en son tercih edilmesi gereken yöntemleri bilip bilmedikleri konusunda daha fazla olumlu cevap vermiştir. En az bir ders almış öğrencilerin %52’si en öncelikli ve son tercih edilmesi gereken yöntemleri bildiklerini düşünürken, en öncelikli yöntemi doğru bilenler %15, en son tercih edilmesi gereken yöntemi doğru bilenler %18 olarak belirlenmiştir. Çevre dersi almamış öğrencilerden ise %39’u konu hakkında bilgi sahibi olduğunu düşünürken, en öncelikli yöntemi doğru bilenler %4, en son tercih edilmesi gereken yöntemi doğru bilenler %13 olarak saptanmıştır.



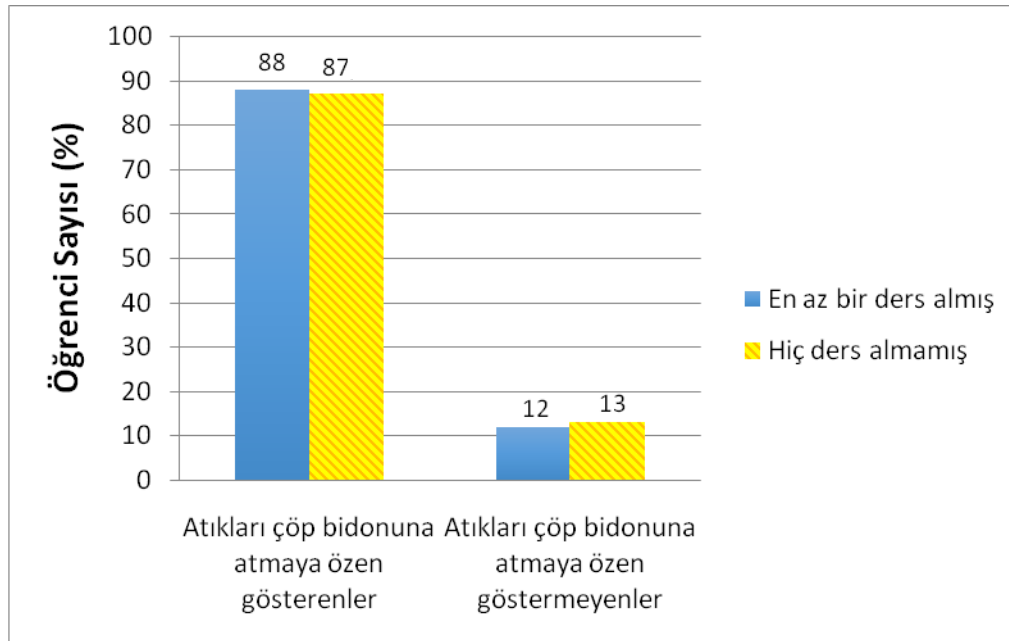
Çizelge 3. En az bir çevre dersi almış ve ders almamış öğrencilerin sürdürülebilir atık yöntemleri ile ilgili görüş ve bilgileri

Kaynağında atık ayrıştırma konusunda olduğu gibi sürdürülebilir atık yönetim şekli konusunda da bilgi sahibi olduğu görüşünü veren öğrencilerin büyük bir çoğunluğunun doğru bilgi sahibi olmadığı gözlemlenmiştir. Örgün eğitim ve çevre konularında bilgi sahibi olunmasının çevre yanlısı davranışları etkilediği bilinmektedir, ancak bu etkileşim karmaşık bir yolla gerçekleşmektedir (Zsóka vd. 2013). Bu çalışmada da açıkça görüldüğü gibi öğrencilerin katı atık kirliliği ve yönetimi konularındaki nesnel ve öznel bilgileri (örneğin, öğrencinin en

öncelikli tercih edilmesi gereken atık bertaraf yönetimini bildiğini düşünmesi ile yöntemi gerçekten doğru bilmesi) arasında ciddi farklılıklar vardır. Eğitim sistemlerinde iyileştirilmesi gereken zorlu konulardan biri de öğrencilerin hem nesnel hem de öznel bilgi seviyesinin aynı derecede artırılmasıdır (Vicente-Molina *vd.* 2013).

### 2.3. Çevre eğitiminin öğrencilerin tutum ve davranışlarına etkisi

Atıkları çöp bidonlarına atmaya özen gösterip göstermedikleri sorulduğunda, en az bir çevre dersi almış ve ders almamış öğrenciler arasında herhangi bir fark olmadığı ortaya çıkmıştır. Atıklarını çöp bidonuna atmaya özen gösteren öğrenciler her iki grupta da %87-88 civarındayken özen göstermediğini belirten öğrenciler %12-13 civarında tespit edilmiştir (Çizelge 4).

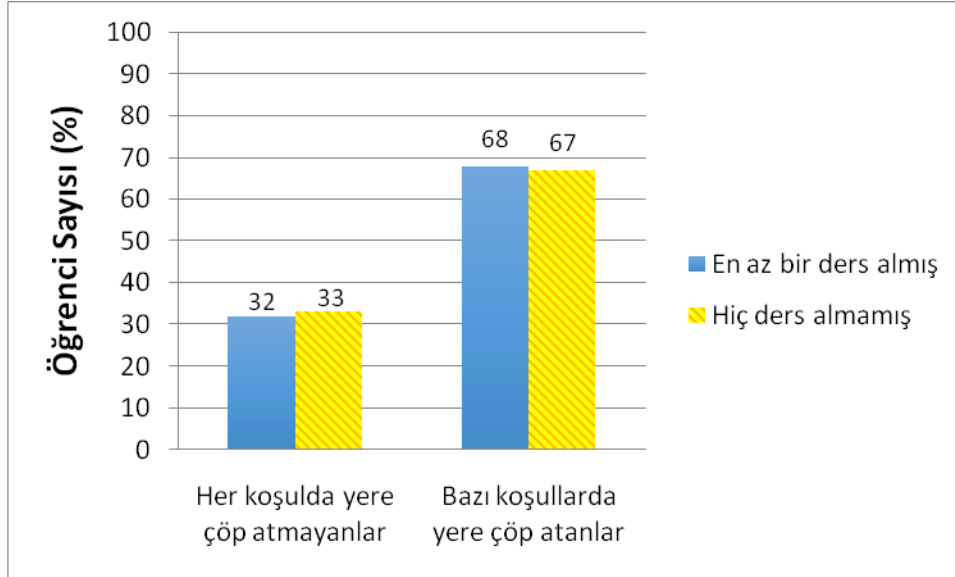


Çizelge 4. En az bir çevre dersi almış ve ders almamış öğrencilerin atıklarını çöp bidonuna atmaya özen göstermeleri ile ilgili tutum ve davranışları

Öğrencilerden ayrıca “hangi koşullar altında çöp bidonlarını kullanmak yerine çevreye çöp atarsınız?” sorusunu cevaplamaları istenmiştir. Koşullar dâhilinde “etrafta çöp bidonu olmaması, etrafta önceden çevreye atılmış çöp olması, araçla (araba, otobüs, vb.) seyahat ediyor olunması, sadece sigara izmaritinin veya külünün atılması ve her koşulda çöp bidonlarının kullanılması seçenekleri sunulmuştur. Çizelge 5’te en az bir koşulda çevreye çöp atan öğrenciler ile her koşulda çevreye çöp atmayan öğrenciler en az bir çevre dersi alıp almadıklarına göre gruplandırılmıştır. Elde edilen sonuçlara göre alınan çevre eğitiminin öğrencilerin çevreye çöp

atma konusundaki tutum ve davranışlarında herhangi bir olumlu etkisi olmadığı görülmektedir. En az bir çevre dersi almış öğrencilerin %68'i en az bir koşulda çevreye çöp atabileceğini söylerken %32'si hiçbir koşulda çevreye çöp atmayacağını belirtmiştir. Çevre dersi almayan öğrencilerden ise en az bir koşulda çevreye çöp atabileceğini belirtenler %67 iken hiçbir koşulda çevreye çöp atmayacağını belirtenler %33 olarak elde tespit edilmiştir.

Atıklarını çöp bidonlarına atmaya özen gösterdiğini söyleyen öğrenci yüzdeliği her iki grupta da %87-88 (Çizelge 4) civarında iken her koşulda çöp bidonlarını kullandığını söyleyen öğrencilerin yüzdeliğinin %32-33 (Çizelge 5) civarında olduğu görülmektedir. Bu veriler kıyaslandığında anlaşılmaktadır ki çevre dersi alınıp alınmadığına bakılmaksızın öğrencilerin büyük bir çoğunluğu çöp bidonlarını kullanmaya özen gösterdiğini belirtmesine rağmen uygulamada bazı koşullarda yere çöp attıkları tespit edilmiştir.

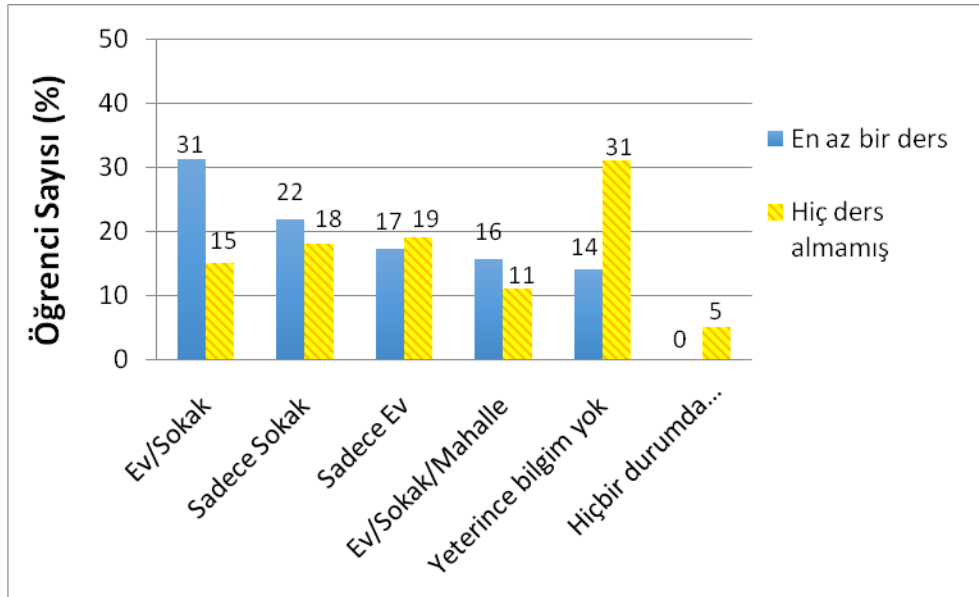


Çizelge 5. En az bir çevre dersi almış ve ders almamış öğrencilerin atıklarını çevreye atmaları ile ilgili tutum ve davranışları

Bir önceki bölümde çevre eğitiminin her ne kadar öğrencilerin görüş ve bilgilerine olumlu etkisi olduğu ortaya çıkmış olsa da aynı olumlu etki davranışları üzerinde gözlemlenmemiştir. Bu sonuçlar Ankara'daki üniversitelerin çevre ile ilgili bölümlerinde okuyan öğrencileri üzerinde yapılan anket çalışmasının sonuçları ile örtüşmektedir (Oğuz vd. 2011). Kılıç'ın (2013) yaptığı bir başka çalışmada benzer sonuçlar elde edilmiş, çevre eğitimin öğrencilerin çevre konularındaki algılarını etkilediği ancak bu eğitim sürecinin çevreci davranışları üzerinde bir etkisi olmadığı ortaya konmuştur. Özellikle farklı ülkelerden gelen

öğrencilerin çevre yanlısı davranışlarda bulunmalarında geldikleri ülkelerin kültürel yapısı, çevre yapısı ve sunulan hizmetler gibi birçok dışsal faktörün de rol oynadığı göz önünde bulundurulmalıdır (Vicente-Molina vd. 2013).

Öğrencilere hangi koşullar altında kesinlikle ayrıştırma (geri dönüşüm) kutularını kullanacakları sorulduğunda elde edilen sonuçlar Çizelge 6’da sunulmuştur. Bulgular, en az bir çevre dersi almış ve ders almamış öğrenciler arasında fark olduğunu göstermektedir. En az bir çevre dersi almış öğrencilerin %31’i ayrıştırma kutularını yaşadıkları evde ya da evlerinin bulunduğu sokakta, %22’si sadece yaşadıkları sokakta, %17’si sadece yaşadıkları evde, %16’sı ise yaşadıkları evde, sokakta ya da mahallede bulunması durumunda kullanacaklarını belirtirken %14’ü bu konuda yeterince bilgisi olmadığını belirterek bu soruya cevap vermemiştir. Çevre dersi almayan öğrencilerin sonuçlarına bakıldığında ise, öğrencilerin %15’i kutuları yaşadıkları evde ya da evlerinin bulunduğu sokakta, %18’si sadece yaşadıkları sokakta, %19’u sadece yaşadıkları evde, %11’i ise yaşadıkları evde, sokakta ya da mahallede bulunması durumunda kullanacaklarını belirtirken %31’i bu konuda yeterince bilgisi olmadığından dolayı bu soruya cevap vermemiştir. Çevre dersi almayan öğrencilerin %5’i hiçbir koşulda geri dönüşüm kutularını kullanmayacaklarını belirtirken en az bir çevre dersi alan öğrencilerden herhangi biri böyle bir görüş vermemiştir.

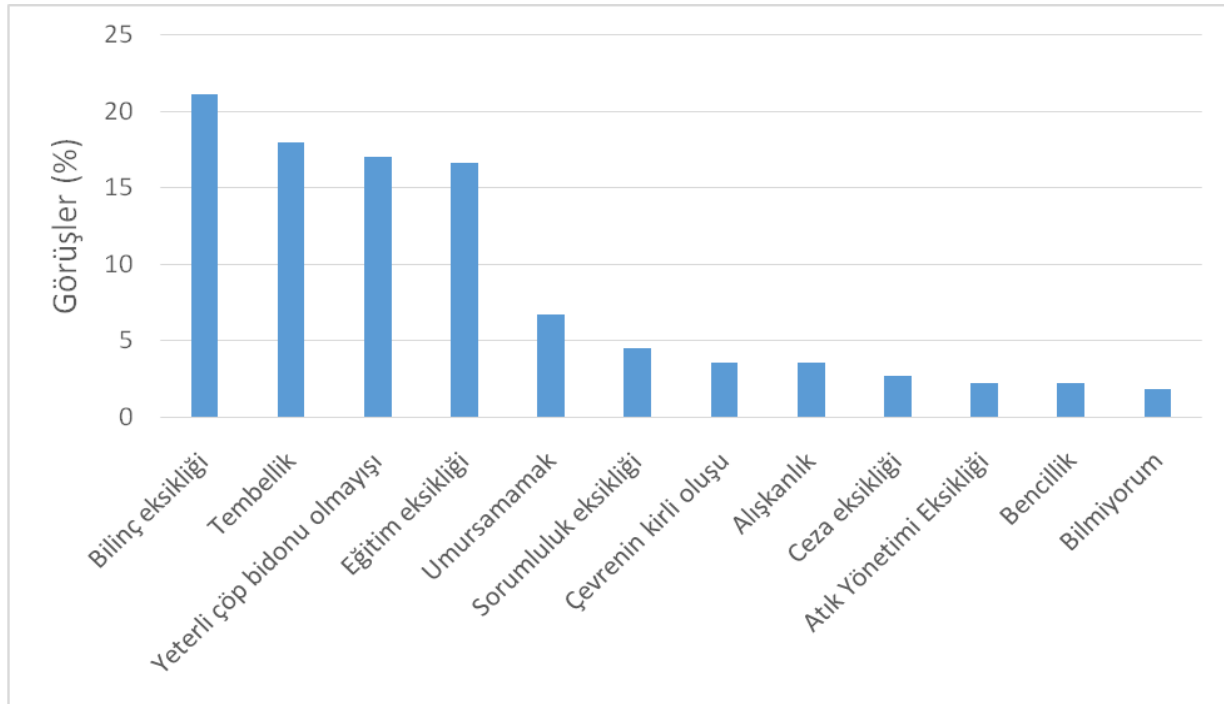


Çizelge 6. En az bir çevre dersi almış ve ders almamış öğrencilerin geri dönüşüm kutularını kullanmaları ile ilgili tutumları

Öğrencilerin tutum ve davranışlarını olumlu yönde değiştirebilmek ve daha bilinçli mezunlar verebilmek için mevcut eğitim şeklinin iyileştirilmesi gerekmektedir ve bu gereklilik Çetin vd. (2010) tarafından da vurgulanmıştır. Ancak unutulmamalıdır ki sadece eğitim kurumlarında alınan çevre eğitimi ile bütünlüklü bir eğitim anlayışı sağlanması mümkün değildir. Erken çocukluk döneminde aile ve öğretmenler tarafından verilen eğitimin bireyin tutum ve davranışlarının oluşmasında büyük önem taşıdığı dikkate alınmalıdır (Oğuz vd. 2011).

#### 2.4. Öğrencilerin çevreye çöp atılmasının sebepleri ile ilgili görüşleri

Son olarak öğrencilere “Birçok öğrencinin çöp bidonlarını kullanmak yerine neden çevreye çöp attığını düşünüyorsunuz?” şeklinde ucu açık bir soru yöneltilmiş ve bu konudaki görüşleri sorulmuştur. Verilen tüm görüşlere oranla her bir görüşün yüzdeliği belirlenmiş ve Çizelge 7’de sunulmuştur. Görüşlerin %21’i çevreye çöp atılmasının sebebinin öğrencilerdeki bilinç eksikliğinden kaynaklı olduğu yönündeyken, tembellik (%18) ikinci en çok belirtilen görüş olmuştur. Çevrede yeterli çöp bidonunun olmaması (%17) ve eğitim eksikliği (%17) en çok belirtilen üçüncü görüşler olmuşlardır. Umursamamak, sorumluluk eksikliği, çevrenin hali hazırda kirli oluşu, alışkanlık, cezaların yetersiz oluşu, atık yönetimindeki eksiklikler, bencillik ise daha az oranlarda belirtilen görüşler olarak saptanmıştır.



Çizelge 7. Öğrencilerin çevreye çöp atılmasının sebepleri ile ilgili görüşleri

## Sonuçlar

Uluslararası Kıbrıs Üniversitesi Mühendislik Fakültesi öğrencileri üzerinde yapılan bu anket çalışmasında elde edilen sonuçlara göre katı atık kirliliği ve yönetimi konularında alınan çevre eğitiminin öğrencilerin farkındalıkları ve davranışları üzerinde bir etkisi olup olmadığı araştırılmıştır. Öncelikle, en az bir çevre dersi almış öğrencilerin katı atık kirliliğinin insanlar üzerindeki etkisi konusunda ders almamış öğrencilere göre daha çok farkındalık sahibi oldukları tespit edilmiştir. En az bir çevre dersi almış ya da almamış tüm öğrencilerin büyük bir çoğunluğu atıklarını çöp bidonlarına atmaya özen gösterdiklerini söylediler de en az bir koşulda çevreye çöp atan öğrencilerin yüzdeliğinin atmayanlara göre daha fazla olduğu ortaya çıkmıştır. Kaynağında atık ayrıştırma ve katı atık bertaraf yöntemleri konularında en az bir çevre dersi almış öğrencilerin ders almamış öğrencilere göre daha fazla bilgi sahibi oldukları görülmüştür. Bunlara ek olarak, öğrenciler çevreye çöp atılmasının en çok çevre bilinci eksikliğinden kaynaklandığını düşünmektedirler.

Bu çalışmada elde edilen en önemli sonuçlardan biri olarak en az bir çevre dersi alan öğrencilerin ders almayanlara göre katı atık kirliliği ve yönetimi konularında kavramsal olarak daha fazla bilgi ve farkındalık sahibi oldukları tespit edilmiştir. Ancak alınan çevre dersinin atığı kaynağında ayrıştırma konusunda olumlu etki yarattığı görülürken, çevreye çöp atma ve geri dönüşüm kutularını kullanma gibi konularda öğrencilerin tutum ve davranışlarına olumlu bir etkisi olmadığı saptanmıştır. Yanlış tutum ve davranışların önüne geçilmesi için birçok gelişmekte olan ülkede olduğu gibi caydırıcı cezaların verilmesi ve cezai yaptırımların artırılması gereklidir. Ancak bu yaptırımlar, ilgili yanlış tutum ve davranışların oluşmaması için bir çözüm teşkil etmemektedir.

Elde edilen sonuçlar göz önünde bulundurularak, sürdürülebilir bir atık yönetimi için, Kıbrıs'ın kuzeyinde erken çocukluk döneminden başlayarak çevre eğitiminin örgün eğitim sistemine dâhil edilmesi büyük önem taşımaktadır. İlgili eğitimin etkili ve doğru şekilde verilebilmesi için, ders içeriğinin hazırlanması ve eğitimin uygulanması konusunda pilot bölgeler seçilerek bilimsel çalışmaların yapılması büyük önem taşımaktadır. Yapılan bu çalışma göstermektedir ki, bilimsel çalışmalar kapsamında verilecek eğitimin öğrencilerin hem nesnel hem de öznel bilgi seviyelerine etkileri ayrı ve kapsamlı bir şekilde incelenmelidir. Ayrıca çevre

eđitimi örgün sisteme dâhil edildikten sonra verilen eđitimin öđrenciler, aileleri ve toplumun farkındalık ve davranışları üzerine olan etkileri kısa ve uzun vadeli araştırma projeleri ile takip edilmeli, dünya genelinde geliştirilen yeni eđitim ve öđretim teknikleri ile kıyaslanarak belirli aralıklarla güncellenmelidir.

## Kaynaklar

Şafaklı, O. (2012). A research on environmental attitudes in Northern Cyprus. *African Journal of Agricultural Research* , 7 (6), 1002–1010.

Afroz, R., Masud, M. M., Akhtar, R., & Duasa, J. (2013). Survey and analysis of public knowledge, awareness and willingness to pay in Kuala Lumpur, Malaysia – a case study on household WEEE management. *Journal of Cleaner Production* , 52, 185–193.

Akış, S. (2011). Kuzey Kıbrıs' ta çevre bilinci. *Doğuş Üniversitesi Dergisi* , 1 (1), 7–17.

Akkor, Ö., & Gündüz, Ş. (2018). The Study of University Students' Awareness and Attitude Towards Environmental Education in Northern Cyprus. *Eurasia Journal of Mathematics, Science and Technology Education* , 14 (3), 1057–1062.

Asilsoy, B., & Oktay, D. (2016). Understanding Environmental Worldview of Famagusta Residents and Its Determinants through Survey Research. *Journal of Civil Engineering and Architecture* , 10, 544–552.

Asilsoy, B., Laleci, S., Yildirim, S., Uzunoglu, K., & Özden, Ö. (2017). Environmental Awareness and Knowledge among Architecture Students in North Cyprus. *International Journal of Educational Sciences* , 19 (2-3), 136-143.

Çetin, G., & Nişancı, S. (2010). Enhancing students' environmental awareness. *Procedia Social and Behavioral Sciences* , 2, 1830- 1834.

Cobbinah, P., Addaney, M., & Agyeman, K. (2017). Locating the role of urbanites in solid waste management in Ghana. *Environmental Development* , 24, 9-21.

Dhokhikah, Y., Trihadiningrum, Y., & Sunaryo, S. (2015). Community participation in household solid waste reduction in Surabaya, Indonesia. *Resources, Conservation and Recycling* , 102, 153–162.

Gündüz, S., Kocadal, E., & Bükük, A. (2016). Perception of Environmental Awareness by Administrators and Teachers in Secondary Schools in North Cyprus: The Case of Guzelyurt. *The Anthropologist* , 23 (1-2), 132–141.

Guo, B., Geng, Y., Sterr, T., Zhu, Q., & Liu, Y. (2017). Investigating public awareness on circular economy in western China: A case of UrumqiMidong. *Journal of CleanerProduction* , 142 (4), 2177-2186.

- Hungerford, H. R., & Volk, T. L. (2013). Changing Learner Behavior Through Environmental Education. *The Journal of Environmental Education* , 21 (3), 8-21.
- Islam, M., Abdullah, A., Shahir, S., Kalam, M., Masjuki, H., Shumon, R., et al. (2016). A public survey on knowledge, awareness, attitude and willingness to pay for WEEE management: Case study in Bangladesh. *Journal of Cleaner Production* , 137, 728-740.
- Kılıç, S. (2013). Yükseköğretimde Çevre Eğitiminin Çevre Bilinci Oluşumuna Etkisi: Niğde Üniversitesi İİBF Kamu Yönetimi Örneği. *Niğde Üniversitesi İİBF Dergisi* , 6 (1), 63-80.
- Kasot, N., & Dagli, G. (2016). Views of Prospective Teachers from North Cyprus and England towards a Sustainable Environment: A Comparative Case Study. *International Journal of Educational Sciences* , 15 (1-2), 196–213.
- Lee, H. T. (2017). Embedding persuasive features into policy issues: Implications to designing public participation processes. *Government Information Quarterly* , 34 (4), 591–600.
- Mahrum, L. (2009). *Solid Waste Management Problems in North Cyprus and its Possible Solutions, Master Thesis*,. University of Manchester.
- Mbu, A. D. (2015). The Influence of Environmental Awareness on Human Attitude to Solid Waste Management in Boki Local Government Area of Cross River State. *Journal of Pollution Effects & Control* , 3 (144).
- Oğuz, D., Çakıcı, I., & Kavas, S. (2011). Environmental awareness of students in higher education. *Turkish Journal of Forestry* , 12, 34-39.
- Soran, H., Morgil, I., Yücel, S., Atav, E., & Işık, S. (2000). Biyoloji Öğrencilerinin Çevre Konularına Olan İlgilerinin Araştırılması ve Kimya Öğrencileri ile Karşılaştırılması. *Journal of Education* , 18, 128-139.
- Stapp, W. (1969). The Concept of Environmental Education. *Environmental Education* , 1 (1), 30-31.
- Tchobanoglous, G., Theisen, H., & Vigil, S. (1993). *Integrated Solid Waste Management, Engineering Principles and Management Issues*. McGraw-Hill.
- Tilbury, D. (2006). Environmental Education for Sustainability: defining the new focus of environmental education in the 1990s,. *Environmental Education Research* , 1 (2), 195-212.
- UNESCO. (1972). *The Stockholm Declaration. The United Nations Conference on the Human Environment, 5-16 June*, . Stockholm.
- Varoglu, L., Temel, S., & Yılmaz, A. (2018). Knowledge, Attitudes and Behaviours towards the Environmental Issues: Case of Northern Cyprus. *Eurasia Journal of Mathematics, Science and Technology Education* , 14 (3), 997–1004.



Vicente-Molina, M., Fernández-Sáinz, A., & Izagirre-Olaizola, J. (2013). Environmental knowledge and other variables affecting pro-environmental behaviour: comparison of university students from emerging and advanced countries. *Journal of Cleaner Production* , 61, 130-138.

Xiao, L., Zhang, G., Zhu, Y., & Lin, T. (2017). Promoting public participation in household waste management: A survey based method and case study in Xiamen city, China. *Journal of Cleaner Production* , 144, 313–322.

Yılmaz, A. M. (2002). Ortaöğretim ve üniversite öğrencilerinin çevre, çevre kavramları ve sorunları konusundaki bilgileri ve öneriler. *Hacettepe Üniversitesi Eğitim Fakültesi Dergisi* , 72, 156-162.

Zsóka, Á., Szerényi, Z. M., Széchy, A., & Kocsis, T. (2013). Greening due to Environmental Education? Environmental Knowledge, Attitudes, Consumer Behavior and Everyday Pro-Environmental Activities of Hungarian High School and University Students. *Journal of Cleaner Production* , 48, 126-138.



DOI: 10.22559/folklor.933

Folklor/edebiyat, cilt:25, sayı: 97-1, 2019/1

## **Sürdürülebilir Kalkınma Farkındalığı ve Çevresel Duyarlılık Üzerine Bir Durum Çalışması: Uluslararası Kıbrıs Üniversitesi**

### **A Case Study on Sustainable Development Awareness and Environmental Responsibility**

**Doğa Kavaz\***  
**Hüseyin Öztoprak\*\***

#### **Öz**

Yükseköğretim kurumları, üniversite kampüslerinde çevresel sürdürülebilirliğin sağlanmasında önemli bir değişkendir. Kampüs sürdürülebilirliği üzerinde yapılan araştırmalar, niteliksel ve sonuç odaklı üniversite mezunu olma hedefine katkıda bulunmayı amaçlamaktadır. Bu çalışma, sürdürülebilir bir kampüsün ilkelerine ilişkin olarak, Uluslararası Kıbrıs Üniversitesi bilim ve teknoloji merkezinde ders gören öğrencilerin farkındalık düzeyi incelemiştir. Literatürde daha önceden gerçekleştirilmiş çalışmalar taranarak 24 soruluk bir ölçme aracı geliştirilmiştir. Yapılan bu araştırmada, 107 öğrencinin cinsiyet, öğrenim gördükleri alan ve sınıf gibi bazı kişisel özelliklerinin, kampüste sürdürülebilirlik bileşenlerini müfredat ve araştırma, kampüs operasyonları ve toplum katılımı gibi değerlendirmelere ilişkin görüşlerinde fark yaratıp yaratmadığı incelenmiştir. Ölçme aracı, ilişkisel tarama modeline göre tasarlanmıştır. Ölçme aracının geçerliliği için uzman görüşü alınmış ve güvenilirlik çalışmaları yapılmış olup, elde edilen veriler SPSS 20.0 programı aracılığı ile *t - test* kullanılarak analiz edilmiştir.

Uygulanan ölçme aracından elde edilen verilere göre, öğrencilerin kampüs sürdürülebilirliği ve buna karşılık gelen çevresel faydalar konusunda endişeleri olsa da, kampüsteki ulaşım, enerji ve su tasarrufu alanlarında daha az farkındalığa sahip oldukları görülmektedir. Öğrenciler, ayrıca müfredatlarında yer alan derslerin ve öğrenci projelerinin de sürdürülebilirliğe çok az değindiğini de bildirmişlerdir. Ancak, kampüslerdeki sürdürülebilirliği teşvik etmek için, öğrenciler bu algı ve hedefe ulaşmada başlıca paydaşlar olarak görülmektedir. Bu hedefe ulaşmak için, öğrencilerin sürdürülebilirlik konularındaki farkındalıkları ve diğer sosyal olarak ilgili konuların rolünü dâhil etmeleri teşvik edilmelidir. Yapılan çalışma, Uluslararası Kıbrıs Üniversitesi (UKÜ) kampüsü sürdürülebilirliğine yönelik kapsamlı hedef ve stratejilerin üretilmesinde bir başlangıç noktası niteliği taşıması açısından öneme sahiptir.

**Anahtar sözcükler:** *Çevre, Çevre Duyarlılığı, Çevre Sorunları, Kalkınma, Sürdürülebilir kampüs*

\* Uluslararası Kıbrıs Üniversitesi, Biyomühendislik Bölümü, 98258, Haspolat, Lefkoşa, KKTC, Mersin 10 Türkiye

\*\* Uluslararası Kıbrıs Üniversitesi, Elektrik ve Elektronik Mühendisliği Bölümü, 98258, Haspolat, Lefkoşa, KKTC, Mersin 10 Türkiye

## **Abstract**

Higher education institutions are an important variable in ensuring environmental sustainability in university campuses. The proposed researched on campus sustainability aims to contribute to the goal of yielding qualitative and result oriented university graduates in the context of Cyprus International University. This study examined the students' level of awareness in the science and technology building of the Cyprus International University in relation to the principles of a sustainable campus. In this study, a 24-question questionnaire was developed. In this study, it has been examined whether some students' personal characteristics (gender, program and class) continue to make a difference in their views on sustainability components such as curriculum and research, campus operations and community participation. The survey was designed according to quantitative relational screening model. For the validity of the questionnaire, expert opinion was obtained and reliability studies were performed and data were analyzed by using SPSS 20.0 program.

Drawing from the results, it should be noted that even while students are concerned about the campus sustainability and corresponding environmental benefits, there seems to be less awareness in the area of transports, energy and water conservations on the campus. Furthermore, students mentioned that their curriculum and student projects curricula have very little attention to sustainability. However, in order to promote the sustainability role on campuses, students are seen as key stakeholders in achieving this perception and goal. To achieve this goal students should be encouraged to incorporate the role of sustainability and other socially related issues. This study is important as it is a starting point for producing comprehensive goals and strategies for the campus sustainability of the Cyprus International University.

**Keywords:** *Environment, Sensitivity of Environment, Environment Problems, Development, Sustainable campus*

## **Giriş**

Yaşamının ilk dönemlerinde, insanoğlu temel ihtiyaçlarını doğa ile savaşarak gidermekteydi. Günümüze kadar da hayatını çevresini değiştirerek devam ettirmiştir. Dünyada yaşanan çeşitli değişimler, sanayi devrimi, hızla artan nüfus ve teknolojik gelişim, üretim seviyesindeki artış, bununla beraber daha fazla kaynağa duyulan ihtiyaç ve doğal kaynakların cömertçe kullanılması, insanların daha gelişmiş medeniyetlere ulaşma çabasıyla ortaya çıkmış gelişmelerdir (Kışlalıoğlu ve arkadaşları, 1993). Kullanılan kaynakların bazılarının geri dönüşüm olanağına sahip olmaması ve bazı insanların kaynakları bilinçsizce kullanmasıyla dünyanın birçok yerinde yaşam kalitesi düşmüştür. Çevresel değerlerin sıklıkla ihmal edilmesine sebep olan ana unsurlar genellikle ekonomik, teknolojik, sosyal vb. büyüme çabaları olmuştur (Uçar,1991).

İnsanođlu tabiatı geređi her daim evre ile i ie olmuř, dođanın onlar iin sađladıđı kaynakları uzun yıllar fayda sađlayarak kullanmıř olmasına rađmen evreyi aslında hi önemsememiřtir (Tuna, 2000). Gnmzde evrecilik ve evrebilim dřncesinin geliřmesinde, evrenin insanlık iin nemli bir anlam ifade etmeye bařlamasının byk bir payı vardır. İnsan, belirli bir denge ve uyum iinde hayatını devam ettiren, kendi ortamını kendi yaratabilen bir varlık olmuřtur (Dndar, 1997: 186). Dođa ile insanlar arasındaki btnlđ sađlayan dengeler bozulmaya bařladıķça, gereken nlemlerin alınması kaınılmaz hale gelmiřtir. Toplum ve sosyal ferahı kalkındırmak iin kullanılan bazı evresel kaynaklar, birok maddenin ve enerjinin dođal enerji birikimine olanak sađlamasıyla insan ve toplum sađlıđını tehlikeye sokacak evresel kirlilik yaratmaktadır (evik, 1999). evre kirliliđi, canlıların yařadıđı dođal ortam dengesinin bozulması olarak da adlandırılmaktadır. İnsanođlu, evre kaynaklarının sınırsız olduđuna inanarak futsuzca kullanmıř ancak sanayileřmede yařanan hızlı geliřmelerin etkisi ile kaynakların tkenme noktasına gelmesi, evrenin olduka kirlenmesi gibi kresel sorunlara neden olmuřtur (Kasapođlu, 1997). Sanayileřme, kentleřme ve hızlı nfus artıřı gibi evresel faktrlerin oluřması ile evre problemlerinin olduka bymesiyle sonulanmıřtır. evre kirliliđi problemlerinin giderek artması, insanođlu ve yařadıđı ortam zerinde olumsuz tepkilerin dođmasına neden olmuřtur (Eraydın, 1990).

evre kirliliđinin bařlıca sebebi, insan faaliyetlerinden kaynaklanan atıkların dođada kendiliđinden yok olma yeteneđinin bulunmamasından kaynaklanmaktadır. Bu faaliyetler sonucu havaya, suya ve toprađa yayılan atıklar, dođanın biyolojik, fiziksel ve kimyasal yapısının bozulmasına neden olmaktadır (DPT, 1999). Dnya, 1970’li yılların bařına kadar evre kriziyle karřı karřıya olduđunun farkına varamamıřtır. Dođal kaynaklardaki azalmalar, artan evre kirliliđi sonucunda geliřmekte olan birok lke evre mevzuatını yrrlđe sokmuř, kalkınma ve dođal evre arasında denge kurulması iin birok arayıř iine girmiřlerdir. alıřmalar sonucunda, uzun vadeli kalkınma modeli olan ‘‘Srdrlebilir Kalkınma’’ modeli ortaya konmuřtur (DPT, 2003). Bu model insanları ve diđer canlıları etkileyen tm faktrleri kucaklayan evre ve insan sermayesini gz nnde bulundurarak, kaynak kullanımını optimize etmeyi amalar. ‘‘Srdrlebilir Kalkınma’’ ilk olarak 1987 yılında Birleřmiř Milletlerin ev sahipliđini yaptıđı genel kurulda sunulan ‘‘Ortak geleceđimiz’’ adıyla da bilinen ‘‘Brutland Raporu’’nda bahsedilmiřtir. Birok alanda sıka kullanılmakta olan srdrlebilirlik kavramı; toplumun sosyal, kltrel, bilimsel, dođal ve insan kaynaklarının tmnn dikkatli kullanılmasını sađlayan ve aynı zamanda da buna saygı duyma zelliđine sahip olarak sosyal bir bakıř aısı oluřturan katılımcı bir sre olarak bilinmektedir (Gladwin vd., 1995: 877).

Brutland, raporunda Sürdürülebilir Kalkınma kavramının tanımının açıkça yapılmasıyla, kavramın kullanım alanının yaygınlaşmasında önemli rol oynamıştır (Prince ve Dube, 1997).

Dünya çevre ve kalkınma komisyonu sürdürülebilir kalkınmayı, “gelecek kuşakların kendi gereksinimlerini karşılamalarını engellemeden bugünün gereksinimlerini karşılaması” olarak ifade etmektedir (Brundtland Report, 1987). Sürdürülebilir kalkınmanın başarılı bir şekilde yönetilebilmesi için ekonomik, toplumsal ve çevresel faktörlerin de üzerinde durulması ve bir birleri arasında aynı zamanda işbirliğinin sağlanması gerekmektedir (Budak, 2000). Sürdürülebilir kalkınma, kaynakların bugünkü ihtiyaçlarının karşılanmasını sağlarken, gelecek kuşakların da kendi ihtiyaçlarını karşılayabilme imkânının devamlılığının sağlanması gerektiğine vurgu yapar. Öte yandan sürdürülebilir kalkınmanın diğer hedefleri ise, sosyal dayanışmayı sağlamak, ekonomik yapabilirliği artırmak ve biyolojik sorumluluğu yerleştirmektir (Sarıkaya ve Kara, 2007: 224).

Çevre ve çevre sorunlarına dair kavramların dünya gündeminde bu denli konuşuluyor olması ile beraber çevresel sorunlar ve bunlara dair çözüm önerileri yerel, ulusal ve küresel düzeyde tartışılmaya başlanmış ve bu konular insanları ilgilendiren önemli bir konu haline gelmeye başlamıştır (Gül, 2013). Bu sorunların giderilmesi çevrenin ve doğal kaynakların korunması için birçok gelişmiş hükümet tarafından yeni politikalar hayata geçirilmiş ve bu politikaları uygulayacak yeni kurumlar tahsis edilmiştir. Ancak yapılan tüm çalışmaların ve oluşturulan tüm birimlerin tek başına yoluna devam edemeyeceği aşikârdır. Sürdürülebilir kalkınma modelinin hedeflerini anlamada ve yorumlamada eğitim seviyesinin önemli bir rolü bulunmaktadır (Sorana ve arkadaşları, 2000). Bu düşünce aynı zamanda Brüksel Sonuç Raporu’nda (COM, 2001) “Üye ülkeler, sürdürülebilir kalkınma konusunda daha geniş bir anlayış geliştirebilmek için eğitim sistemlerini gözden geçirmelidirler” açıklamasıyla belirtilmiştir. UNESCO (2005) tarafından sunulan “Sürdürülebilirlik Açısından Öğretmen Eğitimini Yeniden Planlama Önerileri ve Rehberi”ne göre ise “Sürdürülebilir Kalkınma için Eğitim”, bilgiyi elde etmekten ve konuları anlamaktan öte; bu konuda tutum, beceri, değer ve anlayış geliştirmekle sağlanabilmektedir (Yapıcı, 2003).

Çevre eğitimi için gerekli prensipleri, sürdürülebilir çevre eğitiminde de kullanmak mümkündür. Çevre bilgisinin kazanılması, hem çevreyle ilgili olumlu tutumların sergilemesini hem de çevreye zarara vermeyen davranış değişikliğinin oluşmasını sağlamaktadır. Bu sayede öğrenciler, “Bilme, Tutum ve Davranış değişikliği” gibi kişilik özelliklerini de kazanmaktadırlar. Eğitim kurumlarında eğitim-öğretim faaliyetlerinin farklı alanlarda yürütülmesiyle birlikte, her alanın sürdürülebilir kalkınma açısından geliştirmesi gereken

görevleri de bulunmaktadır. Özellikle disiplinler arası ve diğer disiplinlerle bağlantılı olarak, iş birliği gerektiren, güncel, uygulama ve yöntem zenginliğine sahip olan, çoklu medya ortamı ve eleştirel yaklaşım gerektiren, davranış değişikliğiyle ilişkili, değerler eğitimi olan dersler sürdürülebilir kalkında açısından ayrı bir önem taşımaktadır (Çabuk ve Karacaoğlu, 2003).

Konu ile ilgili çalışmalar incelendiğinde; sürdürülebilir kalkınma eğitime yönelik olarak öğrencilerin ders kitaplarında yer alan eksikliklere vurgu yapıldığı dikkat çekmektedir. Yapılmış olan çalışmalar neticesinde öğretmen adaylarının çevre sorunları hakkında bilgilerinin yeterli olmadığı sonucuna ulaşılmıştır (Tuncer ve arkadaşları, 2008). Yapılan bir diğer çalışmada ise Bulgaristan ve Türkiye'deki ilköğretim okullarında, ders kitaplarında ve eğitsel aktivitelerde çevreyi korumaya yönelik etkinliklere yeterince yer verilmediği tespit edilmiştir (Erdoğan ve arkadaşları, 2009). Yapılan çalışmada derste çevre eğitime yönelik düzenlenen etkinliklerin çevre dersinin anlaşılmasını kolaylaştırmakta olduğu sonucuna ulaşılmıştır. Bireylerin çevre sorunları hususunda bilinçlenerek daha duyarlı hale gelebilmeleri ve buna bağlı olarak sürdürülebilir kalkınma eğitiminin hedeflerine ulaşabilmesi için bu doğrultuda hazırlanacak eğitimler sağlanmalıdır (Kışoğlu, 2009).

Tüm bu öneriler ve araştırmalar temel alınarak, bu çalışmada sürdürülebilir kalkınmanın çevresel boyutundan hareketle üniversite öğrencilerinin çevresel duyarlılıklarını ve çevresel sürdürülebilirlik konularına ilişkin görüşlerini tespit edebilmek adına bir ölçme çalışması yapılmış ve katılımcılara çevresel duyarlılıkları ve çevresel sürdürülebilirlik konularını tespit etmeye yönelik sorular sorulmuştur. Çalışma, sürdürülebilir kalkınma ve çevre anlayışının yaygınlaşıp yaygınlaşmadığını ve günümüzde üniversite öğrencilerinin bu anlayışa ne ölçüde uyduklarının tesbiti yapılmaktadır.

### **1.1. Araştırmanın amacı**

Bu çalışmada, Uluslararası Kıbrıs Üniversitesi bilim ve teknoloji binasında eğitim gören öğrencilerin çevreye olan duyarlılıkları ve çevresel sürdürülebilirlik konularına ilişkin görüşleri incelenmiştir. Bu amaç doğrultusunda ölçe tekniği ile yöneltilen sorulara alınan cevaplar üniversite öğrencilerinin çevreye ne denli duyarlı oldukları ve UKÜ bünyesinde sürdürülebilir çevre çalışmalarının ne kadar farkında oldukları hakkında bilgi verecektir. Bu çalışmada, öğrencilerin çevresel konulardaki tutumları ile çevreye duyarlılıklarında cinsiyet, yaş ve eğitim durumunun farklılık yaratıp yaratmadığı incelenmiştir.

## **1.2. Araştırmanın önemi**

Çevre ve çevre sorunlarına dair kavramların dünya gündeminde bu denli konuşuluyor olması ile beraber, çevre sorunları ve buna dair çözüm önerileri yerel, ulusal ve küresel düzeyde tartışılmaya başlanmış ve bu konular insanları ilgilendiren önemli bir konu haline gelmeye başlamıştır. Sorunun ortadan kaldırılmasında çevre eğitiminin önemli bir rolü vardır. Eğitim, sürdürülebilir kalkınma hedeflerini anlama ve yorumlamada, bireysel ve kolektif sorumluluk sağlayarak davranış farklılığı sağladığından önemlidir. Bu çalışmada, sürdürülebilir kalkınma ve çevre bilincinin yaygınlaştığı günümüzde üniversitelerde eğitim alan öğrencilerin bu anlayışa ne oranda uygun davranış gösterdikleri tespiti de yapılmıştır.

## **2. Yöntem**

### **2.1. Araştırmanın türü ve yöntemi**

Bu çalışma, Uluslararası Kıbrıs Üniversitesi, bilim ve teknoloji binasında eğitim gören öğrencilerin sürdürülebilir kalkınma ve çevre anlayışına olan duyarlılıkları konusunda, var olan durumu açıklayan betimsel bir çalışma niteliği içermektedir. Başka bir deyişle, bu araştırma için % 95 güven ve % 10 örneklem hatası ile veri toplama yöntemine dayanan bir ölçek formu kullanılmıştır. Araştırma modeli, nicel ilişkisel tarama modeline göre tasarlanmıştır. İlişkisel tarama modeli, iki veya daha fazla değişken arasındaki ilişkiyi hesaplamayı hedefler. Korelasyon araştırması, değişkenler arasındaki ilişkileri kesintisiz bir şekilde ortaya koyan sosyal bilimlerin önemli bir bileşenidir. Bu tür bir araştırma, bilim adamlarının aralarındaki korelasyon bulunduğunda değişkenler arasındaki neden sonuç ilişkilerini araştırmasına öncülük etmektedir (Field, 2013).

### **2.2. Evren ve örneklem**

Örneklem yöntemi oluşturulurken literatürde yapılan pek çok çalışma göz önüne alınmıştır. Bazı araştırmacılar, ölçme aracında kullanılacak soru sayısı- örneklem oranını (MacCallum, 2001) en az 0.25 savunurken, diğerlerine göre en az 0.2 olması gerektiği belirtilmiştir (Tavşancıl; 2002). Bu çalışmalar ışığında, nüfus büyüklüğü, UKÜ'de okuyan ve bilim ve teknoloji binasında eğitim gören toplam 5000 öğrenci için gereken % 95 güven ve % 10 örneklem hatası baz alınarak seçilmiştir. Nüfus hesaplamasına hem lisans hem de lisansüstü öğrenciler dâhil edilmiştir. Bu araştırmanın örnekleme, 2017-2018 eğitim öğretim yılı bahar

döneminde Uluslararası Kıbrıs Üniversitesi bilim ve teknoloji binasında eğitim gören 107 öğrencinin basit tesadüfi örneklem yöntemi kullanılarak seçilerek oluşturulmuştur.

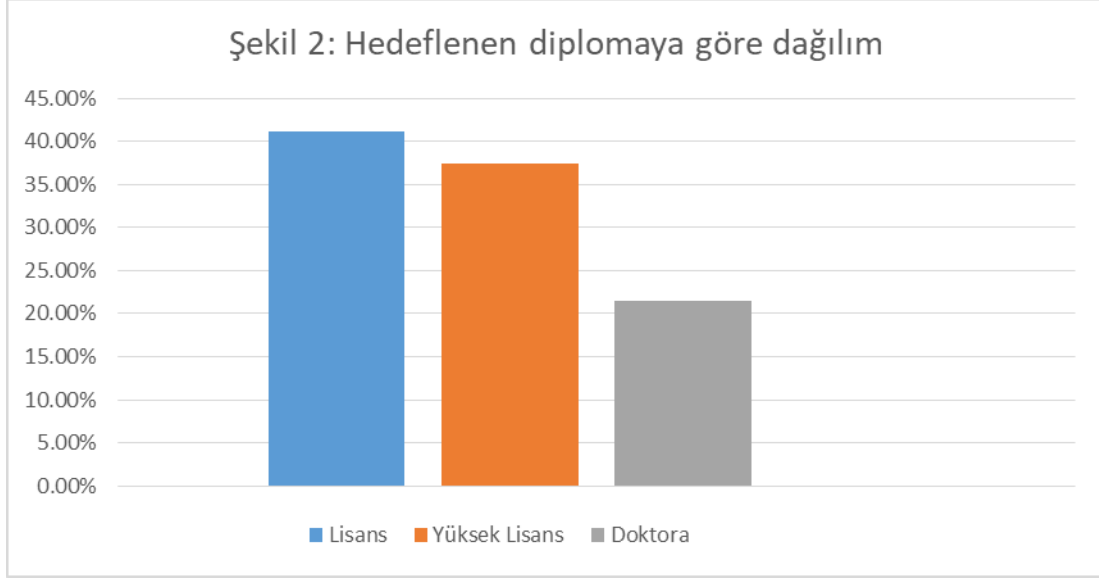
Bu araştırmanın örnekleme, 2017-2018 eğitim öğretim yılı bahar döneminde Uluslararası Kıbrıs Üniversitesi bilim ve teknoloji binasında eğitim gören öğrencilerden basit tesadüfi örneklem yöntemi kullanılarak 107 öğrencinin seçilmesi ile oluşturulmuştur.

Ölçme aracından elde edilen sonuçların yorumlanmasında, öncelikle araştırmaya katılan öğrencilerin kişisel özelliklerine ilişkin bilgiler sunulmuş; ardından çevresel duyarlılığın kişisel özelliklerden ne ölçüde etkilendiği ve bu özelliklerin duyarlılık davranışlarına etkileri incelenmiştir.

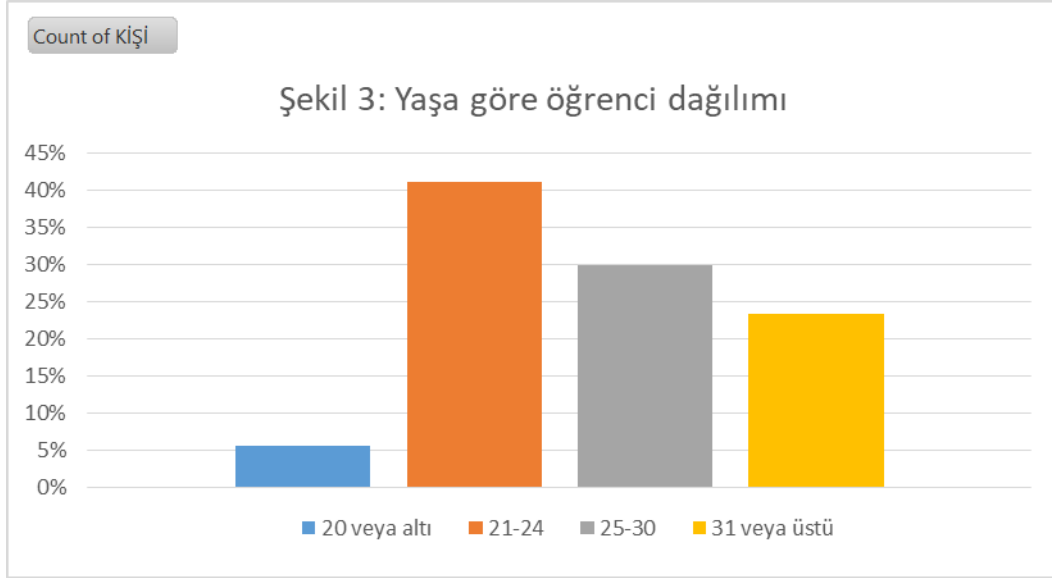


Katılımcıların cinsiyet dağılımı incelendiğinde (Şekil 1), kadın/erkek dengesinin mevcut olduğu görülmektedir. Erkek katılımcı oranı %52 (57) iken, kadın katılımcı oranı ise % 47 (51)'dir.





Araştırmaya katılanların eğitim gördükleri programa göre dağılımları Şekil 2’de gösterilmiştir. Katılımcıların %41 (44)’lik bölümü şuan lisans eğitimi alırken; %37 (40)’si ise yüksek lisans eğitimi almaktadır. Katılımcıların %21’lik kayda değer bir kısmı (23) ise doktora eğitimi almaktadır. Katılımcıların farklı eğitim durumlarına sahip oldukları görülmektedir.



Katılımcıların yaşa göre dağılımı Şekil 3’te gösterilmektedir. Şekil 3 incelendiğinde katılımcıların yarıya yakınının 25 yaş altı olduğu görülmektedir. 25-30 yaş arasında %30 (32), 30 yaş üstünde ise %23 (25) katılımcı bulunmaktadır. Eğitim seviyesiyle paralel olarak,

öğrencilerin yaş gruplarının da dengeli bir şekilde yayıldığı ve katılımcıların yaşları ile eğitim gördükleri program arasında bir korelasyon olduğu görülmüştür.

### **2.3. Veri toplama aracı**

Çalışma kapsamında; Uluslararası Kıbrıs Üniversitesi bilim ve teknoloji binasında eğitim gören öğrencilerin, sürdürülebilir kalkınma ve çevre anlayışına olan duyarlılıklarını tespit etmek amacıyla, ilgili literatürden de faydalanılarak geliştirilen ölçek formu ile oluşturulan kapsamın ne kadar geçerli olduğunu belirlemek amacıyla Davis (1992) tarafından önerilen teknik kullanılmıştır. Buna göre sürdürülebilirlik alanında uzmanlaşmış 5 akademisyen ve araştırmacıya, 28 ifadeden oluşan ölçek formu gönderilerek akademisyen ve araştırmacıların bu formları değerlendirmeleri istenmiştir. Uzman grubun oluşturulmasında, sürdürülebilirlik, çevre sorunları gibi alanlarda yaptıkları akademik çalışma deneyimleri göz önüne alınmıştır. Uzmanlar tarafından alınan geri dönüşler neticesinde ölçek formundaki bazı ifadelerde düzeltmeler yapılmıştır. 24 maddeden oluşan ve kapsam geçerliliği sağlanan ölçek formu, 1-Kesinlikle katılmıyorum ve 5- Kesinlikle katılıyorum aralığında, beşli Likert Ölçeği'ne uygun olarak tasarlanmış ve bu haliyle kolayda örnekleme metodu ile belirlenen 20 kişilik bir örnekleme uygulanarak pilot çalışma gerçekleştirilmiştir. Pilot çalışmadan çıkan sonuçlar değerlendirilerek, bir kaç soruda düzeltmeler yapılmış ve ölçek formu son halini almıştır.

Ölçek formu iki bölümden oluşmaktadır. Birinci bölüm çalışmaya katılanların kişisel demografik bilgileri ile sürdürülebilir çevre tanımları hakkındaki farkındalıklarıyla ilgilidir. İkinci bölüm ise sürdürülebilir kalkınma ve çevre anlayışına olan duyarlılıkları tespit etmeye yönelik likert tipi ölçekli sorulardan oluşmaktadır. Örnekleme grubumuz, Uluslararası Kıbrıs Üniversitesi bilim ve teknoloji binasında eğitim gören öğrenciler arasından rastgele seçilip oluşturulmuştur. Veri toplamanın geçerliliğini sağlamak için açık ve anlaşılır bir dil kullanılmıştır.

### **2.4. Verilerin analizi**

Bu araştırmanın sonunda elde edilecek bütün veriler “Statistical Packet For Social Sciences (SPSS)” SPSS 20.0 Windows programı kullanılarak analiz edilmiştir ve verilerin normal dağılım gösterip göstermediğine ilişkin bir ön çalışma yapılmıştır. Hipotezler test edilirken; öncelikle elde edilen veriler ile birlikte, belirtilen bu varsayımların karşılanıp

karşılanmadığı incelenmiş; çevresel duyarlılığın cinsiyet, eğitim durumu ve yaşa göre farklılık gösterip göstermediğini test etmek amacıyla “*t* – testi” yapılmıştır. Ayrıca öğrencilerin sürdürülebilir kalkınma ve çevre anlayışına ilişkin davranışlarının incelenmesi için de frekans ve yüzdelerden yararlanılmıştır.

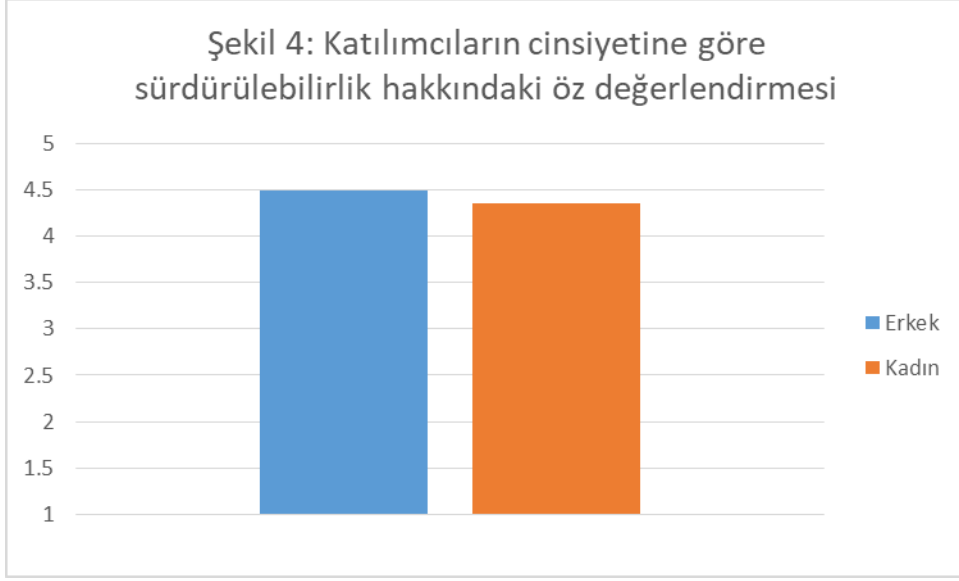
## **2.5. Geçerlik-güvenilirlik çalışması**

Ayrıca ölçme aracı ve veri toplama yönteminin güvenilirliğini test etmek amacıyla Cronbach Alfa iç tutarlılık değeri hesaplanmıştır. Ölçeğin ilk haliyle Cronbach Alfa değeri 0.52 olarak bulunmuştur. Ölçeğin nihai durumu, Cronbach Alfa değerini azaltabilecek dört madde ortadan kaldırılarak oluşturulduktan sonra, Cronbach Alfa Güvenilirlik Katsayısı 0.79 olarak bulunmuştur. Literatüre göre ölçeğin güvenilirliği göz önüne alındığında bu değer 0.7’den büyük olduğu için yeterli kabul edilmektedir (Tavakol ve Dennik, 2011). Buna ek olarak ölçeğin hazırlanış aşamasında literatüre ve UKÜ Mühendislik Fakültesi’nden üç ve UKÜ Eğitim Fakültesi’nden iki akademisyenin yer aldığı uzman görüşüne başvurulmuştur. Uzman görüşleri Davis (1992) yöntemi kullanılarak incelenmiş ve kapsam geçerliliği sağlanmıştır.

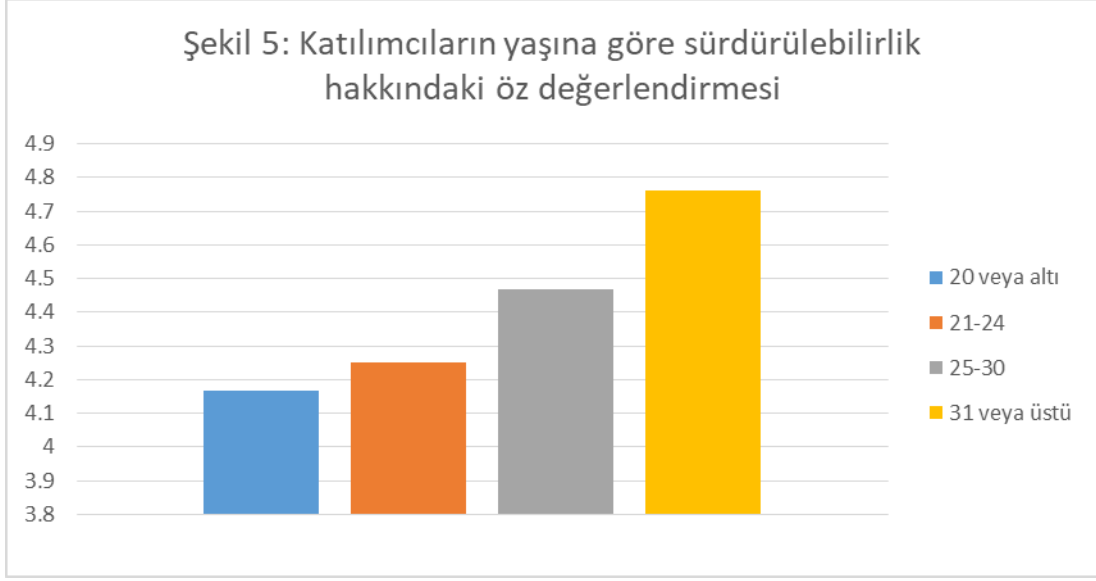
## **3. Bulgular**

### **3.1 Katılımcıların çevre ve sürdürülebilirlik hakkındaki özdeğerlendirmeleri ve bilgi düzeyleri**

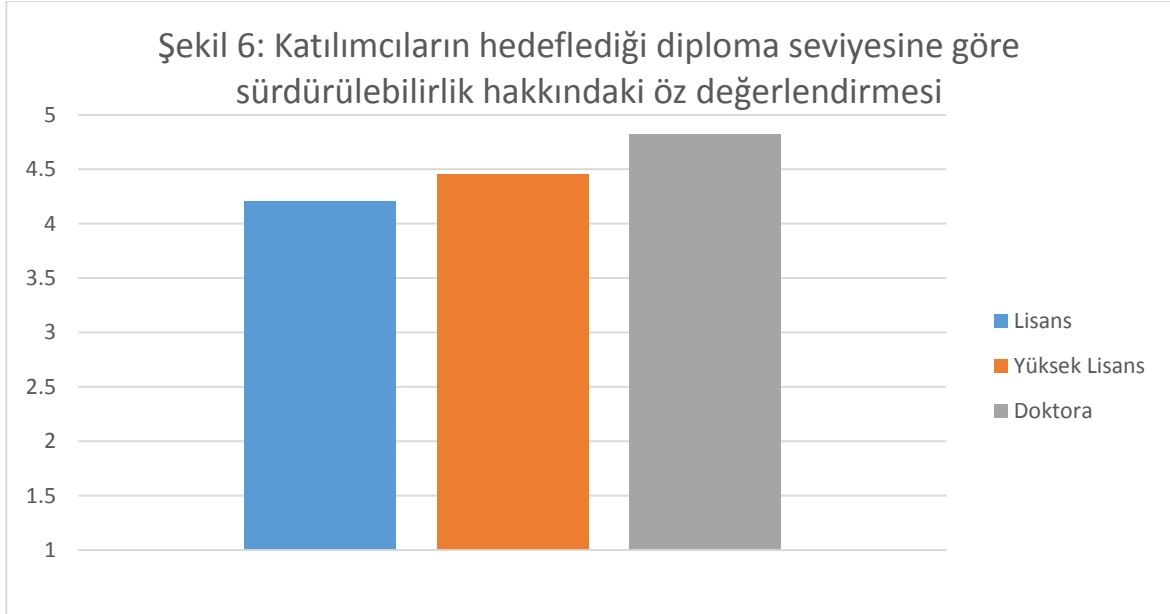
Uygulanan ölçme aracındaki belirleyici sorulardan biri de katılımcıların sürdürülebilirliğe karşı olan ilgi düzeyiyle ilgili yaptıkları özdeğerlendirmelerdir. Bu soru bilgi ölçmekten daha çok kişinin subjektif değerlendirmesini içeren bir soru olduğu için puan ortalamasının yüksek olması beklenebilir. Nitekim tüm katılımcıların ortalaması 4.43 olarak belirlenmiştir.



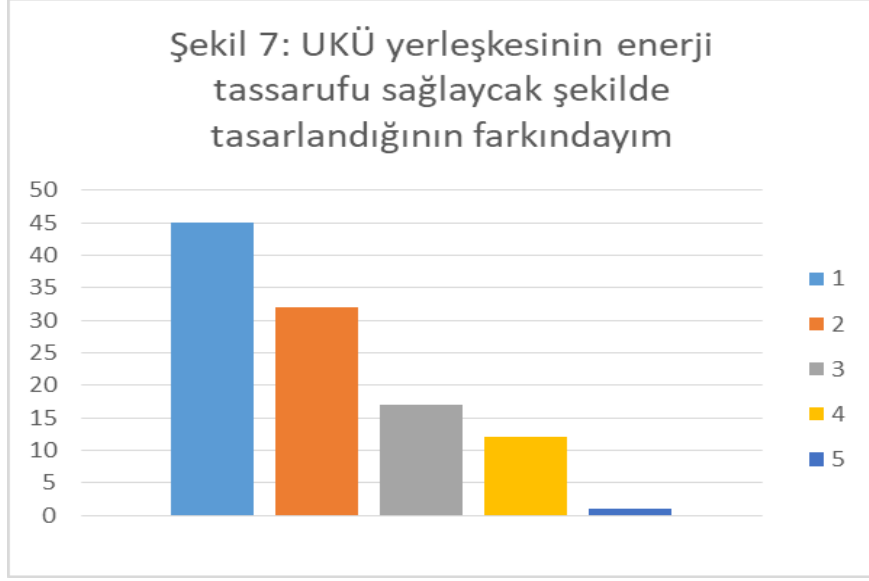
Şekil 4’te görüldüğü üzere erkeklerin sürdürülebilirlik ile ilgili olan özdeğerlendirmeleri Kadınlara göre 0.14 puan daha fazladır. Bu farklılığın istatistiksel açıdan anlamlı olup olmadığını bulmak için  $t$  – testi uygulanmıştır. Bu test uygulanmadan önce, değişkenlerin normal dağılım gösterip göstermediği varyansların homojen olup olmadığı ve varsayımlarının karşılanıp karşılanmadığı kontrol edilmelidir. Yapılan kontrollerde, bu iki varsayımın da karşılandığı görülmüş ve aradaki farklılıklar için “ $t$  – testi” uygulanmıştır. “ $t$  – testi” sonuçlarına göre aradaki farklılık ( $p = 0.043$ ) istatistiksel olarak anlamlıdır. Haartman ve arkadaşları (2017) yapmış oldukları çalışmada kadınların erkeklere göre sürdürülebilirlik konusunda daha bilinçli olduklarını bulmuşlardır. Çalışmamızda elde edilen sonuçlar literatürle uyumlu niteliktedir.



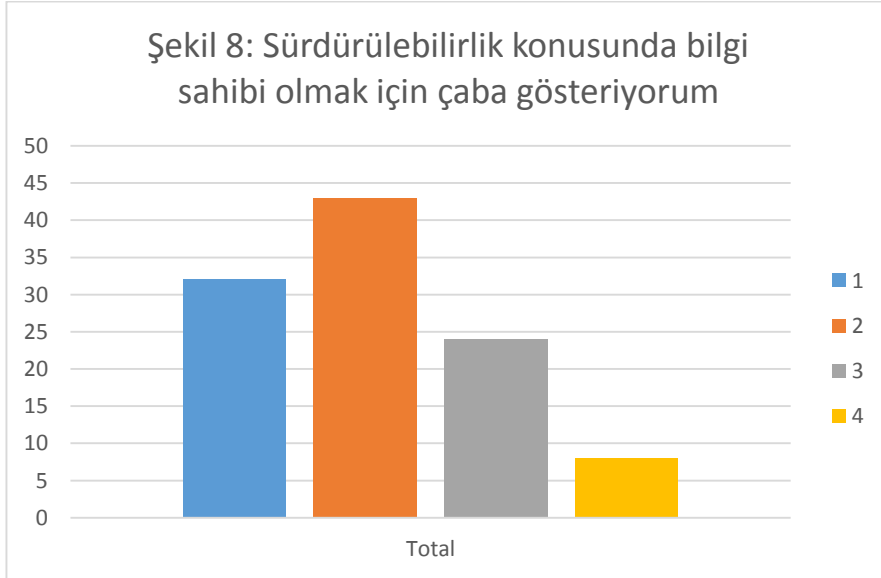
Şekil 5’te görüldüğü üzere katılımcıların yaşı yükseldikçe sürdürülebilirlik konusundaki özdeğerlendirme puanları istikrarlı bir şekilde yükselmektedir. Bu bulgu, yaş aldıkça kişinin çevresel süreçlere ilgisinin artması ve bu süreçlerle ilgili bilgisinin daha kapsamlı hale gelmesine bağlanabilir.



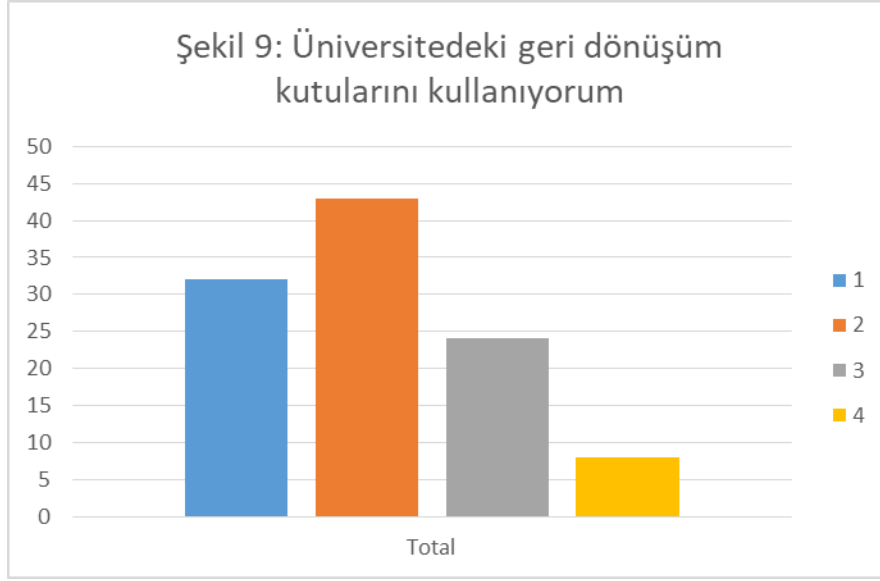
Şekil 6’da görüldüğü üzere katılımcıların öğrenim seviyesi arttıkça çevreyle ilgili özdeğerlendirme puanlarının da arttığı görülmektedir. Bu bulgu, aynı sorunun katılımcıların yaşlarına göre yapılan analiz ile de uyumludur.



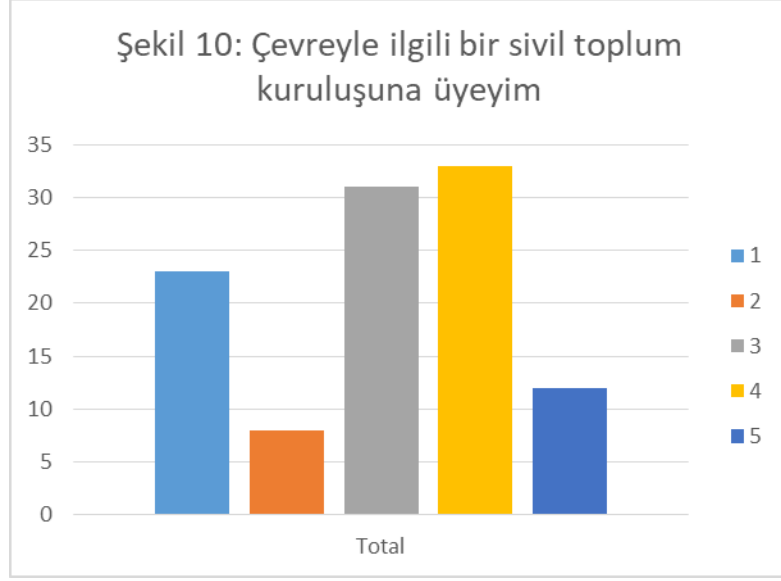
Şekil 7’de verilen soruda puan ortalamasının 2 olduğu ve puan dağılımının düşük puanlarda yoğunlaştığı görülmüştür. Katılımcıların çoğunun UKÜ kampüsünün sürdürülebilirlik kaygısı gözetilerek hakkında bilgi sahibi olmaması düşündürücüdür. Öğrencilere bu bilgiler sosyal medya, broşürler, akademik veya öğrenci danışmanları aracılığıyla verilebilir. Öğrencilere binalarda enerji tasarrufu sağlayan ışıklandırma kullanıldığı hakkında bilgi verilmesi, öğrencilerde sürdürülebilirlik ile farkındalık oluşmasına yol açacak ve aynı zamanda ilerde kendi yaşadıkları ve çalıştıkları ortamlarda enerji tasarrufu sağlayan ışıklandırmayı tercih etmeleri sağlanabilir.



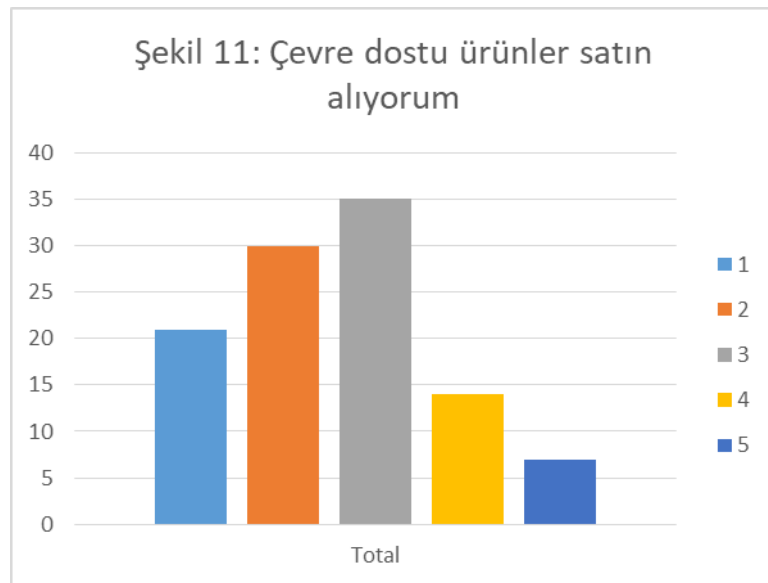
Şekil 8’de verilen soruda puan ortalamasının 1.99 olduğu görülmüştür. Farkedileceği üzere puan dağılımı 1 ve 2’de yoğunlaşmıştır. İlgi çeken bir detay, bu soruda hiçbir öğrencinin 5 puan şikkını seçmemesidir. Katılımcıların sürdürülebilirlik konusunda yeterince bilgi sahibi olma gayretinde olmaması hem endişe verici hem de sadece bugünün değil yarının da çevresel koşullarını tehdit eden bir sorundur.



Şekil 9’da bulguları verilen soru için elde edilen ortalama puan 1.89’dur. Katılımcıların çok küçük bir kısmının geri dönüşüm olanaklarını kullanıyor olması, sürdürülebilirlik bilinci açısından oldukça kaygı vericidir.

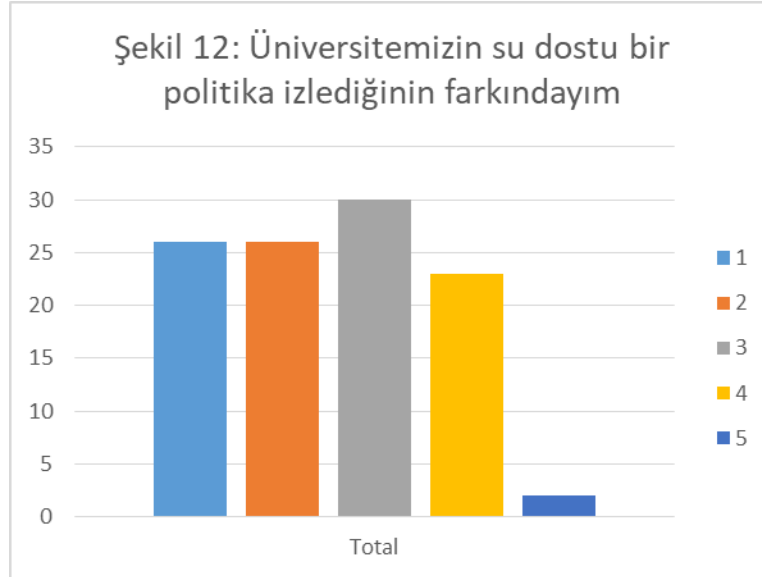


Şekil 9’da bulguları verilen soru için elde edilen ortalama puan 3.03’tür. Buna göre, katılımcıların önemli bir kısmının çevreyle ilgili bir sivil toplum örgütüne üye oldukları görülmektedir. Yapılan araştırmalarda, toplumda çevreyle ilgili sivil kuruluşlara üye sayısı arttıkça, toplumun çevreyle ilgili bilincinin arttığı ve çevreyle ilgili daha bilinçli ve girişimci davrandıkları gözlemlenmiştir (Oktay, 2000: 60). Ayrıca, bu üyeliklere sahip kişilerin, aile, sosyal ve iş ortamlarında çevre konusunda bilgilendirici ve teşvik edici oldukları gözlemlenmiştir.





Şekil 11 de bulguları verilen sorunun frekans dağılımı oldukça ilgi çekicidir. Katılımcıların en sık verdiği puan 3'tür. Bu bulgu katılımcıların ürün satın alırken çevresel faktörlere dikkat ettiklerini ancak bunu sınırlı şekilde uyguladıklarını belirtmektedir. Ancak soruya 1-2 puan veren katılımcı sayısının 3-4 puan veren katılımcı sayısına göre belirgin şekilde fazla olması, bu konuda daha çok çalışılması ve yol katedilmesi gerektiğini işaret etmektedir. Tüketici davranış biçimlerinin, çevresel anlamda zincirleme gelişmelere yol açtığı bilinmektedir. Örneğin; tüketicilerin sahip olduğu çevresel farkındalık, üreticiler üzerinde olumlu bir baskı oluşturmakta ve üreticileri çevre dostu ürünler üretmeye teşvik etmektedir (Üstünay, 2008:56). Bu şekilde üretilen ürünün ise, daha etkili pazarlanması için çevre dostu olduğu özellikle vurgulanmaktadır. Bu da çevre konusunda farkındalığı az olan tüketicilerin, çevre konusunda bilinçlenmelerine yol açmaktadır. Oluşacak bu pozitif döngünün, çevre ve sürdürülebilirlik anlamında pozitif sonuçlar doğurması kaçınılmazdır.



Şekil 11 'de bulguları verilen soru katılımcıların UKÜ kampüsünde uygulanan su dostu politika hakkında fikirleri olup olmadığını ölçmektedir. Katılımcıların en çok seçtiği şık 3 puandır. Bu bulgu, katılımcıların su dostu politikadan kısmen haberdar olduğunu göstermektedir. Fakat 1 puanı seçen katılımcıların oranının %26 olması, bu politika hakkında bilinçli olmayan ciddi oranda öğrenci olduğunu göstermektedir. Öğrencilerin bu konuda bilinçlenmeleri, benzer tedbirleri kendilerinin de uygulaması açısından teşvik edici olacaktır.

## Sonuç

Bu araştırma ile Kıbrıs Uluslararası Üniversitesi'nde öğrencilerin çevre ve sürdürülebilirlik hakkındaki bilinç ve ilgi düzeyinin belirlenmesi amaçlanmaktadır. Daha önceki araştırmalarda, çevresel duyarlılık ve bunun sürdürülebilmesinde bireylerin eğitim düzeyi, politik yönelim, yaş, davranış ve çevre bilincinin de önemli rol oynadığı bildirilmiştir (Guagnano ve Markee, 1995; Jones ve Dunlap, 1992; Milfont ve diğerleri, 2006; Xiao ve Dunlap, 2007; Van Liere ve Dunlap, 1980). Çalışmamızda, lisansüstü öğrencilerinin çevresel konulara ve ilgili çevreye karşı olumlu tutumları olduğu görülmüştür (Abbas ve Singh, 2014). Katılımcıların eğitim derecesi ve yaş yükseldikçe, sürdürülebilirlik ile ilgili öz değerlendirme puanlarının arttığı görülmektedir. Bu bulgu aynı problemin yaşa dayalı analizi ile tutarlıdır.

Çalışmadan elde edilen sonuçlar, öğrencilerin çevre ve sürdürülebilirlik olgularının kısmen farkında olduklarını ve bu farkındalıklarını eyleme döktüklerini göstermektedir. Daha önceki çalışmamızda kadınların çevre bilincinin erkeklere oranla daha yüksek olduğu tespit edilmişti (Kavaz ve Öztoprak, 2017). Bu çalışmamızda ise erkeklerin sürdürülebilirlik konusundaki özdeğerlendirmelerin kadınlara oranla daha yüksek olduğu görülmüştür. Birbiriyle çelişen bu iki farklı sonuç şu şekilde açıklanabilir: Sosyal farkındalıkla ilgili olan çevre bilinci aynı zamanda empati yeteneği gerektirmektedir. Sürdürülebilirlik ise, çevre ile yakından ilgili olduğu halde, özünde teknik bir konu olup daha ziyade sayısal programlarda okuyan öğrencilerin dikkatini çekmektedir. Bu programlar ise genelde erkek öğrenci ağırlıklıdır. Burdan çıkan sonuç, sürdürülebilirlikle ilgili yürütülen projelerde kadın erkek dengesinin gözlenmesi gerektiğidir. Bu şekilde halkın çevre sorunlarıyla ilgili empati yapması ve bu sorunların sürdürülebilirlik aracılığıyla somut bir şekilde çözülmesi sağlanabilir.

Çevre sağlığı eğitim bilincinin bireylerde yerleşmesi ve etkin bir biçimde sürdürülebilmesi için bu konuların lisans öğrencilerinin müfredatına alınması gerekmektedir. Bu durum öğrencilerin atık su ve diğer çevresel tehlikeler nedeniyle meydana gelebilecek hastalıklardan korunmalarında da önemli bir rol oynayacaktır. Ayrıca, derslerin içeriği küresel konuları, müfredat dışı etkinlikleri ve bireylerin çevresel tutum ve davranışlarını değiştirebilecek diğer etkinlikleri de içermelidir. İlgili dersler, sadece farkındalık yaratmakla kalmamalı, aynı zamanda öğrencinin yaşadığı çevre hakkında fikirlerini de değiştirmelidir. Hedeflenen amaçlara ulaşmak için, öğrencilerin gezi-gözlem ve değişim programları aracılığıyla sürdürülebilir ortamların eğitimine ve tanıtımlarına katılmalarını sağlamak, alternatif bir yol sağlayacaktır. Sürdürülebilir iyileştirme eylemleri; sosyal aşinalıklar, ekonomik ve çevresel kaygılarla eğitimin yeniden kazanılmasının önemini ön plana çıkarmaktadır. Ayrıca, farklı

alanlardan öğrencilerin de aldığı dersler küresel konuları, müfredat dışı etkinlikleri ve öğrencilerin çevresel tutum ve davranışlarını değiştirebilecek diğer etkinlikleri de içermelidir.

Sürdürülebilir toplumların oluşturulmasında, bu alandaki yükseköğretim kurumlarının rolünün, toplumdaki bireylerin yeterli bilgi, beceri ve tutumlara sahip olma ihtiyacını dikkate alarak güçlendirilmesi ve desteklenmesi gerekmektedir. Daha fazla farkındalık yaratmak için çevre sağlığı, çevresel bozulma ve küresel ısınma gibi çevresel konularla ilgili atölye çalışmaları ve seminerler yapılmalıdır.

### **Kaynaklar**

Abbas, M. Y., & Singh, R. (2014). A Survey of Environmental Awareness, Attitude, and Participation amongst University Students: A Case Study, *International Journal of Science and Research*, 3(5), 1755-1760.

Bruntland, G. (1987), *Our common future: The World Commission on Environment and Development*, Oxford, Oxford University Press.

Budak, S. (2000). *Avrupa Birliği ve Türk Çevre Politikası*, Buke Yayınları.

Commission of the European Communities (COM 2001). *A Sustainable Europe for a Better World: A European Union Strategy for Sustainable Development Communication From The Commission*, Brussels.

Çabuk, B. & Karacaoğlu, Ö. C. (2003). Üniversite öğrencilerinin çevre duyarlılıklarının incelenmesi. *Ankara Üniversitesi Eğitim Bilimleri Fakültesi Dergisi*, 36 (2), 189-198.

Çevik, S. (1999). Çevre Konularına Genel Bir Bakış. Tüketici Bülteni. *TSE Yayınları*. Ankara.

Davis, L. L. (1992). Instrument Review: Getting the Most from a Panel of Experts. *Applies Nursing Research*, 5 (4): 194-197.

DPT (Devlet Planlama Teşkilatı)/Çevre Bakanlığı (1999). *Türkiye'nin Ulusal Çevre Eylem Planı*, Ankara.

DPT (2003). *Sürdürülebilir Kalkınma Uygulama Planı Dünya Zirvesi: Değerlendirme Raporu*, Ankara.

Dündar, Y. (1997) *Sürdürülebilir Yaşam Koşullu Sürdürülebilir Kalkınma, Sürdürülebilir Kalkınmanın Uygulanması*, Türkiye Çevre Vakfı Yayını, Ankara, s.186.

Eraydın, A. (1990). Gelişmiş ve Gelişmekte Olan Ülkelerde Kentsel Gelişmenin Çevresel Boyutları. 2000 li yıllara doğru Çevre ve Kalkınma Ankara. 28-31 Mayıs.

Erdoğan, M., Kostova, Z. & Marcinkowski, T. (2009). Components of environmental literacy in elementary sciences education curriculum in Bulgaria and Turkey. *Eurasia Journal of Mathematics, Sciences and Technology Education*, 5 (1), 15-26.

Field, A. (2013). *Discovering Statistics Using IBM SPSS Statistics* (4. Baskı). SAGE Publishing, London.

- Gladwin, T.N., Kennelly, J.J. ve Krause, T-S., (1995), Shifting Paradigms for Sustainable Development: Implications for Management Theory and Research, *Academy of management Review*, Vol: 20, No: 4, pp: 874-907.
- Guagnano, G. A., & Markee, N. (1995). Regional differences in the sociodemographic determinants of environmental concern. *Population and Environment*, 17, 135-149.
- Gül, F. (2013). İnsan-Doğa İlişkisi Bağlamında Çevre Sorunları Ve Felsefe, *Pamukkale Üniversitesi Sosyal Bilimler Enstitüsü Dergisi* 14, 17-21.
- Haartman, V. R., Sammalisto, K., Lozano, R., Blomqvist, P. (2017). A Longitudinal Comparison of Sustainability Learning between Men and Women in Engineering and Nursing Programmes. *Sustainability*, 2017, 9, 1464.
- Jones, R. E., & Dunlap, R. E. (1992). The social bases of environmental concern: Have they changed over time. *Rural Sociology*, 57, 28-47.
- Kavaz D., & Öztoprak H. (2017). Environmental Awareness of University Students on White Cheese Waste Water. *EURASIA Journal of Mathematics, Science and Technology Education*, 13(12), 8003-8015.
- Kasapoğlu, A. (1997). Çevresel Davranış Modeli, *TODAİE Dergisi*, 30 (2), 19- 29.
- Kışlalıoğlu, M., & Fikret. (1993). Çevre ve Ekoloji. İstanbul.
- Kışoğlu, M. (2009). Öğrenci merkezli öğretimin öğretmen adaylarının çevre okuryazarlığı düzeyine etkisinin araştırılması. *Yayınlanmamış Doktora Tezi*. Atatürk Üniversitesi Fen Bilimleri Enstitüsü, Erzurum.
- MacCallum, R.C., Widaman, K.F., Preacher, K.J. & Hong, S. (2001). Sample Size in Factor Analysis: The Role of Model Error. *Multivariate Behavioral Research*, 36 (4): 611-637.
- Milfont, T. L., Duckitt, J., & Cameron, L. D. (2006). A cross-cultural study of environmental motive concerns and their implications for proenvironmental behavior. *Environment and Behavior*, 38, 745-767.
- Oktay, M. (2000). İletişimciler için Davranış Bilimlerine Giriş. Der Yayınları, İstanbul.
- Price, C. & Dubé, P. (1997). Sustainable development and health: concepts, principles and framework for European cities and towns. *EUR/ICP/POLC060305a-European Sustainable Development and Health Series: 1*.
- Sarıkaya, M. ve Kara, F. Z., (2007), Sürdürülebilir Kalkınmada İşletmenin Rolü: Kurumsal Vatandaşlık, Celal Bayar üniversitesi İİBF, *Yönetim ve Ekonomi*, Cilt: 14, Sayı: 2, ss: 221-233.
- Soran, H., Morgil, F. İ., Yücel, S. & Işık, S. (2000). Biyoloji öğrencilerinin çevre konularına olan ilgilerinin araştırılması ve kimya öğrencileri ile karşılaştırılması. *Hacettepe Eğitim Fakültesi Dergisi*, 18, 128-139.
- Tavakol, M., & Dennick, R. (2011). Making Sense of Cronbach's Alpha. *International Journal of Medical Education*, 2, 53-55.
- Tavşancıl, E. (2002). Tutumların Ölçülmesi ve SPSS ile Veri Analizi, Nobel Yayıncılık, Ankara.

Tuna, M. (2000). İnsan Çevre İlişkilerinin Tarihsel Evrimi ve Modern Çevreciliğin Doğuşu. *Sosyoloji Araştırmaları Dergisi*, 3, 1- 2, 67.

Tuncer, G. T., Ertepinar, H. & Şahin, E. (2008). Çevre okuryazarlığı: Geleceğin öğretmenleri sürdürülebilir bir gelecek için hazır mı? 8. *Ulusal Fen Bilimleri ve Matematik Eğitimi Kongresi*. Abant İzzet Baysal Üniversitesi Eğitim Fakültesi. 27-29 Ağustos, Bolu.

Uçar. H. (1991).Global yapılaşmada Çevre Faktörü Ekonomik Büyüme ve Çevre Korunması. *Yabancı Sermaye ve Koordinasyon Derneği*, Yayın No: 3 İstanbul.

UNESCO (October 2005). Guidelines And Recommendations For Reorienting Teacher Education To Address Sustainability, UNITWIN/UNESCO Chair For Reorienting Teacher Education To Address Sustainability, York University, Toronto And The International Network Of teacher-Education Institutions.

Yapıcı, M. (2003). Sürdürülebilir kalkınma ve eğitim. *AKÜ Sosyal Bilimler Dergisi*, 5 (1), 223-230.

Üstünay, Muradiye (2008). İşletmelerin Sosyal Sorumlulukları Çerçevesinde Yeşil Pazarlama Uygulamaları ve Kimya Sektörüne Yönelik Bir İnceleme. Yüksek Lisans Tezi, Trakya Üniversitesi, Sosyal Bilimler Enstitüsü, Trakya.

Van Liere, K. D., & Dunlap, R. E. (1980). The social bases of environmental concern: A review of hypotheses, explanations and empirical evidence. *Public Opinion Quarterly*, 44, 181-197.

Xiao, C., & Dunlap, R. E. (2007). Validating a comprehensive model of environmental concern cross-nationally: A U.S.-Canadian comparison. *Social Science Quarterly*, 88, 471-493.



DOI: 10.22559/folklor.934

Folklor/edebiyat, cilt:25, sayı: 97-1, 2019/1

## Male Representations in Woolf's A Room of One's Own

### Woolf'un Odasında Erkek Temsili

Çelen Dimililer\*

Nurdan Atamtürk\*\*

#### Abstract

A Room of One's Own can be categorized as a 'feminist manifesto' because it discusses the role of women in the history of literature. Woolf argues that women are oppressed and explains why women are prevented from writing fiction. Further, A Room of One's Own raises many critical issues that are still significant for women of our contemporary world and hence suggests some of the materialist reasons for the oppression of women from Antigone to the present. To Woolf, educating women is the major momentum in their liberation because that is the only way for them to be treated 'equally'. Through female representations in the book, Woolf presents the conditions of men and the mindset of the society. This qualitative study aimed to determine male representations as perceived by undergraduate English Language and Literature students. Male chauvinism, male domination and male freedom were found to be the dominant themes.

**Keywords:** *Undergraduate students, English language and literature, gender inequality, tertiary education, English as a foreign language*

#### Öz

*Kendine Ait Bir Oda*, bir 'feminist manifesto' olarak kategorize edilebilir çünkü edebiyat tarihinde kadınların rolünü tartışmaktadır. Woolf, kadınların ezildiğini ve kadınların eğitimden mahrum bırakıldıkları için roman yazmalarının engellendiğini açıklamaktadır. Dahası, *Kendine Ait Bir Oda*, çağdaş toplumumuzun kadınları için hala önemli olan birçok kritik meseleyi gündeme getirmektedir ve dolayısıyla Antigone'dan günümüze kadınların ezilmesinin materyalist nedenlerini öne sürmektedir. Woolf'a göre, kadınları eğitmek, kurtuluşlarındaki ana momentumdur çünkü bu, onlara 'eşit olarak' davranmaya başlamanın tek yoludur. Kitabın

---

\* Department of English Language Teaching, Near East University, Nicosia, Mersin 10, Turkey

\*\* Department of SE, Near East University, North Cyprus, Mersin 10, Turkey

kadın temsilleri aracılığıyla, Woolf erkeklerin yaşam koşullarını ve toplumun zihniyetini de ortaya koymaktadır. Woolf kitabında doğrudan erkekleri suçlamamakla birlikte kadınları ve kadınların toplumdaki yerini anlatarak erkeklerin toplumdaki yerine ve yaşam koşullarına da ışık tutmaktadır. Erkeklerin kadınlardan üstün tutulduğu İngiliz toplumunda kadınların yaratıcılığı engellenmekte ve dolayısıyla edebiyat dünyasında kadın yazarlardan söz etmek mümkün olmamaktadır. Woolf kitabında cinsiyet eşitsizliğine değinmekte ve bunun nedeni olarak da erkekleri değil, toplumu, toplumun kültürünü ve eğitimdeki eşitsizliği sorumlu tutmaktadır. Doğrudan erkeklerin anlatılmadığı *Kendine Ait Bir Oda*'da erkek temsillerini belirlemek ve İngilizce'yi yabancı dil olarak öğrenen öğrencilerin *Kendine Ait Bir Oda*'daki erkek temsillerine yönelik algılarını belirlemek bunun için önem arz etmektedir. Bu nitel çalışma, İngiliz Dili ve Edebiyatı bölümünde okuyan on bir lisans öğrencisinin katılımıyla gerçekleşmiştir ve öğrencilerin *Kendine Ait Bir Oda*'da erkek temsillerini nasıl algıladıklarını belirlemeyi amaçlamıştır. Veri toplama aracı olarak yarı yapılandırılmış görüşme formu kullanılmış ve verilerin analizinde tematik analiz kullanılmıştır. Araştırmada erkek şovenizmi, erkek egemenliği ve erkek özgürlüğü temalar olarak bulunmuştur.

**Anahtar sözcükler:** *Lisans öğrencileri, İngiliz dili ve edebiyatı, Cinsiyet eşitsizliği, yüksek eğitim, yabancı dil olarak İngilizce*

## **Introduction**

Materialism is a world-view with many different meanings. At a very basic level it means the material or natural world of objects as opposed to the spiritual or supernatural world. At a more philosophical level we can speak of materialism as a discourse that deals with the physical world of objects. Economic materialism from a Marxist perspective traces the roots of art, religion, politics and philosophy in basic human needs such as food, shelter and clothing. In relation to women materialism can be seen as a critical discourse that shows how the labors of women go into maintaining the social order. Materialist feminism goes into the roots of unpaid labor such as cooking, cleaning and taking care of children that forms a huge sector of the economy that is ignored by male writers, artists, intellectuals and scholars.

Virginia Woolf in *A Room of One's Own* argues how the worlds of women and poverty coincide; the absence of capital or resources to be independent renders women as dependents on men because historically women were the victims of material circumstances; that is, since the beginning of history women have been in the service of the household that included men and children and other domestic duties which means that “in general men have been hunters and fighters, while women have brought up the children” (Stassinopoulos, 1973, p. 37). In turn, this made women inferior because history came into the possession of men with the arrival of patriarchy and women had no other choice of independent livelihood and thinking in the absence of material support that included a room and money. Secondly, as

Marxism argues a human being's life is greatly determined by external factors—society, family, upbringing and heredity. But in the case of Virginia Woolf, the primary factors are money and a room. That is why Virginia Woolf argues that *if* women want to write a work of fiction—a metaphor for any piece of literature—they need money and a room of their own. In other words, the main thesis of her argument is that women's life is materially conditioned.

In the argument of Virginia Woolf however, women have always been deprived of their material conditions: money, a room and free time and in order to live a creative life where women can express themselves and therefore to reduce the inequalities between men and women, women should possess a room of their own and their own money. That is why the existence of material means is necessary for women to write a work of fiction. The material means here are a room and money and if women want to find their own identity and intellectual freedom, they must be in a position to obtain these two fundamental requirements. The room is a metaphor of space and money a metaphor of resources as much as possessions. “Intellectual freedom” or freedom of the mind needs that one does not have to depend on others in order to express one's thoughts. Dependence is the opposite of freedom. One cannot be intellectually free and a dependent at the same time. Space and resources are absolutely essential for women as social beings to discover themselves (Woolf, 1928, 92).

Marx and Engels argued that “social life is essentially practical” (Tucker, 1978, p. 144) and Bowlby (1993, p. 175) suggests that “great works of literature are not spun in mid-air by incorporeal creatures, but are the work of suffering human beings, and are attached to grossly *material things*, like health and money and the houses we live in”. In the idealized world of men, women have no ethical importance except as figments of the male imagination. On the contrary, Woolf argues that woman is “imaginatively ... of the highest importance; practically she is completely insignificant. She pervades poetry from cover to cover; she is all but absent from history” (Woolf, 1992, p.56). In practice, she has no existence at all because men dismissed the importance of women since they were only seen as being wives, mothers, sisters or daughters—everything is relation to the man and not as independent beings. This is very significant for Woolf because existence, freedom, equality and the independence of women did not exist in the books that were written by men, nor did it exist in history. That is why she attempts to rewrite the history of the female gender. At the same time, Woolf contends that history was written by men and hence was dominated by men.



Most of the feminist critics argue that the main cause for constructing genders is the society itself (Yazdani & Cheraghi, 2014). Gender roles are culture bound and are shaped differently by the society (Letherby et al., 2014). Woolf explicitly identifies material security to women writers in *A Room of One's Own* as an important condition for “deliberative democracy” between males and females (Stein, 2009). Although women were accorded little value from an economic perspective, they were always seen as objects of desire and a piece of property that could be bought and sold in the market. The idea of selling one's wife and one's daughter is a gruesome experience, but one that is profitable. The crucial aspect that Showalter brings to light is very interesting because the novel shows how women were treated as a cultural stereotype at that time in England. If one's body is reduced to an object, that body becomes worthless and inferior to that of men since Aristotle argued that “female is an infertile, deformed male” (Brennan, 2003, p. 35) Similarly, the selling of the “wife” and “daughter” business can also mean how women have no intellectual or moral value, and are insignificantly deemed as expendable creatures. It is important to preserve and protect the body of women if they want to preserve their moral value.

As it can be seen, “life involves” before anything else eating, drinking and materially existing. That material part of our lives is always present and shapes people's character, intellect and various other values. That is why women need a room and money. A room is symbolic of feminine space where a woman can be herself without hindrance of masculine domination. A room also stands for the womb—which in essence is the private space of a woman that is beyond the male capacity to understand what it means to be a woman. In that sense the room becomes a space of the imagination or a place where a woman can give birth to ideas in the company of other women. A room thus is not only the certain solution for women to write fiction and expand their thoughts, but one of the best alternatives to resolve the problem of women's inferiority.

Woolf uses the space of a room in another sense. That is, she wants to eradicate the traditional stereotypes that are imposed on women—which are, primarily, looking after domestic duties, looking after children and servicing men and essentially being a passive woman: “woman's early life is a preparation for becoming, and her later life is devoted to being a successful wife and mother” (Blau, Ferber & Winkler, 2001, p. 14) She is using this space for creativity, for women to reinvent themselves as creatures that can think and produce. The room is closed and silent, detached from social norms (which are patriarchal) and manifests itself to be one of the most powerful ways to attack and criticize the history of “men's opposition to women's emancipation” (Woolf, 1992, p.72). However, pushing women

away from social practices could also go against women's need to fight for equality in public spaces. In other words, while they should possess their own private space women also need to find work and enroll in public affairs. "Her repetitive reproductive cycle is to be rendered rational by the work of (male) self-consciousness, in which historical agency is located" (Coole, 1993, p. 144) The room is both a metaphorical space for creativity and indispensable material space for the achievement of the occupation of writer. On the other hand, although "a room" is necessary, it is not sufficient; one must also have capital to run the business. The "money" part of the problem comes from the fact that although women worked, they did not earn money in history because they were not allowed to keep it. Further, speaking practically, if they were out working in real life, they would have had the chance to have a room of their own and money to keep their intellect running. But this never happened because women were thought to be incomplete and inferior and hence were reduced to acting as house-robots "because, in the first place, to earn money was impossible for them, and in the second, had it been possible, the law denied them the right to possess what money they earned" (Woolf, 1992, p. 29). While money in itself means nothing in the male-dominated world it becomes a source of freedom that neither women or men can escape from. So, the word "money" has an ironic sense for Woolf. The irony is that "money" in itself is a very patriarchal means of conducting the economy. But for a woman to be creative she needs to possess money—because money is a value that is greater than both men and women.

At the heart of the fictionalized narration is Woolf who is looking at the opportunities available to women at the academic and intellectual level owing to their material conditions. Therefore, being a woman in the full sense of the term would mean being able to possess basic resources for the development of one's body and soul. She concludes that woman's roles were so fixed that they could not even attempt to break the boundaries because everything was predetermined by men. Indeed, in 1900s, even office work was predominantly male and "men were 97.5 percent of the clerical labor force at this time" (Ollenburger & Moore, 1998, p. 90).

Furthermore, Woolf also argued for other interesting subjects that dominate women such as protection. Why do women need to be protected? She finds great amount of prejudice in this as it diminishes the existence of women because men's protection treats women as weak organisms. It is often in the minds of men to protect their wives and their lovers. But this in turn eradicates the character of women and renders them dependent on men. Therefore, women must consider themselves as independent human beings to prevent protection: "remove that protection, expose them to the same exertions and activities, make them soldiers

and sailors and engine-drivers and dock laborers” (Woolf, 1992, p.52). If women possess these opportunities and the positions in a given culture, then the status of women in that particular society would develop differently than in the past.

Woolf also recognizes the concept and the practice of marriage as being forced upon women by men. In the past, if women refused to marry the person chosen by their family, they would have been beaten up and locked in a room and this is reflected in Mary Wollstonecraft’s statement from *A Vindication of the Rights of Women* where she is shown as having no much choice when it came to marriage unlike men: “in the middle rank of life, men, in their youth, as prepared for professions, and marriage is not considered as the grand feature in their lives; whilst women, on the contrary, have no other scheme to sharpen their faculties” (Wollstonecraft, 2004, p.65). Emma Goldman (2004, p. 54) also argues for the same thing saying that women have been taught to appreciate and submit to marriage, regardless of making their own decisions because public opinion goes a long way “from infancy, almost the average girl is told that marriage is her ultimate goal; therefore her training and education must be directed towards that end”.

Education, it seems, was not intended for women; the family and its members banned it for little girls and teenagers because they already had an occupation “before she was out of her teens, she was to be betrothed to the son of a neighboring wool-stapler” (Woolf, 1992, p. 61). Yes, marrying someone was her occupation and being someone’s property was the goal of her life - “he is considered the rightful property of someone or other of their daughters” (Austen, 1996, p. 5). The aim of this study was to determine the representations of masculinity as perceived by undergraduate English Language and Literature students in *A Room of One’s Own* by Virginia Woolf.

Virginia Woolf in her “A Room of One’s Own” focuses on women and contemplates on the ways to make women free. In doing so, Woolf does not explicitly blame men for gender inequality. For this reason, while most studies in the relevant literature focused on female representations, we wanted to find out how men are viewed by the ELL students and whether or not the participants held men responsible for the deprived status of women in the society in those days. In this respect, this study adds to the relevant literature by addressing male representations.

## **Method**

In order to fulfil the purposes of the current research study, qualitative methods were employed. Being a qualitative research model, case studies evaluate an issue specific to a particular situation holistically (Yin, 2009). In this case study, undergraduate English Language and Literature students’ perceptions of the depiction of masculinity were

determined qualitatively. The participants consisted of eleven undergraduate English Language and Literature students in a private university in North Cyprus in the spring semester of 2014-2015. Seven of them were female and four were male.

The data were collected via semi-structured interviews. Opdenakker (2006) argues that semi-structured interviews creates questions in a certain form that are related to the researcher's topic to answer the research questions. Such interviews make way to the opportunity to ask additional questions in the context of providing clarification, detailing or clarification. During the interviews three open-ended questions were posed. However, the participants were encouraged to elaborate their answers by being asked why and how.

With regard to ethical issues, the participants were assured that they would take part in the study with their pseudonyms. They were told that the interviews were going to be recorded and transcribed. The textual data elicited through the interviews were coded first and classified later to reveal the themes. Once the codes were determined and grouped under certain categories, the themes were revealed. The themes were listed in order from the most frequent to the least frequent and tabulated. Each researcher coded one of the open-ended questions (the first question) separately in order to ensure reliability. In order to ensure the validity of the data analysis, the participants' opinions were directly included in quotation marks.

## Results

Three themes were determined through the analysis of the interview data. These themes were found to be male chauvinism, male dominance and male freedom (see Table 1).

Table 1

### *Perceptions of male representations*

Themes	n	%
Male chauvinism	11	100
Male dominance	8	80
Male freedom	5	50

All participants stated that males were presented as superior human beings, which was a belief shaped by the society. Ayse, for example, noted that '*Gender equality does not seem to exist. Men were superior and women were inferior in the society*'. Banu stated that '*Only men were respected in the British society in those days and only men were powerful*'. Eda noted '*Women in those days were dependent on men because they could not earn money and for this reason, men were more powerful and superior*'. Ali said '*Men are not limited in any case in*

*the society but women are always limited*'. Secil argued that *'Men were presented as they had a right to everything but women did not. It was the culture of the society in those days. Women were secondary class.'* Efe stated that *'Men were valuable in the society but women were unimportant'*. As acknowledged by Cansu *'Due to the values of the society in favour of men, men had a sense of entitlement. For this reason, they saw women as their possessions'*. Esma noted *'In those days men were more respected in the society and they were kind of high-up. Women, on the other hand, were inferior to men. These were imposed by the society and taken for granted by men. The professor's words of "the mental, moral, and physical inferiority of women" gives us an idea about men's superiority. The narrator does not blame men for this but sees them as victims of the culture of the society and thus forgives them for their unfair treatment of women'*.

With regard to male dominance, more than half of the participants reported that male dominance was prevalent in the British society in those days. Bora noted that *'Theirs was not an economically free society. This means that only men were free to control their labour and property. Women did not have such a right. Since only males had economic freedom, they kept women under control'*. Cansu said *'In society in those days the mindset was like women were responsible for domestic labour and it was impossible for them to get employed and paid. Since they could not earn money, they were dependent on men and men kept them under control'*. Harun stated that *'Traditional values imposed the idea that household chores were for women and they were not paid for these chores. The idea behind this was that as women were less qualified, they could do these less important chores but men were for more important jobs. Since only men were allowed to work in paid jobs, they were automatically more important than women and thus had the power of controlling women'*. Ali told *'Women had domestic roles in the family and they did not have any social roles. Men had more social roles and only men were respected in the society'*. As noted by Arzu *'Men had power over women economically and socially'*.

In contrast to women who were restricted in many ways, men were free and granted many privileges, such as educational opportunities. Ali reported that *'Education in that society was for men only and women were denied education'*. Ayse stated that *'The society restricted women in many ways and assigned certain roles to men and women. Women were expected to conform to a social role which did not need the development of their inherent skills. For example, they were not encouraged to develop their intellectual abilities'*. Halil argued that *'In those days universities were for men only. The narrator pointed at the contrast between the universities and the women's college. While it had been difficult to find*

*financial and political support for the women's college, when it came to male universities the society raised financial support non stop. Even this shows that the society believed that education was not for women'. Deniz acknowledged that 'The public disapproved female writers and they made fun of them because it was believed that women could not be as creative as men. Most female writers got discouraged and felt restricted because of this. But men were free from any restrictions and limitations. There were double standards in the society'. Esra told that 'The narrator in A Room of One's Own reported that ladies were not allowed to the library unless 'accompanied by a Fellow of the College or furnished with a letter of introduction' but men were free to get wherever they wanted. Cem said that 'Though metaphorical women were not allowed to walk on the grass, which showed the irrational restrictions towards women'.*

### **Discussion**

It was found that the participants perceived male representations in *A Room of One's Own* as chauvinist, dominant and free. Although these qualities of men were not directly stated but implied through female representations, the stark contrast between the conditions of men and women was apparent. All participants perceived men as chauvinist. The fact that men were superior to women in every sense and gender inequality in favour of men were found to be due to the culture of the British society in those days. This result went in line with that of Lane (2000) that men and women are not equal until women are provided with the best opportunities. Another finding that men were free and they were provided with educational opportunities unlike women explained the reason for the lack of female novelists in those days. Since women were not encouraged to develop their talents and intellectual abilities, they were raised to be submissive and to be a good wives. Marriage was identified by the society as the ultimate goal of every girl (Goldman, 2004; Wollstonecraft, 2004). Before the intervention the participants were told about the nature of the intervention. Their performance was going to be marked. They were thus told that their participation was optional and that if they did not want to participate, they would be given some other task, such as writing an essay or giving a presentation. All participants were told that they would take place in the study with their pseudonyms, and all participant interviews were recorded upon their consent.

## Conclusion

As the results of this study suggested, men degraded and the subordinated women from the beginning of history. Men were the oppressors and those women who read and heard these stereotypes about women believed in the ideology that women in any given society must be secondary to men. If women were daring enough to dispute this ideology, they would have rebelled earlier in history and the progress of history and gender roles and of course, the image of women would have been different from what it is. This does not mean that women have always been passive beings. It only means that the oppression of women was so great that it did not give expression to the feelings of women. In this regard, further research can delve into female representations in *A Room of One's Own*.

## References

- Austen, J. (1996). *Pride and prejudice*. Donald, G. (Ed.). New York: W. W. Norton & Company.
- Beauvoir, De S. (1997). *The second sex*. London: Vintage.
- Blau, D. F., Ferber, A. M. & Winkler, E. A. (2001). *The economics of women, men and work*. New Jersey: Prentice Hall.
- Bowlby, R. (1992). *Virginia Woolf*. London and New York: Longman.
- Butler, J. (1990). *Gender trouble*. New York: Routledge.
- Coole, D. (1993). *Women in political theory: From ancient misogyny to contemporary feminism*. Hertfordshire: Wheatsheaf.
- Goldman, E. (2004). *Marriage and love. Feminism and womanisms: A women's studies reader*. Prince, A. & Wayne, S. S. (Eds.). Toronto: Women's Press.
- Hanson, C. (1994). *Women writers: Virginia Woolf*. London: Macmillan.
- Lane, J. A. (2000). *Making women's history*. New York: The Feminist Press.
- Letherby, G & Markbank, J. (2014). *Introduction to Gender: Social Science Perspective*. 2nd Edition. New York: Routledge.
- Marx, K, & Engels, F. (1978). *The Marx-Engels Reader*. Tucker, R. C.(Ed.). New York and London: W. W. Norton & Company.
- Marx, K. & Engels, F. (1982). *The German ideology*. London: Lawrence and Wishart.
- Morris, P. (2000). *Literature and feminism*. Oxford: Blackwell.

- Ollenburger, J. C., & Moore, H. A. (1998). *A sociology of women: The intersection of patriarchy, capitalism, and colonization*. Upper Saddle River, NJ: Prentice Hall.
- Opdenakker, R. (2006). Advantages and disadvantages of four interview techniques in qualitative research. *Forum:Qualitative Social Research*. 7(4), Art 11.
- Russell, B. (2004). *Karl Marx. History of western philosophy*. London: Routledge.
- Showalter, E. (1982). *A literature of their own: British women novelist from Bronte to Lessing*. London: Virago.
- Solomon, C. R. (1993). *Introducing philosophy: A text with integrated readings*. San Diego: Harcourt Brace.
- Stassinopoulos, A. (1973). *The female women*. London: Davis-Poynter.
- Stein, R. E. (2009). Fear's anger: Virginia Woolf's psychology and deliberative democracy, *New Political Science*, 31:3, 319-335, DOI: 10.1080/07393140903105967
- Tucker, R. C. (1978). *The Marx-Engels reader*. London, New York: W. W. Norton & Company.
- Wollstonecraft, M. (2004). *A vindication of the rights of women*. London: Penguin.
- Woolf, V. (1992). *A room of one's own*. London: Penguin.
- Yin, R. K. (2009). *Case study research: Design and methods*. California: Sage Publications.
- Yazdani, S. & Cheraghi, H. (2014). A modernist perspective: The concept of gender identity in Woolf's Orlando, from the viewpoint of S.D. Beauvoir, *The Anthropologist*, 18:2, 469-476, DOI: 10.1080/09720073.2014.11891565





DOI: 10.22559/folklor.935

Folklor/edebiyat, cilt:25, sayı: 97-1, 2019/1

## A Feminist Stylistics Analysis of “The Laugh of the Medusa,” by H el ene Cixous

H el ene Cixous'un “Medusa'nın G l ş ” Feminist Stilistik Analizi

**Fatma Batular\***

### **Abstract**

This present study adapts feminist stylistics framework to examine and analyse the gender representations and language of the *laugh of the Medusa* a speech written by H el ene Cixous. The paper, using a content analysis method, will mainly focus on issues related to gender representations and the language to interpret and uncover the implied and underlying meanings of the text. H el ene Cixous in her speech brings samples from the ancient Greek mythology of *Medusa* to give advices to her young female audience to write for themselves. She highlights the challenges and struggles that females have been repressed themselves through the patriarchal society. She encourages young girls to express themselves, their strengths and strong points in bravely through writing and boys to understand the feminine world. The study will scrutinize the speech to reveal the foregrounded features related to gender.

**Keywords:** *Female Representations, Feminism Stylistics, H el ene Cixous, Medusa.*

### ** z**

Bu alıřmada, Feminist Biembilimsel kuramı ıřıęında uygulanmaktadır H el ene Cixois'in The Laugh of The Medusa adlı eserinin dili incelenmiřtir. İerik analiz y ntemi kullanılarak incelenen makalede, temel olarak cinsiyet betimlemeleri ve metnin ima edilen ve altında yatan anlamları yorumlamak ve ortaya ıkartmak amalanmıřtır. H el ene Cixous kullandığı dilde Medusa adlı eski Yunan mitolojisinden  rnekler alıp, geen adın dinleyicilerine  nerilerde bulunmaktadır. Kadınların ataerkil toplumunun baskısı altında olduklarını ve bunlara nasıl meydan okuduklarını, ve bunun iin nasıl savařtıklarını anlatmaktadır. Yazar eserinde geen kızları, kendilerini ifade etmeleri iin cesaretlendiriyor. Ona g re geen kızlar, g l  duygularını cesaretle kaleme d kmeli. Bununla beraber geen erkekler de kadının

---

\* Cyprus International University Preparatory School fbatular@ciu.edu.tr

dünyasını anlamalıdır. Çalışma kısaca, dilin cinsiyetle ilgili özellikleri nasıl ortaya çıkardığıyla ilgilenmektedir.

**Anahtar sözcükler:** *Kadın betimleme, Feminist biçembilimsel, Hélène Cixoux, Medusa*

## **Introduction**

To get a close look on the meaning of the ‘feminists’ theories’ and their *Freedom of Speech* is:

A truth claim can be understood as a claim about such shared reality. The point is seeing shared reality as a goal is that we recognize our independence and moral necessity for each of us threat the others as joint participants in the value of shared reality thus arise from a particular moral commitment closely connected to feminism’s concerns for both to go forward together on the basis of trust, respect, and understanding. (Williams, S. H, 1995: 1005)

The Feminist Theory and Freedom of the Speech points out that if the truth is presented through speech: the listener will recognize what the main struggle is. The feminist’s announce the truth of the reality can possess through oral communication. However, it may convince if the listener really believes in it. Their aim is to create friendly relationships in between both genders in the society. Therefore, the feminists need their listeners’ help through their trusts.

## **Background information**

Echoing to the history, why is it that the male is centred to be dominant?

Like Sade he wrote “for his pleasure alone” in the strongest sense of the expression; he carefully mixed editing and rereading of his text with erotic scenes which those writer’s activities repeated, prolonged, and stimulated. But after all, the Christian pastoral also sought to produce specific effects on desire, by the mere fact of transforming it – fully and deliberately – into discourse: effects of mastery and detachment, to be sure, but also an effect spiritual reconversion, of turning back to God, a physical effect of blissful suffering from feeling in one’s body the pangs of temptation and the love that resists it. (Foucault, M. 1978: 22 – 23)

As Foucault claimed in his book; ‘History of Sexuality,’ the male had the right to be in the central position in his kingdom. Using the concepts of religion: God as the creator of the Earth, using the noun “He,” as a male. The king in the palace, the male in the family of a

household gained the opportunity to receive the power of becoming the empire of the genders. The male seems to be powerful because of their biological creations. Furthermore; having a phallus, he is able to use it for his own pleasure and reproduction. Referring to the approach of *reproduction satisfaction* it is not only in physical pleasure, more in conjunction with works of art. He will be able to write in figures of speech through the use of his erotic fantasies in the work of fiction. This may seem to be harmless at a point until this reproduction caused danger for the females in previous decades. The male changes characteristic behaviours and fall into false complexion of *selfishness* and as this selfishness grew; he took great authority over the universe.

## **2.0.Methodology**

This study adapts a content analysis method to examine the gender representations from a feminist point of view in a speech. According to Fraenkel and his colleagues “content analysis is a technique that enables researchers to study human behavior in an indirect way, through written contents of a communication” (Fraenkel & et al, 2012: 448). In this previous study, we will focus on seven different categories which hold out the concept of this text: (1) *Stylistics into Feminism*, (2) *Feminist Analysis of Text*, (3) *Female Sentences*, (4) *Metaphor in Feminist Literacy*, (5) *Psychoanalytic Theory and Bisexuality*, and (6) *Discourses in Feminism*.

## **3.0. What is the meaning of feminism?**

In order to understand what this previous study it is best to identify the meaning of *Feminism* itself:

Most the feminists hold a belief that women as a group are treated oppressively and differently from men and that they are subject to personal and intuitional discrimination. Feminists also believe that it works, in general, to be benefit of men rather than women; that is, that it is patriarchal. Feminist theory has been concerned with analysing the way that different forms of

2

oppression and/or discrimination, such as racism and homophobia, may overlap and interact with forms of sexism. Feminists are very aware of the dangers of making simplistic analyses, based on the assumption that “women” form a homogeneous group. (Butler 1990, Fuss 1990) (Mills, S. 2005: 2 – 3)

The meaning of feminism is what a group of women challenge on the subject of men are observed as the middlemost of the universe. Men are dominating the world with a patriarchal society. However, this feminist group believe that both women and men are equal in the society. Moreover, men use sexism as to some extent for relation of power where they dominate women. In addition to sexism, the man can over-power women by their race, class, education and wealth too. As a point, women were not allowed to be well educated as men could. No matter what class or race they would remain in, they had no chance to provide any ability in any field at all. Men had the chance to succeed in any level of opportunity that the society would offer them. Within all in mind, women felt, and still feel that there is no equality held for them.

### **3.1 How does *Stylistics harmonize into Feminism?***

As Feminism is a protesting movement, it befalls in many different categories of literature and *stylistics* is one of those ways:

Feminist stylicians have other questions, in addition to these posed by Leech and Short, for example, we place less emphasis on the *artistic* function of language then on other aspects of language, since it is clear that there are regularities in representations across a language in a poem is less important than perhaps that the same techniques are employed in the poem as in pornography. But feminist stylistics is concerned with the general emphasis outlined by Leech and Short that is why authors have chosen certain ways to express themselves rather than others, and how certain effects are achieved through language. (Mills, S. 2005: 4)

As Leech and Short expresses literary stylistics referring to its artistic function language in text *implicitly or explicitly* by focusing on the authors' perspective use of language. The author associates to hidden meanings in their tasks. This mysterious language in context, gives some mystic view to literature. Thus the reader alters to curiosity and asks questions through reading. Unfortunately the female physical appearance is in the prime attraction of the male satisfaction. This gravitation causes *sexism*; pornography. Therefore, the feminists directly decorate their literary work with certain patterns of sentences, and phrases about sexism. With the help of indirect language, the feminist author can burst out the hatred disgust against men from their chests without exasperating the male reader.

### **3.2. How does feminists do their analysis of a literary text?**

The French feminists use the *Psychoanalytical Theory* in their analysis of literary text:

French Feminist literary and psychoanalytical theory, language is a key issue analysis. Within psychoanalytical theory and much literary theory, language is perceived as the medium through which self is formed and which shapes the way that we think about the world. This approach reduces the theorist to evaluating the texts; “this is sexist because it produces a false representation of women.” When critics take on this kind of evaluate role, they position themselves very much within the domain of the phallogentric literary criticism (that is, criticism which generally tends to privilege male opinions and writers), which feminist theory aims to criticize and displace. (Mill, S. 2005: 11)

As Mills, examines the French feminist theory, *Sigmund Freud psychoanalytical theory*, which is based on the perception of language that relates to patriarchy. The French feminists uses the psychoanalytical theory as their main approach in order to antipathy it. The female is represented as a symbol or an object for the male. This is a great disadvantage for the women herself; due to this it is rather sexist. The French feminists are furiously criticizing the concept of the women being represented as objects.

### **3.3. How do the feminists create their literary work into literature within the concepts of female sentence and challenges gender sentence?**

The *female sentence* somehow is in a challenge to the gendered sentence:

As with everything which is labelled masculine/male or feminine/female, terms have very little to do with biological sex differences, but a great deal to do with assertions of power. In defining the female sentence at all, but females; this is just part an ideological enterprise; we do not define males to anything like the same extent. As Cameron says; “stereotypes, however false, tend to persist for as long as they reinforce important social inequalities.” (Cameron 1985:33). Defining the feminine sentence as lacking rationality, coherence, assertiveness and so on, is an attempt to set up a particular subject – position for females in the real world. (Mills, S. 2005: 43)

The society labels gender with power relations rather than their biological sex differences as *masculine/male* or *feminine/female*. Dismally, men and women are not identical categories. According to Cameron, the society uses *stereotypes* to portray genders in the society. The stereotyping method is another way of offending the female and supporting the male with

binary opposite phrases. Feminists claim that stereotyping is false because men and women are referred to unequal rights in the society. It seems that when men have the power, women are weak.

### **3.4. How do the feminists use the metaphor in their works of figures of speech?**

Many authors use figures of speech in their literacy work and one of them is the *metaphor*.

Feminists' authors refer to metaphors such as:

When you use a metaphor, you are drawing on a body of thought or background knowledge which might in fact slow your analysis or thinking of what particular object. Particularly if the metaphors which are being used are so-called "dead" then the thought – processes which are involved in the use of those metaphors may not be as open to analysis as if a less reconstructed phrases were used. Let us consider two metaphors and cognitive structure," one referring to males and one to females.

That man is a wolf.

Sally is a block of ice. (Cited in Miall 1982:23)

Male sexuality is often described in terms of metaphors of animal behaviour, so that it is seen to be at the same level of instinctual behaviour as an animals and as little under control. The describing of sexuality in these terms means that extreme male behaviour such as rape may be understood to be only "natural." (Mills, S. 2005: 106)

A metaphor in feminist stylistics concentrates on women and the woman figure is used as the subject in every context. The feminists prefer to practice their literature with metaphors. As in Miall's example; *The man is a wolf*, and *Sally is a block of ice*. Where here a wolf thinks that it can act cunning by approaching to the female, to trap her and to rape her and satisfy himself. Additionally, the female is seen to be passive as she is represented as a block of ice, she cannot move, she will melt at her only spot. The metaphor of *ice* referring to the female is a cold creature because she is motionless. As the woman is a sexual product for the male, with his sexual movements he can melt her with his hot erotic desires.

### **3.5. How do the french feminists recall on the psychoanalytic theory and the Bbsexual writing in literature?**

Psychoanalytic Theory by Sigmund Freud is a sort of sexual repression over the society;

Among the instinctive force thus utilized, the sexual impulses play a sexual goals and directed to ends socially higher and no longer sexual. But this result is unstable. The sexual instincts are poorly tamed. Each individual who wishes to ally himself with the achievements of civilization is exposed to the danger of having his sexual conceive of no more serious menace to its civilization than would arise through the satisfying of the sexual instincts by their redirection toward their original goal. (Freud, S. 1920: 16)

In line with Freud, the individual is forced to repress their desire of sexuality. As a matter of fact, the desire of sex is an action of inhumanities. On one hand, the sexual desire has informed unconsciously into the brains of the male, and on the other hand, it has been forced to be tamed to be repressed. Especially men have the passion to use his organ as he wishes for. He cannot control his desire for sexual satisfaction. If he is not served whatever he wants,

5

as he has learnt from the society, he will get it by force. Freud claims that this expression of *repression* of his sexual desire and pleasure is created by his *id*.

From the ancient Greek philosophers, Aristotle considers the approach of feminism in his theories in the same way as many other philosophers;

[I]t seems to fly in the face of reason to say that men, who neither gestates, bears, nor lactates, possesses reproductive capacities superior to those of women. Yet this is exactly what Aristotle did... Furthermore, he argued that woman's role in reproduction... [is] the cause of her intellectual inferiority to man. (Lee, W. L. 2007: 77)

Aristotle has examined femininity with the other creatures on the Earth, by comparing and contrasting them. Aristotle mentions *creatures on the Earth*; he refers to the human beings with animals and the plants. He identifies the importance of the female in nature. He claims that nature is the *motherland* which refers to the females. Nature is gendered as a female because of her ability of reproduction. Moreover, Aristotle counterclaims the reproduction of nature is rather a positive skill for the female. Because of her natural skills, she is capable to deal with any situation surrounding her. Therefore, the female is not an object; she creates, gives birth to new lives, investigates and fights for a living. Therefore, she is intelligent and active just alike the male.

### **3.6. How does discourses analysis work in feminists literature?**

Literature deals with other concepts investigations as *discourse* analysis. Discourse in literature examines the female body through the figures of speech of *fragmentation*:

The technique of “fragmenting” the female body in pornographic literature has been widely noted (see especially Kappeler, 1986). This has two primary affects. First, the body is Imdepersonalized, objectified, reduced to its parts. Second, since the female protagonist is not represented as a unified conscious physical being. The scene cannot be focalized from her perspective – effectively, her experience is written out of the text fragmentation of the female is therefore associated with male focalization. The female represented as an object, a collection of objects, for the male gaze.

Representations of women fragmented into anatomical elements occur for more frequently than do such representations of men – this is true not only of pornographic material, but advertising images, romances and love poetry, amongst other genres. We should also remember that there are different legal restrictions on the representation of male and females, so that females may be photographed in great detail and in sexuality provocative possess, the camera focusing on their sexual characteristics, whereas male sex organs may be represented only if they are not erect, that is, if they are specially not sexual. (Sara M. 2005: 133)

As Sara Mills interprets her stylistics at the level of discourse, she remarks the technique of fragmentation. In this technique, it refers to the pornographic literature where men view

6

women just like as a sexual object. Just like the journalists who are willing to sell a new product. They take the male customers attention by using a woman`s physical appearance. The journalist takes pornographic photographs of a woman and places it in a poster advertisement. With this tactic, his product will be the best seller.

### **4.0. Anaysis and findings**

H el ene Cixous opens her speech by telling her listeners that women should write to her self. The women should put herself into a text, this way she can get away from the pressure of the masculine dominance.

I shall speak about women`s writing: about *what will I do*. Women must write her self: must write about women to writing, from which they have been driven away as violently as from



their bodies – for the reasons, by the same law, with the same fatal goal. Women must put herself into the text as into the world and into history by own movement. (Cixous, H. 1975:1)

Cixous is a representative guidance to all the females on the world. The of her personal life experience, she becomes an assistant to her listeners. Referring to some advice such as; women should not remain silent they should write with pride throwing out their passionate feminine expressions, they should protest masculine dominance without fear and pressure.

Towards the end of Cixous' speech, she asks questions about castration using metaphors:

Which castration do you prefer? Whose degrading do you like better; the father's or the mother's? Oh, what pweety eyes, your pweety little girl. Here, buy my glasses and you'll see the Truth – Me – Myself tell you everything you should know. Put them on your nose and take a fetishist's look (you are me, the other analyst – that's what I'm telling you) at your body and the body of the other. You see? No? Wait, you'll have everything explained to you and you'll know at least which sort of neurosis you're related to. Hold still, we're going to do your portrait, so that you can begin looking like it right away. (Cixous, H. 1975: 21)

Cixous is telling the young girls to look through her eyes – by buying her glasses – as a metaphor – and to look through her point of view and to see the truth. Cixous in her speech is referring to the young girls. Her aim is to help the young female on their decisions about their future, so they can decide for their own. They are women; they should classify their knowledge from the history and choose the correct path for herself. They should awaken themselves and stop the endless male dominance empowering them. Cixous is telling her audience to keep calm and patient, they should build hope for freedom and equal rights for women too.

Cixous in her speech brings in the mother concept by saying:

You don't build walls around yourself. You don't forego pleasure as "wisely" as he. Even if

7

phallic mystification has generally contaminated good relationships, a woman is never far from "mother." (I mean outside her role functions: the "mother" as nonname and as source of goods). There is always within her at least a little of that good mother's milk she writes in white ink. (Cixous, H. 1975: 9)

Cixous claims that being a mother may have to include some limited functions that she has to follow through her marriage. She has to give pleasure to her only husband, feed and look after her children. Even though, the male has trapped her into walls, blocked her inside a small and dark room in their house, her feminine ability could not be pulled off her. Cixous, uses the females ability of becoming a *mother* and her *milking her baby with pure white milk* is her breasts. Milk from a mother contains healthy nutrition and energy for her new-born child. The mother is strong, natural, and mature; she has the ability to look after her child without the help of its father. She is also talented in literature, because she can write. She writes with *white ink*, which represents her purity of her lovely sense of humour.

Cixous, in her speech carries on saying that the woman is no object, or reproducer to the male: Women be unafraid of any other place, of any same, or any other. My eyes, my tongue, my ears, my nose, my skin, my mouth, my body – for- (the) other not that I long for it in order to fill up a hole, to provide against some defeat of mine, or because, as fate would have it. I'm spurred on the feminine 1 "jealousy" not because I've been dragged into the whole. Claim of substitutions that brings that which is substituted back to its ultimate object, that sort of thing you would expect to come straight out of "Tom Thumb," out of the *penisneid* whispered to us by old grandmother ogresses, servants to their muster up some self – importance, if they really need to believe that we're dying of desire for their penis – that's their immemorial business... In the child it's not that famous bit of skin around which every man gravitates. Pregnancy cannot be tracked back, expect, to some form of state to those mechanical substations brought about by the unconscious of some external "jealousy woman, not to penis envies, and not to narcissism or to some part of homosexuality linked to the ever present mother! Begetting a child doesn't mean that the woman or the man must fall ineluctably into patterns or must recharge the circuit of reproduction. (Cixous, H. 1975: 19)

Cixous tends to say that a woman additionally has parts of her body; however, indeed she has a lack of the penis. However, this biological difference does not make her jealous of the opposite sex. Besides, nowadays even if she desires to have her own child, she has no need for a male for reproduction. Referencing to sexuality, either any of the female is heterosexual whether homosexual, they can become a mother. Therefore, this means the power of the male phallus is losing its strength.

Cixous, in her speech directly brings in Freud's psychoanalysis theory:

Freud and his followers note, by a fear of being a women! For, if psychoanalysis was constituted from woman, to repress femininity (and not so successful a repression at that – men have it clear), its account of masculine sexuality is now hardly refutable; as with all the “human” sciences, it reproduces the masculine view, of which it is one of the effects. (Cixous, H. 1975: 12)

When the “represses,” of their culture and their society returns, it’s an explosive, *utterly* destructive, staggering return, with a force never yet unleashed and equal to the most forbidding of suppressions. For when the phallic period comes to end, women will have been either annihilated or borne up to the highest and most violent incandescence. Muffled throughout their history, they have lived in dream, in bodies (though muted), in silences, in aphonic revolts. (Cixous, H. 1975: 14)

According to Cixous, Freud’s Theory is another reason why the male think that they are dominant. However, today Freud’s theory has been interpreted as only a concept on some kind of pressure made upon women. The theory suffocates women and gives pleasure to men. It is now dying; with the challenges of feminist. The culture and the society have been repressed with pressure of Freud’s theory where everyone once believed and trusted him. However, now everything is changing, women are not treated as a creature or as a sexual production for men. Women are equal as men, the phallic period which Freud said was left in the past; it has come to an end. The women nowadays are not going to suffer any violence by men. The phallic period was a dream which was dreamed once upon a time by the male, and women had put up with it through their silence.

Cixous, proclaims to her listeners that Medusa is a symbol for a revolution to change the past through her feminine passion.

Too bad from if they fall apart upon discovering that women aren’t men, or that the mother doesn’t have one. But isn’t this fear convenient from them? Wouldn’t the worst be, isn’t the worst, in truth, that women aren’t castrated, that they have only to stop listening to the Sirens (for the Sirens were men) for history to change its meaning? You only have to look at the Medusa straight on to see her. And she’s not deadly. She’s beautiful, and she’s laughing. (Cixous, H. 1995: 13)

According to Cixous, it is possible to stop listening to the past stereotyped habits. The history can change; women have the power to change it. If the listeners read the myth of Medusa,

they will understand that Medusa is still alive. Medusa is still beautiful and she is laughing at the men who were trying to attack her. Medusa being admired by Cixous' audience, they will keep on feeling beautiful, and powerful – just like dear Medusa. The listeners will turn round and laugh at the history as well as Medusa. Women have been torn up in the past through the masculinity concept, but they could come against it, stop it continuing through works of the beauty of art and literature. Now, it is possible to shoot men with works of art from the beauty

9

of hearts of beautiful young women.

## **5. 0. Conclusion**

In the interior study; a content analysis with a feminist challenge speech *The Laugh of the Medusa* by Hélène Cixous. Recalls to an audience on an approach where both gender representation should be equal. Her speech is to have a revolution, a change over the struggle on the women from the past. She draws in samples from the Ancient Greek Mythology: *Medusa* and Michel Foucault: *History of Sexuality*. Additionally, she has used many figures of speech in her speech of literacy. Now Cixous has hope perhaps, she can change the new societies view among the ideas of “Feminism.” As feminism is a strike against the patriarchal society. It aims to create equality for both genders. If the community occurs to an awareness of equal rights, then the females will feel free to deliver their passion identically to the male in the society.

### **5.1. Suggestions for further studies**

As for the studies, coming to an awareness of equal rights for both genders, having a desire for the society arriving to an awareness of all the struggles that women had to face for decades. Every person should be treated with equal standards in this world.

## **References**

- Cixous, H. 1975. “The Laugh of the Medusa.” Petroleuse Press, University of Paris VIII-Vincennes.
- Fraenkel, J, Norman E.W., and Hyun, H. H. (2012). *How to Design and Evaluate Research in Education*. New York: McGraw-Hill. 111.
- Freud, S. 1920. “A General Information to Psychoanalysis.” PDF Books World. Workdcat (source edition) 41681643.
- Foucault, M. 1978. “The History of Sexuality.” Volume 1: An Introduction Pantheon Books, New York

- Lee, W. L. (2007). Aristotle's Ecological Conception of Living Things and its Significance for Feminist Theory. *Diametros* nr 14 (grudzien): 68-84.
- Mills, S. (2005). "Feminist Stylistics." *The Interface* series, Routledge London and New York.
- Storr, M. (1999). "Bisexuality: A Critical Reader." Routledge, London and New York.
- Wettler, B. T. (1995). "Secular Feminist Religious Metaphor and Christianity." *Jets* 38/1 77-92.
- Williams, S. H. (1995). "Feminist Theory of Freedom of Speech." *Feminist legal Epistemology*, 8 Berkeley Woman's...In *Everyday Life*. 17, 18 (Dana E. Bushnell ed)



DOI: 10.22559/folklor.936

Folklor/edebiyat, cilt:25, sayı: 97-1, 2019/1

## The Importance of LMS Use Policy in Higher Education Institutions

### Yükseköğretim Kurumlarında ÖYS Kullanım Politikasının Önemi

**Larian M Nkomo\***

**Muesser Nat\*\***

**Philip Siaw Kissi \*\*\***

#### **Abstract**

The shape of education is changing on a daily basis with the technological advances. This change is especially necessary to accommodate digital natives in Higher Education Institutions. Today, Learning Management Systems which provide more convenient way of learning and teaching are commonly used in education. Although many institutions utilize such systems, some instructors are still reluctant to integrate this technology into their teaching. Institutional technology policy is one of the factors that have been found to have an influence on the dissemination of technology use in institutions. Therefore, the aim of this study is to examine the impact of institutional policy on dissemination of technology by analysing Learning Management System activities of students and instructors. In the first part of the analysis before and after institutional policy change Learning Management Systems activity data of instructors are utilized. SPSS is used to analyse the relationship between pre- and post-policy change according to faculties. Paired Sample T-Test is used in the second part of the analysis to analyse if there is a statistically significant difference between the pre- and post-policy change on students and instructors use of Learning Management Systems. The findings of this study show that the change in policy does not have any impact on the active use of Learning Management System by students and instructors. Considering these findings, this study highlights the importance of effective policy implementation and dissemination in order to increase Learning Management System based activities in Higher Education Institutions. It is clearly known that the integration of technology into education increases student engagement and performance therefore, this study underlines the importance of an effective policy implementation in higher education institutions.

**Keywords:** *Institutional LMS policy, Learning Management Systems, Technology Dissemination, Higher Education*

#### **Öz**

Teknolojik gelişmeler ile eğitimin şekli her gün değişiyor. Bu değişim, özellikle Yüksek Öğrenim Kurumlarında dijital yerlilerin yerleştirilmesi için gereklidir. Günümüzde, öğrenim ve öğretimin daha

uygun bir yolunu sađlayan Öğrenme Yönetim Sistemleri yaygın olarak eğitimde kullanılmaktadır. Her ne kadar birçok kurum bu sistemleri kullanıyor olsa da, bazı eğitimler bu teknolojiyi öğretilerine entegre etmek konusunda hala direnç göstermektedir. Kurumsal teknoloji politikası, kurumlarda teknoloji kullanımının yaygınlaştırılmasında etkili olduđu görülen faktörlerden biridir. Bu nedenle, bu çalışmanın amacı, öğrencilerin ve öğretim elemanlarının Öğrenme Yönetim Sistemi aktivitelerini analiz ederek, kurumsal politikanın teknoloji yayılımı üzerindeki etkisini incelemektir. Analizin ilk bölümünde kurumsal politika deđişiminden önce ve sonra eğitimlerin Öğrenme Yönetim Sistemleri etkinlik verileri kullanılmıştır. Fakültelele göre politika öncesi ve sonrası deđişim arasındaki ilişkiyi analiz etmek için SPSS kullanılmıştır. Öğrencilerin ve öğretim elemanlarının Öğrenme Yönetim Sistemlerinin kullanımındaki politika öncesi ve sonrası deđişimler arasında istatistiksel olarak anlamlı bir fark olup olmadığını analiz etmek için analizin ikinci bölümünde Bađımlı Örneklem t-Testi kullanılmıştır. Bu çalışmanın bulguları, teknoloji kullanım politikasındaki deđişimin öğrencilerin ve öğretim elemanlarının Öğrenme Yönetim Sisteminin aktif kullanımı üzerinde herhangi bir etkiye sahip olmadığını göstermektedir. Bu bulgular göz önünde bulundurulduğunda, bu çalışma, Yükseköğretim Kurumlarında Öğrenme Yönetim Sistemi temelli etkinlikleri artırmak için etkili politika uygulama ve yaygınlaştırmanın önemini vurgulamaktadır. Teknolojinin eğitime entegrasyonunun öğrenci katılımını ve performansını artırdığı açıkça bilinmektedir, dolayısıyla bu çalışma yüksek öğretim kurumlarında etkili bir teknoloji kullanım politika uygulamasının önemini vurgulamaktadır.

**Anahtar sözcükler:** *Kurumsal ÖYS politikası, Öğrenme Yönetim Sistemleri, Teknoloji Yaygınlaştırma, Yüksek Öğretim*

## **Introduction**

The use of technology has brought multiple advents to education such as digital learning (Kaplan & Haenlein, 2016); the process of learning via the use of digital media, which has allowed education to be more vibrant. Learning Management Systems (LMS) is one of these advents which integrates tools for collaboration, interaction, online course delivery as well as reporting and tracking of student activities (Rhode, Richter, Gowen, Miller, & Wills, 2017). Such systems have become very popular over the years in most institutions (Nkomo & Nat, 2016; Rhode et al., 2017). However, some higher education institutions who have implemented LMSs do not make the most out of these systems (Mtebe, 2015). This may be due to several factors including the policies implemented by the institution, as it has been found that administrators' policies have an effect on the use of LMS by instructors (Nasser, Ramzi, Cherif, Maha, Romanowski, 2011; Zheng, Wang, Doll, Deng, & Williams, 2018).

Today, students who are deemed as more technologically able in comparison to previous generations are enrolling more and more into universities (Sarkar, Ford, & Manzo, 2017), and it is important to change the process of teaching and learning to accommodate them (Şorgo, Bartol, Dolničar, & Boh Podgornik, 2017). It is also vital to keep these students engaged in

their learning through the use of technology to keep them motivated and thus reduce dropout rates as well as improve their learning achievements (Sarkar et al., 2017).

The aim of this paper is to analyse the impact of policy implementation on technology dissemination (which is the way innovations are transferred from initiator to receiver), particularly LMS in a higher education institution. It is important to conduct this research in order to justify the importance of an effective policy implementation in order to allow easy technology dissemination. This will be achieved by answering the following research questions:

1. Is there a statistically significant difference among the instructors LMS usage before and after LMS policy change?
2. Is there a statistically significant difference in course access before and after LMS policy change?

The rest of the paper will cover the literature about technology policy influence on LMS usage, discuss the data obtained and used in the Chi Square and Paired Sample T-Test. In addition, this study will analyse the results of the statistical tests applied as well as provide conclusions and recommendations based on these results.

### **Literature Review**

LMSs are one of the key technologies being used in higher education and have been found to be fundamental to academic institutions. LMSs such as Moodle, Blackboard and Desire2learn are used by faculty members mainly to administer their course content (Zheng et al., 2018). Such systems are normally provide collaborative environments that are student focused, and eliminate space and time boundaries provided by traditional education (Sánchez & Hueros, 2010). LMSs also generate multitudes of data and all user actions are stored to support the administration of the system. The potential in LMS is huge for higher education institutions since it has impact on student retention as well as learning achievements (Bervell & Umar, 2017). It also helps in managing large student groups and supporting advents such as distance learning (Zheng et al., 2018).

When it comes to measure LMS success, different thresholds have been provided such as self-efficacy, student satisfaction and usage as an unused system is a failed system (Mtebe, 2015). However, there are still some issues with the acceptance of LMS by students and instructors (Bervell & Umar, 2017) and these thresholds help to identify these issues. Institutional technology policy has been found to have an influence on the use of LMS by instructors which in turn influences student use (Nasser, Ramzi, Cherif, Maha, Romanowski, 2011; Zheng et al., 2018). When organizations support the use of technology, this leads to empowered employees



which will benefit the organisation. Similarly, organisation support is important for LMS adoption in teaching by faculty members (Zheng et al., 2018). Some of the issues related to lack of LMS usage are instructor's attitudes, infrastructure reliability, lack of technical support, as well as lack of training (Nasser, Ramzi, Cherif, Maha, Romanowski, 2011) . According to Bagarukayo and Kalema (2015) lack of institutional support, lack of skilled instructors, access issues as well as infrastructure issues are challenges to eLearning adoption. King and Boyatt, (2015) outline staff attitudes and skills, institutional infrastructure, as well as institutional strategy that provide enough resources and guidance for effective implementation of technology as some of the factors that influence e-learning adoption in higher education. Blackwell, Lauricella and Wartella (2014) analyse factors influencing the use of digital technologies in early childhood education. Although the level of education is different the factors remain similar; attitudes toward the technology, instructor confidence to use technology as well as support and technology policy. Ismail (2016) outlines that an effective adoption of ICT in education institutions should include all stakeholders in order to fully understand the needs of the users. According to Ismail (2016) instructors have an impact on students' use of LMS and training on the use of technologies may help instructors overcome their psychological issues that prevent them from using LMS.

All of the aforementioned challenges are the issues that could be addressed in an Institutional technology policy. Therefore, it is vital for Higher Education Institutions to structure themselves in a way that enhances the use of technology. A shift away from technology driven user interfaces as being the main providers of value in end user computing is noted, and therefore institutions are the key in this regard to providing value to the end user (Zheng et al., 2018). This institutional support should therefore be clearly defined in order to support faculty members; as well as students and this should be defined in the form of a policy. The policy should provide guidelines with regards to the access and usage of the technology as well as infrastructure provided by the institution. This will guide users to effectively and efficiently use LMS (Mtebe, 2015). Other ways to improve LMS usage as noted by Mtebe (2015) include increasing awareness of LMS, as well as enhancing support services, which are traits that can be included as part of a sound policy. The management of higher education institutions should also allocate funds towards the infrastructure and development of user skills through training sessions (Bervell & Umar, 2017).

## **Methodology**

In this study, data obtained from the Moodle LMS at a developing higher education institution is used. The data used was based on the number of active instructors as well as course access data from 581 courses during the fall semesters 16-17 and 17-18 before and after the policy change respectively. Active usage of a course entailed the course having learning materials that could be uploaded at any time by instructors and accessed by students. In the period preceding the change the institution already had an existing policy on the usage of educational technologies such as LMS. While the previous policy was in effect, the university LMS was still being used, however it was not being used to its full potential, thus an upgraded policy was derived. The new policy included elements such as providing training for instructors at the beginning of every semester. These training sessions also provided information on the benefits of using LMS in the teaching and learning process as the new policy also provided staff dedicated for providing technical support. These additions made the system easily available and accessible to everyone at the institution. All the aforementioned correspond with the literature (see Bagarukayo & Kalema, 2015; King & Boyatt, 2015; Nasser, Ramzi, Cherif, Maha. Romanowski, 2011) above as being some of the factors that influence LMS usage and can be rectified through a well implemented policy. In order to understand if the policy changes had any implication on the usage of the Moodle LMS at the HEI, the study used the Statistical Package for the Social Sciences (SPSS) to analyse the data that was collected in fall semesters before and after the policy change. First the Chi-Square test was used to find the associations between instructor usage of LMS before and after the policy changes. Next the Paired Sample T-Test was utilized to analyse if there was a significant difference in instructor and student usage of LMS before and after the policy change.

## **Results & Discussions**

The Chi-square test was employed to investigate whether there is a significant difference in the instructors' active usage of LMS before and after the policy. The investigation involved a 2x13 design with 2 tests (pre-policy change and post-policy change) and the thirteen faculties. Table 1 shows the 2x13 contingency table displaying the actual and expected counts in addition to within policy and within faculty percentages of the distribution. In the pre-policy change, 53 instructors were found in the Engineering faculty with count expected 52.3, whereas, in the post-policy change 63 instructors were found with 63.7 expected. For the Economics and Administrative Sciences faculty, 26 instructors used Moodle pre- and post-policy change with an expected count of 23.4 and 28.6 respectively. For the faculty of Fine Arts, Design and

Architecture the pre-policy change usage was 19 with an expected count of 18.5, whilst in the post-policy, there were 22 instructors with an expected count of 22.5. For the Arts and Sciences faculty, 13 instructors were actively using Moodle with expected count 17.6, whereas, 26 instructors used Moodle actively post-policy change with an expected count of 21.4. For the Faculty of Health Sciences, 10 instructors used Moodle actively pre-policy change with expected count of 12.6, while, 18 instructors used Moodle post-policy change with expected count of 15.4. For the Education faculty, 10 instructors were active pre- and post-policy change with expected count of 9.3 and 11 respectively.

In addition, for the Law faculty, 6 instructors were active pre-policy change with 6.8 expected count whilst 9 instructors with 8.2 expected count were active post-policy change. For the School of Applied Sciences, 9 instructors were active pre- and post-policy change with an expected count of 8.1 and 9.9 respectively. Furthermore, for the communication faculty, 10 instructors were active pre-policy change with 8.1 expected count whilst 8 instructors with 9.9 expected count were active post-policy change. In the faculty of Pharmacy, 6 instructors were active pre-policy and post-policy change with an expected count of 5.4 and 6.6 respectively. For the School of Foreign Languages, 3 instructors were active pre-policy change with an expected count of 4.1, whilst post-policy change, there were 6 active instructors with an expected count of 4.9. For the faculty of Agricultural Sciences and Technologies, 5 instructors were actively using Moodle with expected count of 4.1, pre-policy change, whereas, 4 instructors were active post-policy change with 4.9 expected count. Finally in the school of Tourism and Hospitality, 3 instructors were active for pre-policy change with an expected count of 3.2 whilst 4 of them were active post-policy change with an expected count of 3.0. These results suggested that there were differences in instructor's active usage of LMS between the before and after policy change. However, it is important to find out whether a statistically significant difference exists among the use of the LMS pre- and post-policy change similar to (Armah, Cofie, & Okpoti, 2018).

**Table 1: Cross Tabulation of the faculty and policy analysis**

<b>Faculty/School</b>		<b>Pre-policy</b>	<b>Post-policy</b>
Engineering	Count	53	63
	Expected Count	52.3	63.7
	% within Faculty	45.7%	54.3%
	% within Policy	30.6%	29.9%
Economics and Administrative Sciences	Count	26	26
	Expected Count	23.4	28.6

	% within Faculty	50.0%	50.0%
	% within Policy	15.0%	12.3%
Fine Arts, Design and Architecture	Count	19	22
	Expected Count	18.5	22.5
	% within Faculty	46.3%	53.7%
	% within Policy	11.0%	10.4%
Arts and Sciences	Count	13	26
	Expected Count	17.6	21.4
	% within Faculty	33.3%	66.7%
	% within Policy	7.5%	12.3%
Health Sciences	Count	10	18
	Expected Count	12.6	15.4
	% within Faculty	35.7%	64.3%
	% within Policy	5.8%	8.5%
Education	Count	10	10
	Expected Count	9.0	11.0
	% within Faculty	50.0%	50.0%
	% within Policy	5.8%	4.7%
Law	Count	6	9
	Expected Count	6.8	8.2
	% within Faculty	40.0%	60.0%
	% within Policy	3.5%	4.3%
Applied Sciences	Count	9	9
	Expected Count	8.1	9.9
	% within Faculty	50.0%	50.0%
	% within Policy	5.2%	4.3%
Communication	Count	10	8
	Expected Count	8.1	9.9
	% within Faculty	55.6%	44.4%
	% within Policy	5.8%	3.8%
Pharmacy	Count	6	6
	Expected Count	5.4	6.6
	% within Faculty	50.0%	50.0%
	% within Policy	3.5%	2.8%
Foreign Languages	Count	3	6
	Expected Count	4.1	4.9
	% within Faculty	33.3%	66.7%
	% within Policy	1.7%	2.8%
Agricultural Sciences and Technologies	Count	5	4
	Expected Count	4.1	4.9
	% within Faculty	55.6%	44.4%
	% within Policy	2.9%	1.9%
Tourism and Hotel Management	Count	3	4
	Expected Count	3.2	3.8
	% within Faculty	42.9%	57.1%
	% within Policy	1.7%	1.9%
Total	Count	173	211
	Expected Count	173.0	211.0
	% within Faculty	45.1%	54.9%

	% within Policy	100.0%	100.0%
--	-----------------	--------	--------

\* Faculty and policy Test Cross Tabulation

Therefore, to answer the first research question, the Chi-square test was employed to determine whether there is a statistically significant difference among the instructors LMS usage. Although, the number of instructors on LMS has increased, the results in Table 2 show that a statistically significant difference does not exist ( $\chi^2 = 6.076$ ;  $df = 12$ ;  $p > 0.05$ ) in the active use of the LMS after the policy change.

**Table 2 Chi-square Test Results**

	Value	Df	Asymp. Sig. (2-sided)
Pearson Chi-Square	6.076 <sup>a</sup>	12	0.912
Likelihood Ratio	6.152 <sup>b</sup>	12	0.908
Linear –by-linear Association	0.048	1	0.827

\* 0 cells (0.0%) have expected count less than 5.

To determine whether there is a difference in course access before and after the policy change and answer the second research question, Paired Sample T-Test was employed. Table 3 indicates the results of the paired sample t-test.

**Table 3: Paired Sample t-tests results of Post-and Pre-tests analysis**

Faculty/School (pre-policy change – post-policy change)	N	Mean	SD	Mean difference	df	t - value	p – value
Engineering	214	4747.31	7796.41	2358.49	213	4.474	<b>0.000</b>
	214	2388.82	4205.57				
Economics and Administrative Sciences	82	2469.04	3160.65	869.79	81	1.928	0.057
	82	1599.25	2759.21				
Fine Arts, Design and Architecture	58	1483.13	2016.51	213.77	57	0.706	0.482
	58	1269.36	1975.75				
Arts and Sciences	40	2936.88	3300.06	472.64	39	0.694	0.492
	40	2424.23	4590.17				
Health Sciences	44	3024.93	4445.95	1744.82	43	2.370	<b>0.022</b>
	44	1280.11	2171.82				
Education	17	1793.82	2005.33	854.47	16	1.097	0.289
	17	9393.35	2232.83				
Law	20	3212.65	4512.77	439.80	19	0.385	0.704
	20	2772.85	2974.44				
School of Applied Sciences	22	7070.50	6922.45	712.50	21	1.945	0.065
	22	4358.00	7013.74				
Communication	19	2138.95	1846.25	1097.16	18	2.217	<b>0.040</b>
	19	1041.79	1262.58				
Pharmacy	25	3913.28	3727.25	2218.76	24	2.473	<b>0.021</b>
	25	1694.52	2061.64				
School of Foreign Languages	13	2285.23	3182.49	1058.00	12	1.924	0.078

	13	1227.23	1976.96				
Agricultural Sciences and Technologies	4	351.25	167.121	-290.25	3	-0.706	0.531
	4	641.50	726.127				
School of Tourism and Hotel Management	10	781.40	443.92	278.40	9	1.764	0.112
	10	503.00	504.25				

As can be seen in Table 3, the results revealed that there is no statistically significant differences in the mean scores of the Economics and Administrative Sciences (pre-policy change test [M = 2469.04, SD = 3160.65] and post-policy change test [M = 1599.25, SD = 2759.21]), Fine Arts, Design and Architecture (pre-policy change test [M = 1483, SD = 2016.51] and post-policy change test [M = 1269.36, SD = 1975.75]), Arts and Sciences (pre-policy change test [M = 2936.88, SD = 3300.06] and post-policy change test [M = 2424.23, SD = 4590.17]), Education (pre-policy change test [M = 1793.82, SD = 2005.33] and post-policy change test [M = 9393.35, SD = 2232.83]), Law (pre-policy change test [M = 3212.65, SD = 4512.77] and post-policy change test [M = 2772.85, SD = 2974.44]), School of Applied Sciences (pre-policy test [M = 7070.50, SD = 6922.45] and post-policy change test [M = 4358.00, SD = 7013.74]) School of Foreign Languages (pre-policy change test [M = 2285.23, SD = 3182.49] and post-policy change test [M = 1227.23, SD = 1976.96]), Agricultural Sciences and Technologies (pre-policy change test [M = 351.25, SD = 167.121] and post-policy test [M = 641.50, SD = 726.127]), and School of Tourism and Hotel Management (pre-policy change test [M = 781.40, SD = 443.92] and post-policy test [M = 503.00, SD = 504.25]) with the conditions:  $t(81) = 1.928, p = 0.057 > 0.05$ ;  $t(57) = 0.706, p = 0.482 > 0.05$ ;  $t(39) = 0.694, p = 0.492 > 0.05$ ; ,  $t(16) = 1.097, p = 0.289, p > 0.05$ ;  $t(19) = 0.385, p = 0.704 > 0.05$ ;  $t(21) = 1.945, p = 0.065 > 0.05$ ;  $t(12) = 1.924, p = 0.078 > 0.05$ ;  $t(3) = -0.706, p = 0.531 > 0.05$ ; and  $t(9) = 1.764, p = 0.112 > 0.05$  respectively. Four faculties however had a statistically significant difference: Engineering (pre-policy change test [M=4747.31, SD= 7796.41] and post-policy change test [M=2388.82, SD=4205.57]), Health Sciences (pre-policy change test [M=3024.93, SD= 4445.95] and post-policy change test [M=1280.11, SD=2171.82]), Communication (pre-policy change test [M=2138.95, SD= 1846.25] and post-policy change test [M=1041.79, SD=1262.58]), and Pharmacy (pre-policy change test [M=3913.28, SD= 3727.25] and post-policy change test [M=1694.52, SD=2061.64]) with the conditions:  $t(213) = 4.474, p = 0.000 < 0.05$ ;  $t(43) = 2.370, p = 0.022 < 0.05$ ;  $t(18) = 2.217, p = 0.040 < 0.05$  and  $t(24) = 2.473, p = 0.021 < 0.05$  respectively. Although the significant difference is noted, it did not favour the

policy change as the mean values were higher pre-policy change for these four faculties. Therefore, the policy change did not influence an increase in active usage of the LMS.

To summarise the results from the two statistical tests, the indication is that the policy change was not as effective as anticipated. As mentioned in the literature some of the traits of a good LMS policy include the provision of staff training, technical support, availability and accessibility of the system, investment in infrastructure as well as clear definition and dissemination of the policy as well as addressing staff concerns with the adoption of technology (Bagarukayo & Kalema, 2015; Blackwell et al., 2014; King & Boyatt, 2015; Nasser, Ramzi. Cherif, Maha. Romanowski, 2011; Zheng et al., 2018). Most of these traits were adopted into the new policy; however some elements such as dissemination of the policy as well as investment in infrastructure were neglected in the new policy. On the former it may have been a case of ineffective dissemination as the disseminating of the policy may have been done at the top level without well managed dissemination to lower levels. On the matter of lack of infrastructure, the upgraded policy failed to address this as investments made to advancing the LMS since they take some time to reflect on the system. This may have led some users to abstain from the use of the LMS due to certain features lacking from the current LMS making it less useful for them.

### **Conclusion & future work**

In this study findings show that the policy change did not have a statistically significant difference when it comes to the active usage of LMS by instructors as well as course access. Therefore, this study recommends that future policy implementation should be done more effectively by adhering strictly to the traits of a good policy mentioned in the literature. Institutions should however not just apply these at face value, but apply them critically, putting into consideration multiple variables that may hinder the effective and efficient implementation. Variables such as having multiple dependencies that may hinder proper dissemination of the policy, as well as not provisioning for infrastructure as technology continues to advance on a daily basis are examples. This may then culminate to improved LMS usage across faculties which may then have an impact on student engagement and motivation. For future work this study may go on to measure if the policy change has an influence on the engagement and achievement of students.

## References

- Armah, R. B., Cofie, P. O., & Okpoti, C. A. (2018). Investigating the Effect of van Hiele Phase- based Instruction on Pre- service Teachers ' Geometric Thinking To cite this article : Investigating the Effect of van Hiele Phase-based Instruction on Pre-service Teachers ' Geometric Thinking. *International Journal of Research in Education and Science*, 4(1), 315–330. <https://doi.org/10.21890/ijres.383201>
- Bagarukayo, E., & Kalema, B. (2015). Evaluation of elearning usage in South African universities: A critical review. *International Journal of Education and Development Using Information and Communication Technology*, 11(2), 168–183.
- Bervell, B., & Umar, I. N. (2017). A decade of LMS acceptance and adoption research in Sub-Sahara African higher education: A systematic review of models, methodologies, milestones and main challenges. *Eurasia Journal of Mathematics, Science and Technology Education*, 13(11), 7269–7286. <https://doi.org/10.12973/ejmste/79444>
- Blackwell, C. K., Lauricella, A. R., & Wartella, E. (2014). Factors influencing digital technology use in early childhood education. *Computers and Education*, 77, 82–90. <https://doi.org/10.1016/j.compedu.2014.04.013>
- Ismail, A. (2016). The Effective Adoption of ICT-Enabled Services in Educational Institutions – Key Issues and Policy Implications. *Journal of Research in Business, Economics and Management (JRBEM)*, 5(5), 717–728.
- Kaplan, A. M., & Haenlein, M. (2016). Higher education and the digital revolution: About MOOCs, SPOCs, social media, and the Cookie Monster. *Business Horizons*, 59(4), 441–450. <https://doi.org/10.1016/j.bushor.2016.03.008>
- King, E., & Boyatt, R. (2015). Exploring factors that influence adoption of e-learning within higher education. *British Journal of Educational Technology*, 46(6), 1272–1280. <https://doi.org/10.1111/bjet.12195>
- Mtebe, J. S. (2015). Learning Management System success: Increasing Learning Management System usage in higher education in sub-Saharan Africa. *International Journal of Education and Development Using Information and Communication Technology*, 11(2), 51–64.
- Nasser, Ramzi. Cherif, Maha. Romanowski, M. (2011). Factors that Impact Student Usage of



the Learning Management. *International Review of Research in Open and Distance Learning*, 12(6), 40–62.

Nkomo, L. M., & Nat, M. (2016). Discovering students use of learning resources with educational data mining. In *13th HONET-ICT International Symposium on Smart MicroGrids for Sustainable Energy Sources Enabled by Photonics and IoT Sensors, HONET-ICT 2016*. <https://doi.org/10.1109/HONET.2016.7753428>

Rhode, J., Richter, S., Gowen, P., Miller, T., & Wills, C. (2017). Understanding Faculty Use of the Learning Management System. *Online Learning*, 21(3), 153–165. <https://doi.org/http://dx.doi.org/10.24059/olj.v21i3.1217>

Sánchez, R. A., & Hueros, A. D. (2010). Motivational factors that influence the acceptance of Moodle using TAM. *Computers in Human Behavior*, 26(6), 1632–1640. <https://doi.org/10.1016/j.chb.2010.06.011>

Sarkar, N., Ford, W., & Manzo, C. (2017). Engaging Digital Natives Through Social Learning. *Systemics, Cybernetics and Informatics*, 15(2), 1–4.

Šorgo, A., Bartol, T., Dolničar, D., & Boh Podgornik, B. (2017). Attributes of digital natives as predictors of information literacy in higher education. *British Journal of Educational Technology*, 48(3), 749–767. <https://doi.org/10.1111/bjet.12451>

Zheng, Y., Wang, J., Doll, W., Deng, X., & Williams, M. (2018). The impact of organisational support, technical support, and self-efficacy on faculty perceived benefits of using learning management system. *Behaviour & Information Technology*, 0(0), 1–9. <https://doi.org/10.1080/0144929X.2018.1436590>



DOI: 10.22559/folklor.938

Folklor/edebiyat, cilt:25, sayı: 97-1, 2019/1

## **A Case Study on Staff Development Program at a Private University in Cyprus**

**Kıbrıs'ta Özel bir Üniversitenin Personel Geliştirme Programı Üzerine bir Çalışma**

**Rüya Mert Altıncı\***

### **Abstract**

The purpose of this qualitative case study is to determine both advantages and deficiencies of the staff development program at Foundation English department of one of the most known private universities in North Cyprus. The study is based on positive and negative aspects of the staff development program from the views of their own lecturers. The sample for this study consists of 14 volunteer staff members out of 30 lecturers. These volunteer lecturers consists of 10 female and 4 male lecturers of Foundation English school from different age ranges and nationalities. The data were gathered by using the interview method, including 7 interview questions which were developed by the researcher. The collected data were analyzed by identifying and categorizing the data. The results of this study claim that there are several problems within the staff development program of the private university. Along with the explanation of these problems, the study also presents the causes of these problems and possible solutions as well.

**Keywords:** *academic content, staff development program, university, professional development, lecturers*

### **Öz**

Bu çalışmanın amacı Kuzay Kıbrıs'taki özel bir üniversitenin personel gelişim programının eksiklikleri ile faydalarını belirlemektir. Bu çalışmanın önemi, personel gelişim programını üniversitenin kendi çalışanlarının bakış açısından tanımlamak ve programın yararları ile eksikliklerini çalışanların sözleriyle belirlemektir. Bu çalışma özel bir üniversitenin İngilizce hazırlık bölümünde yapılmıştır. Çalışmaya 30 personelden 4'ü erkek 10'u kadın olmak üzere, farklı yaş aralıklarında ve farklı uyruklardan 14 personel gönüllü olarak katılmıştır. Bu nitel çalışmada araştırmacı tarafından hazırlanan 7 soruluk açık uçlu bir anket kullanılmış ve veriler birebir görüşme yöntemiyle toplanmıştır. Araştırma sonunda edinilen veriler analiz edilmiş ve bu bilgiler ışığında personel geliştirme programında çeşitli sorunların olduğu tespit edilmiştir. Bu sorunlar 4 başlık altında incelenmiş, bu sorunların neden kaynaklandıkları ve olası çözümlerine de çalışmada yer verilmiştir.

**Anahtar sözcükler:** *akademik, personel gelişim programı, üniversite, profesyonel gelişim, akademisyen*

## **Introduction**

Staff development or in other words, professional development is an essential part of the institutions in terms of their sustainability. It would not be wrong to say that the quality of an institution is understood by the quality of their employees. Therefore, personal development is quite significant for organizations. According to Graham Webb (2013), Staff development can be considered as procedures, policies or programs which not only support, but also facilitate the staff so that employees' productivity will improve and the needs of the institution will be covered. Another definition was made by Bruce Joyce and Beverly Showers (1988). They claim that staff development can be briefly defined as “human resource development system” (Cited in Sleeter, 2011).

Some experiments have shown that staff development programs cause positive changes on teachers' behaviors such as teachers become aware of their strengths and weaknesses, what they need to learn, how they teach, how to modify what they have learned, how their colleagues' teach and how to set goals (Fullan, 2014). In addition to these, Blandford (2012) states the purposes of staff development as following: to develop practice skills, to use acquired information in order to meet students' needs, to contribute, to follow the current issues related with their profession, to contemplate how to improve ongoing standards and to widen their existing knowledge.

Staff development in primary, secondary or even high schools is easier when it is compared to universities so the other issue will be the role of staff development in higher education. University lecturers' background can differ. They may have graduated from various departments so their areas of expertise can show an alteration as well. In parallel with this, different teachers may need different kind of training which make it a bit more challenging.

Khan et al. (2014) suggest that Academic professional development is a significant plan in terms of educational research, in which not all of the researchers consider the effectiveness of it. Effects of professional development on academicians change from person to person depending on their culture, university administration and job satisfaction.

The changing of world always effects the education inevitably. The teaching or learning environments of universities are also affected by this change. Nicolls (2014) highlights that nowadays staff development in universities is more than a choice, it is a requirement. Another essential function in universities is the identification of the personnel who will suffer from this staff development. Identifying the needs of personal development in universities contains faculty surveys, class observations and informal discussions such as

faculty, department or level meetings (Zepeda, 2012).

Fullan (1982) by stating: "Nothing has promised so much and has been so frustratingly wasteful as the thousands of workshops and conferences which led to no significant change in practice when teachers returned to their classrooms" (p. 263) reviews the reasons of failure in terms of teacher trainings in seven points which are stated below:

1. *One shot work-shops are widespread but are ineffective.*
2. *Topics are frequently selected by people other than those for whom the in-service is intended.*
3. *Follow-up support for ideas and practices introduced in in-service programs occurs in only a very small minority of cases.*
4. *Follow-up evaluation occurs infrequently.*
5. *In-service programs rarely address the individual's needs and concerns.*
6. *The majority of programs involve teachers from many different schools and/or school districts, but there is no recognition of the differential impact of positive and negative factors within the systems to which they must return.*
7. *There is a profound lack of any conceptual basis in the planning and implementing of in-service programs that would ensure effectiveness (Fullan, 1982: 263).*

Moon (2013) claims that staff development courses were used to increase the importance of the course on work practice. This was provided by focusing on existing behavior, then on what had been learned before and later on how behavior in practice may not be same. In this way progress of people would be built into the structure of reflection.

Fullan (2014) suggests that teacher training must be related with innovation, continue during the implementation phase and consist formal and informal trainings such as workshops, teacher-exchanges.

Sparks and Loucks Horsley mention five staff development models. Three of these models aim to increase the number of the teachers. These models are respectively; individually guided staff development model, involvement in a development / improvement process and inquiry. The other staff development models are the observation / assessment model and the training model which aim to improve teaching skills of the teachers (Sleeter, 2011).

Horne and Pierce (2013) claim that there must be seven elements to be taken into consideration by teachers in terms of staff development. These elements are respectively an initial meeting between the director and their employees, peer or classroom observations, data collection from other sources, being agreed by the director, an interview to target professional action, preparation of the statement and follow up meetings.

According to Hopkins and Harris (2013), if the following strategies are used, people will have a greater potential to improve themselves: Extracting important points or ideas from

presentations and lectures , cooperating with others and working efficiently, studies and theorizing, memorizing, developing concepts.

In North Cyprus, there are six private, four public and one both public and private universities. The first university in Cyprus, Eastern Mediterranean University, was founded in 1979. Until the millennium, there were only five main universities in Cyprus which were respectively; Eastern Mediterranean University, Girne American University, Near East University, European University of Lefke and Cyprus International University. Along with the year 2005, more universities were founded and Turkey's existing universities started to have campuses here.

The education system differs from university to university. Not all universities have the same or all departments within their faculties. Especially foreign universities who have campuses in Cyprus have two or three departments here. However, all universities in North Cyprus have their foundation English schools.

Foundation English Schools or English preparatory Schools are one-year programs which aim to teach English. In this one year students have intensive English courses. However, teaching strategies differ from institution to institution. For instance İstanbul Technical University's English Preparatory school has grammar based English education whereas Girne American University's Foundation English School offers communicative approach in their education system. In addition to this, in Girne American University students are categorized according to their levels such as A1, A2, B1 or B2 and they study that level for one semester, if they pass their exams they move up into next level. On the other hand, in Cyprus International University students study these levels module by module in 7 or 8 weeks.

After a detailed review of literature, the main topic of this study has been decided. It is about staff development program of a Foundation English School (from now on it will be mentioned as FES) of a private, international university which is located in North Cyprus. This study evaluates efficiency of the staff development program of FES from their lecturers' perspectives and it addresses following research questions:

### **- Research Questions**

1. How is the program carried out?
2. What kinds of trainings does the program offer?
3. What are the advantages and deficiencies of the program?

#### 4. What are the needs of the program?

##### **Methodology**

A qualitative case study method was used in order to answer the research questions stated above. The main aim of the study is to find out the advantages and deficiencies of the staff development program of a private university. Since what we look for was words, it was more preferable to use this method.

##### **The case: a private university and its foundation english school**

The private university where the research has been conducted is one of the prominent universities of North Cyprus and has grown into a very strong university. It serves 15.000 students from all around the world (over 103 different countries).

The university has ten faculties and ten schools which are faculty of politics, faculty of health sciences, faculty of engineering, faculty of communication, faculty of humanities, faculty of law, faculty of business and economics, faculty of pharmacy, faculty of education and faculty of architecture, design and fine arts, vocational school, school of sports, school of nursing, school of aviation, school of health, marine school, school of performing arts, school of tourism and hospitality, a graduate school and a foundation English school.

FES serves nearly 1.000 students per semester with 30 academic personnel (7 male, 23 female) including the director and the secretary and four coordinators. Academic staff includes eighteen Cypriots, four Turkish, three British, a Pakistani, a Jordanian, a Belarus, a Dutch and an Indian. 17 of the staff members also have a master's degree.

FES has four levels based on Common European Framework. These levels are A1, A2, B1 and B2. A1 Students who are determined through the placement exam of FES, study one semester same as level A2 students. During the semester A1 students catch up level A2s and at the end of the semester or in other words in the final exam if they get 60 out of 100, next semester they study level B1. If they do not score 60, they repeat the level A2. Students who successfully finish level B1, go to their faculty. Level B2 is only for students who will study in English Language Teaching, English Language Literature, Translation and Interpretation, Master's and Ph.D degrees.

The study was conducted in the 2015-2016 academic year at Foundation department of the university. After the briefing, the researcher interviewed the volunteer lecturers one by one and asked them the interview questions. Based on lecturers' answers, the data were analyzed and categorized.

### **Participants**

All the lecturers participated in the study voluntarily. The participants consisted of 4 male and 10 female lecturers. In the research (n=9) 64% of the participants were between the ages of 23-30. (n=5) 36% of the participants were between the ages of 32-47. Most of the participants were 24 years old (n=4 / 29%).

### **Data collection instruments and application**

In accordance with the aim of this study which is to examine staff development program of FES, specific data were collected via interviews. In light of the literature reviews of many articles and books related with staff development, seven interview questions which can be seen below were developed by the researcher. For the validity of the interview questions, the opinions of two lecturers from the ELT department at Cyprus International University were obtained. By making face to face interviews with 14 lecturers of FES, the data were collected.

### **The Interview questions**

1. Can you describe staff development program of the school briefly?
2. Which workshops, seminars have you taken so far?
3. Are you satisfied with the training you get?
4. What specific results have you seen from implementing the training?
5. Are there any problems within the training program?
6. Do you have any suggestions on how to improve the program?
7. How do you think you'll benefit from the renewed program?

### **Results**

Based on the information gathered through face to face interviews with the personnel, lecturers of Foundation English School suffer from different problems associated with staff development program that the school offers. Besides the similar complaints, some different personal problems were identified as well. The determined issues and factors will be presented under the four categories.

### **About the program**

Analysis of the data revealed that most of the lecturers defined the program similarly. They said that in Foundation English School, there are some workshops and meetings which are held by the director of the school. Sometimes international guests make presentations. There are trainings for the testing team. Every semester peer observations are done. If any staff member attends a conference out of school, s/he holds a meeting about the conference and shares her/his experiences with the rest of the staff members. Finally, there are overseas conferences that coordinators attend every year. On the other hand, one out of fourteen lecturers claimed that there is not a staff development program in the school by saying “I have no idea. Is there a staff development program here?”.

### **Trainings that the program offers**

The results indicated that 10 out of 14 staff members are satisfied with the trainings they got from the school. They took trainings about IELTS writing and speaking exam, how to use the book “speak out” and Common European Framework of Reference. These lecturers also claimed that after those trainings, they have realized their mistakes, learned much information and after implementing them into their teaching, students became more motivated.

Two of the lecturers stated that what they get from the university cannot be named as trainings, they are nothing but “sharing ideas”. Some of the ideas can be useful but not all of them, they claimed. In addition to these, lecturers stated that most of the ideas cannot be used in classrooms because of not having enough technological devices.

Two of the staff members disagreed with the rest of the lecturers. According to them they do not even get trainings. They supported their idea by saying “Did we take trainings?” and “I didn't take any.” as an answer to the question: “Which trainings have you taken so far?”.

### **Advantages and Deficiencies of the program**

In the light of the analysis, it is determined that 12 out of 14 staff members focused on the negative parts of the program. According to them, workshops are not enough, workshop hours are inappropriate and lecturers cannot attend the conferences they want. One of the lecturers pointed out that “we covered testing team members' classes so they could take a training but we came to school on Saturday to take the same training while they were at home”. Or another one stated that “we cannot go overseas conferences, only coordinators can.



They do not even mention us local conferences. Only testing team members and their friends attend them and we learn it afterwards”.

Another problem is that some trainings are repetitive such as “how to mark essays” and “speaking exam”. Besides, some lecturers claimed that the program only covers the theory, there is no practice. It is also stated that most of the training topics are not up-to-date and they consist of just titles. Lastly, it is said that lecturers are not free to use new methods and they are expected to be alike. On the other hand, according to two of the staff members, there is no problem within the program. Everything is fine. However, they did not mention any advantages of the program as well.

### **Needs of the programs**

Besides the problems of the program, lecturers are also asked about possible solutions for these problems. 13 out of 14 staff members expressed their suggestions, only one of them said that “we got used to the program. I have no suggestions.” Lecturers suggested that there must be more workshops and trainings and they must be done by people who are expert on those subjects. Lecturers must be free in terms of their teaching styles. Apart from observing each other, lecturers should also observe other English classes from various universities. Trainings must be attractive, in detail and up-to-date. Workshops must be open for everyone, they must be on weekdays from 9 to 5 and some lessons can be canceled for trainings. There must be an environment for lecturers to share their ideas. School must force lecturers to attend conferences. It must also give lecturers scholarships in February to attend overseas conferences. Lecturers' weaker points must be identified and then teachers must take workshops according to their deficiencies.

### **Conclusion and discussion**

Overall the issues have been stated above, most of the staff members have problems related to the staff development program of the English school. The prominent problem is that there is not enough workshops and trainings and they are not done by experts. Another important issue is that lecturers cannot attend all conferences, only limited people can, so this leads to problems among teachers. Also time is a problem. All teachers agreed that trainings must not be at the weekends.

These problems might have happened due to lack of communication. Lecturers may talk or discuss among themselves how the program should be. However, nobody expresses their suggestions to the director. They also complain about workshops are not enough but if

the workshops were more, most of the lecturers would complain about that as well. When it comes to limitation of conferences topic, the researcher thinks that the reason of keeping workshops secret is to prevent future problems such as what if everyone wants to attend the conference? Then who will teach at school? However, that still leads to problems. For a solution to this, a meeting can be held and lecturers can be told that there is a workshop about curriculum / testing... next week, but there is only a limited space and because of that only the people who are in curriculum team / testing team will attend there. If you want, you can attend the workshop individually unless you have a class to teach during workshop hours or after providing a solution to your teaching hours. It is highly possible that if lecturers are told about the workshops in advance, most of them may decide not to attend them but because it is done secretly, it takes attention and causes complaints.

In Australian Universities, there is a central unit which is responsible for the staff development. Some of these units deal with only academic staff, some of them have a service to all employees. Some of them focus on learning and teaching, others focus on development of research and leadership in the university. (Hicks, 1999). There can be a “continuous education unit” as a part of the staff development program and volunteer lecturers can study or do a research in different areas.

On the other hand, success can be rewarded to encourage the staff. If lecturers who published articles or contributed to conferences can receive awards, this will encourage all staff members. Lecturers can also be awarded according to their performance. If a lecturer makes a difference in his/her teaching, at least s/he can be appreciated.

In the United States of America, as a staff development program, lecturers take off - site and school - site trainings. There are staff development funds so these trainings continue both during the semester and in summer (Elmore, 1997). There can be a fund for staff development in FES as well. In February lecturers of FES do not have a semester break, sometimes there can be translation assignments but most of the time they are free. This time can be used as training time and they can be sent to overseas trainings or conferences.

Faculty of the MAT program suggested that there must be four main constituents for a staff development program. They are: Language teaching knowledge, skills, attitude and awareness. (Freeman, 1989). All staff members might not have graduated from ELT department so only the ones who graduated from ELL or Translation departments can take trainings about fundamentals of ELT such as material development, Common European Framework of Reference, curriculum and testing. The rest of the constituents such as current issues in ELT or general teacher training, professional development workshops can be taken

by all lecturers. Lecturers should take training about teaching skills such as methods how to teach grammar or vocabulary, how to start the lesson, how to teach reading, writing, listening and speaking lessons. Workshops about attitude in other words the relationship between lecturers and students is also quite important. Lecturers must have known how to behave towards students in advance when they do not submit their homework or they speak rudely. Lastly lecturers must be aware of the rules and regulations in the institution. When students ask questions related with the program, school, examinations, they must answer instead of sending them to the coordinators or the ones who are responsible.

### **Recommendations**

This study has been done with 14 out of 30 lecturers. For future researches, the number of the lecturers can be increased or the same study can be done with the rest of the lecturers for an exact result. There can be a comparative study between two or more universities as well. Another study can be conducted to find out the effectiveness of the staff development program by observing the performance of the lecturers before and after the trainings.

In short, according to FES lecturers, there are both advantages and deficiencies in the staff development program. In order to rectify these deficiencies lecturers must be cooperative, focus on solutions, share the things that make them uncomfortable or their ideas at staff meetings and remember that communication is the key. Staff development is one of the most important aspects in terms of continuous development and it is important to work on the deficiencies of the program and develop it because if the staff of a university is well trained, the quality of the university is equally high.

### **References:**

Blandford, S. (2012). *Managing professional development in schools*. Routledge.

Elmore, R. F., and Burney, D. (1997). *Investing in Teacher Learning: Staff Development and Instructional Improvement in Community School District 2, New York City*. National Commission on Teaching and America's Future, Box 117, Teachers College, Columbia University, New York, NY 10027.

Fullan, M. (1982). *The meaning of educational change*. New York: Teachers College.

Fullan, M. (2014). *Teacher development and educational change*. Routledge.

- Freeman, D. (1989). Teacher training, development, and decision making: A model of teaching and related strategies for language teacher education. *Tesol Quarterly*, 23(1), 27-45.
- Hicks, O. (1999). Integration of central and departmental development—reflections from Australian universities. *The International Journal for Academic Development*, 4(1), 43-51.
- Hopkins, D., and Harris, A. (2013). *Creating the conditions for teaching and learning: A handbook of staff development activities*. Routledge.
- Horne, H., and Pierce, A. (2013). *A practical guide to staff development and appraisal in schools*. Routledge.
- Khan, F., Rasli, A. M., Khan, S., Yasir, M., and Malik, M. F. (2014). Job Burnout and Professional Development among Universities Academicians. *Science International Lahore*, 26(4), 1693-1696.
- Moon, J. A. (2013). *Reflection in learning and professional development: Theory and practice*. Routledge.
- Nicholls, G. (2014). *Professional development in higher education: New dimensions and directions*. Routledge.
- Sleeter, C. E. (2011). *Keepers of the American dream: A study of staff development and multicultural education* (Vol. 121). Routledge.
- Webb, G. (2012). *Understanding staff development*. Routledge.
- Zepeda, S. J. (2011). *Professional development: What works*. Eye on education.



DOI: 10.22559/folklor.939

Folklor/edebiyat, cilt:25, sayı: 97-1, 2019/1

## **Öğretmenlerin Mesleki Doyum ve Örgütsel Bağlılık Düzeylerinin İş Stresi Düzeylerine Göre İncelenmesi**

**Investigation Of The Teachers' Job Satisfafaction, Organizational Commitment According to Stress Levels**

**Bedriye Alıcı\***

**Münevver Yalçinkaya\*\***

### **Öz**

Çalışmanın amacı öğretmenlerin mesleki doyumları ile örgütsel bağlılık düzeyleri ve iş stresi düzeylerinin incelenmesi ve öğretmenlerin mesleki doyumlarının bazı sosyo-demografik değişkenlere göre farklılaşp farklılaşmadığının tespit edilmesidir. Bu çalışma betimsel tarama modeline dayalı nicel bir araştırma modeli ile ele alınmıştır. Çalışmanın örneklemini n=91 öğretmen oluşturmakta; çoğunluğu kadındır. Çalışma verileri dört bölümde toplanmıştır; birinci bölümde kişisel bilgi formu, ikinci bölümde Mesleki Doyum Ölçeği (MDÖ), üçüncü bölümde Öğretmenler İçin Örgütsel Bağlılık Ölçeği (ÖİÖBÖ), son bölümde ise İş Stresi Ölçeği (İSÖ) yer almıştır. Verilerin analizinde aritmetik ortalama, normallik testi, t-testi, Pearson Momentler Çarpımı Korelasyon Katsayısı, regresyon analizi, Mann – Whitney U testi ve Kruskal – Wallis testi teknikleri kullanılmıştır. Analiz sonucunda öğretmenlerin mesleki doyum düzeyi ile örgütsel bağlılık düzeyi arasında pozitif yönde, orta derecede anlamlı, iş stresi ile negatif yönde düşük derecede anlamlı bir ilişki bulunmuştur. Örgütsel bağlılık ve iş stresi düzeylerinin mesleki doyum düzeyini anlamlı derecede yordamada anlamlı bir model oluşturduğu tespit edilmiştir. Araştırma bulguları literatürdeki diğer çalışmalar ışığında tartışılmıştır.

**Anahtar sözcükler:** *Doyum, mesleki doyum, örgütsel bağlılık, iş stresi, teacher*

---

\* Kıbrıs Sağlık ve Toplum Bilimleri Üniversitesi, [bedriye.alici@kstu.edu.tr](mailto:bedriye.alici@kstu.edu.tr)

\*\* Prof. Dr. Uluslararası Kıbrıs Üniversitesi, [myalcinkaya@ciu.edu.tr](mailto:myalcinkaya@ciu.edu.tr)

## Abstract

The purpose of this study is to investigate the job satisfaction, organizational commitment and stress levels of teachers in the government and private sector. Descriptive model is used in this quantitative study. A total of 91 teacher, majority of them women responded to Job Satisfaction Scale, Teachers' Organisational Commitment scale, Stress Levels Scale. Arithmetic mean, t-test, Pearson correlation coefficient, regression analysis, Mann – Whitney U and Kruskal – Wallis methods are used for data analyses. The results indicated that there is a significant relation between job satisfaction and organisational commitment and stress levels of teachers. The job satisfaction level is predicted by organisational commitment and stress levels. The results are further discussed with literature.

**Keywords:** *Satisfaction, job satisfaction, organisational commitment, stress levels, teacher*

## Giriş

Hem örgütler, hem de çalışanlar çevrelerindeki değişen koşullara uyum sağlama, rekabet edebilme ve sürekli yenilenme telaşına düşmekte ve bu durum çalışanları olumsuz olarak etkileyebilmektedir. Bu olumsuz etkiler; çalışanlar açısından stres ve işten ayrılma gibi sonuçlara, örgütler açısından ise işgücü devir oranında artışa, çalışan bağlılığında ve örgütle özdeşleşmesinde düşüşe ve bunun sonucunda da performans ve verimlilik azalışına neden olabilmektedir. Bu bağlamda, öğretmenlerin çalıştıkları örgütte mutlu olmaları örgüt bağlılıklarını artırarak iş doyumlarını artıracak ve stres düzeylerini düşürecek beklenmektedir.

Kıyasıya bir rekabetin yer aldığı küresel dünyada, örgütlerin rekabet üstünlüğü sağlamasında, başarılı olmasında en önemli gücün sahip olduğu insan gücü olduğu kabul edilmektedir (Akgündüz, 2006). Alanyazında iş doyumunu ya da iş tatmini olarak da adlandırılan mesleki doyum “çalışan bireylerin yaptıkları bir mesleğin üyesi olmaktan hoşnut olması” (Kuzgun, Bacanlı, 2012, s.79), “işin özellikleri ve bireylerin özelliklerinin uyum içinde olması” (Bilge, Sayan, Kabakçı, 2009: 20) olarak tanımlanmaktadır. Mesleki doyum, kişilerin başarılı, mutlu ve üretken olabilmelerinin en önemli koşullarından biri olmaktadır (Aktay, 2010). Mesleki doyum, etkileyen ve etkilenen bir konumda yer almaktadır. Mesleki doyumunu etkileyen içsel doyum faktörleri (görev tanımlamaları, işin önemi gibi) ve dışsal doyum faktörleri (ödeme, terfi, iş arkadaşları gibi) bulunmaktadır (Kuzgun, Bacanlı, 2012, s.79). Bytyqi, Reshani, Hasani (2010) tarafından mesleki doyumunu etkileyen faktörlerden birisinin de iş stresi olduğu belirtilmiştir.

Stres kavramı Türk Dil Kurumu'nun tanımına göre; ruhsal gerilim olarak ifade edilmektedir (TDK, 2016). Bir başka tanıma göre stres, “organizmanın bedensel ve ruhsal sınırlarının tehdit edilmesi ve zorlanması ile ortaya çıkan bir durum” (Baltaş ve Baltaş, 2015, s.23), ya da “bireyi

harekete geçiren ve hedeflerine daha çabuk ulaşmasını sağlayan bir araç” (Gümüştekin ve Gültekin, 2009) olarak tanımlanmaktadır. Günümüzün gelişen teknolojisi, sanayileşme, artan ve karmaşıklaşan yaşam sorunları geçmişe kıyasla günümüzde daha çok strese neden olmaktadır (Baltaş ve Baltaş, 2015, s.23). Stres; kişilik yapısı, yetenek, yaş, cinsiyet gibi faktörleri içeren “bireysel stress”, ve çalışma süresi, iş doyumu, kişiler arası ilişkiler, örgüt yapısı ve iklimi gibi faktörleri içeren “örgütsel stress” olarak iki ana başlık altında incelenmektedir. Yüksek düzeyde stresin iş doyumsuzluğu, işten soğuma, performansta düşme, saldırganlık, karar vermede zorlanma, yabancılaşma ve çabuk yaşlanma gibi olumsuz etkileri olabilmektedir (Gümüştekin ve Gültekin, 2009).

İş stresi ise çalışanların iş yerinde algıladığı, değerlendirdiği ve olumsuz ve zorlu iş taleplerine olan cevaplar aracılığı ile oluşan süreci ifade etmektedir (Rosen vd., 2010). Bir başka tanıma göre iş stresi, çalışanın yetenek ve bilgisi ile eşleşmeyen ve başatma yeteneklerine meydan okuyan iş talep ve baskılarına karşı çalışanın verdiği tepkiler olarak tanımlanmıştır (Leka, Griffiths, Cox, 2003). İş stresinin çalışanlar ve örgüt üzerinde etkileri olduğu yapılan çalışmalarda görülmektedir. İş yerinde strese neden olan genel faktörler, özel faktörler ve görevle ilgili faktörler olmak üzere üç ana başlık altında özetlenmektedir (Ergeneli ve ark., 2014, s.379).

İş stresinin yanında, örgütsel bağlılığın da mesleki doyum ile ilişkili olduğuna dair çalışmalar mevcuttur (Bytyqi, Reshani, Hasani, 2010; Yücel, Bektaş, 2012). “*Çalışanın örgütle olan iletişimini şekillendiren, örgütteki üyeliğe devam etme kararı üzerinde etkileri olan psikolojik bir durum olan örgütsel bağlılığın, kişinin örgütüyle kurduğu maddi beklentilerinin ötesindeki manevi bir bağ*” (Aslan, Bakır, 2014, s.189) ya da “*çalışanın örgütle olan iletişimini şekillendiren, psikolojik bir durum*” olarak tanımlanmıştır (Aslan, Bakır, 2014, s.189). Örgütsel bağlılık ile ilgili yapılmış olan tanımların birleştiği nokta örgütsel bağlılığın niteliği olduğu belirtilmektedir (Cengiz, 2001). Bununla birlikte örgüt hedef ve değerlerini benimsemek, örgütün bir parçası olmak için çaba göstermek ve iş görenin kendisini güçlü bir aile üyesi gibi hissetmesi örgütsel bağlılıkta öne çıkan önemli noktalar olmaktadır.

Alanyazında yapılan çalışmalarda, mesleki doyumunun örgütsel bağlılık ile pozitif yönde ilişkili olduğuna dair çalışmalar bulunmaktadır (Aktay,2010, Azeem, 2010; Yücel, Bektaş, 2012; Srivastava, 2013; Getahun, Tefera, Burichew, 2016). Kamu çalışanları üzerinde yapılan bir çalışmada, mesleki doyum, örgütsel bağlılık ve iş stresi arasında ilişki olduğu bulunmuş, bununla birlikte, mesleki doyumun ve örgütsel bağlılığın yüksek olduğu bir iş ortamında düşük iş stresine

sahip olmanın garantisinin olmayacağı da tespit edilmiştir (Bytyqi, Reshani, Hasani, 2010). Süpervizyon, ödeme, mesleki doyum, yaş ve görev süresinin örgütsel bağlılığı yordayan önemli faktörler olduklarına ilişkin çalışmalar bulunmaktadır (Azeem, 2010). Öğretmenler üzerinde yapılan bir çalışmada, yaşın mesleki doyum ile örgütsel bağlılık arasındaki doğrusal olmayan ilişkisine negatif yönde anlamlı olarak aracılık ettiği, mesleki doyum ve örgütsel bağlılığın yaşa göre değişmekte olduğu bulunmuş (Yücel, Bektaş, 2012). Yapılan bir başka çalışmada ise, cinsiyet ile mesleki doyum arasında pozitif yönde bir ilişki olduğu, yaş, medeni durum, eğitim durumu ile mesleki doyum arasında önemli bir ilişki olmadığı bulunmuştur (Getahun, Tefera, Burichew, 2016). Taşdan ve Tiryaki'ye (2008) göre, eğitim örgütlerinin temel kaynağı olarak kabul edilen öğretmenlerin o örgütün başarısında önemli bir katkısı bulunmaktadır.

### **Çalışmanın amacı**

Çalışmanın amacı, öğretmenlerin örgütsel bağlılık, mesleki doyum ve iş stresi ölçeklerinden aldıkları puanlar arasındaki ilişkinin ve öğretmenlerin mesleki doyumlarının bazı demografik değişkenler (cinsiyet, medeni durum, kurum türü, branş, yaş grupları, kıdem yılı) açısından incelenmesidir. Bu amaç doğrultusunda şu alt problemler belirlenmiştir; öğretmenlerin örgütsel bağlılık düzeyleri ile mesleki doyum düzeyleri arasında anlamlı bir ilişki var mıdır?, Öğretmenlerin iş stresi düzeyleri ile mesleki doyum düzeyleri arasında anlamlı bir ilişki var mıdır? Öğretmenlerin bazı demografik değişkenlerine (yaş, cinsiyet, medeni durum, kıdem yılı, kurum türü, branş) göre mesleki doyum düzeyleri anlamlı bir farklılık göstermekte midir?

### **Önemi**

Örgütler, yeni çağın yoğun rekabet ortamında başarıyı yakalayabilmek amacıyla elindeki insan kaynaklarını etkili kullanabildikleri oranda başarılı olabilmektedirler. Bütün örgütler, örgüt amaçlarına bağlı, kendini örgütü ile bütünleştiren, örgütte çalışmaktan mutlu ve örgütsel bağlılığa sahip olan, kendisinden beklenen rol ve davranışları sergileyebilen çalışanlara sahip olmak isterler. Bu durum insan kaynaklarından en yüksek verimi alma fırsatı sunmaktadır. Bu nedenle örgüt yöneticilerinin, örgütsel bağlılık konusuna yeterince önem vermeleri çalışanların örgüte bağlılıklarını arttıracak yöntemleri örgütlerinde bir politika olarak uygulamaya koymaları önemli olmaktadır.



Konu öğretmenler ve okul örgütü açısından değerlendirilecek olursa, eğitim kalitesi ön plana çıkmaktadır. Bu durumda öğretmenlerin, eğitim politikalarının ve okul yöneticilerinin önemli sorumluluklarının olduğu düşünülmektedir. Öğretmenlerin, okullarında sağlanan olumlu çalışma koşulları sonucunda yaptıkları meslekte doyum sağlamaları ve okulları ile özdeşleşmeleri okulda nitelikli bir eğitimin oluşmasına katkı sağlayacaktır. Mesleki doyum her meslek için önemli olmakla birlikte bireyleri eğiten, topluma hazırlayan eğitim örgütleri için daha da büyük önem taşımaktadır. Çalıştığı okuldan ve mesleğinde memnun olan öğretmenin iş stres düzeyi düşük olacak bu da onun performansına olumlu yansıtacaktır. Dolayısıyla bu çalışma bu konulara dikkat çekmesi, okul başarısında öğretmen ve yöneticilerin gereken çabayı göstermelerinin gerekliliğini vurgulaması açısından önem taşımaktadır. Ayrıca, KKTC’de mesleki doyum, örgütsel bağlılık ve iş stres konularını bir arada değerlendiren araştırmaların sayıca yetersiz olması açısından da bu çalışmanın ilgili alana önemli bir katkı sağlayacağı umulmaktadır.

### **Araştırmanın modeli**

Bu çalışma betimsel tarama modeline dayalı nicel bir araştırmadır. Toplum bilimleri tarafından kullanılan bilimsel araştırma yöntemlerinden biri olan betimsel araştırma ile olgular olduğu gibi incelenir, herhangi bir müdahalede bulunulmaz (Sönmez, Alacapınar,2014, s.47). Bu model ile toplanan veriler üzerinde değişkenler arasındaki ilişkiler incelenir (Büyüköztürk, Çakmak, Akgün, Karadeniz, Demirel, 2016, s.23, s.177).

### **Evren ve örneklem**

Bu çalışmada amaçlı örnekleme türlerinden uygun durum çalışma grubu yöntemi kullanılmıştır. Bu yöntem araştırma yapılacak grubun kolayca seçilebilmesine olanak sağlamaktadır (Sönmez, Alacapınar,2014, s.142). 2016-2017 eğitim öğretim yılı KKTC Milli Eğitim Bakanlığı (2016) verilerine göre, KKTC’de Lefkoşa ilçesi sınırları içinde yer alan ilköğretim dairesine bağlı devlet ve özel okullarında toplam 911 öğretmen görev yapmaktadır. Lefkoşa ilçesine bağlı devlet okullarında 479 (149 erkek, 330 kadın), özel okullarında ise 432 (59 erkek, 373 kadın) öğretmen görev yapmaktadır.

İlköğretim düzeyinde özel ve devlet kurumlarında görev yapan toplam 270 öğretmene ulaşılarak ölçekler verilmiştir. Geri dönüş yapan 100 öğretmenden ancak 91’i tam ve eksiksiz olarak cevaplamıştır. Katılımcıların 78’i (%85.7) kadın, 13’ü (%14.3) erkektir. Yaş aralıkları ise 23 – 56 ( $\bar{x}$ =35.23  $\pm$  8.29) yaş aralığındadır. Katılımcıların n=51’i (%56) özel, n=40’ı (%44) devlet

okulunda görev yapmaktadır. Katılımcıların sosyo-demografik özellikleri ile ilgili veriler Tablo 1.'de sunulmuştur.

Tablo 1

Sosyodemografik Değişkenler

Yaş grupları	N	%
23-34	46	50.5
35-46	32	35.2
47-58	13	14.3
Toplam	91	100
Cinsiyet	N	%
Kadın	78	85.7
Erkek	13	14.3
Toplam	91	100
Medeni Durum	N	%
Evli	65	71.4
Bekar	26	28.6
Toplam	91	100
Kurum Türü	N	%
Özel	51	56
Devlet	40	44
Toplam	91	100
Kıdem yılı	N	%
1-5 yıl arası	18	19.8
6-15 yıl arası	42	46.2
16 yıl ve üstü	31	34.1
Toplam	91	100
Branş	N	%
Branş	53	58.2
Sınıf	38	41.8
Toplam	91	100

Tablo 1'e bakıldığında, öğretmenlerin n=46(%50.5)'sı 23-34 yaş arası grupta, n=32(%35.2)'si 35-46 yaş arası grupta, n=13(%14.3)'ü 47-58 yaş arası grupta yer almaktadır. Öğretmenlerin n=65(%71.4)'i evli, n=26(%28.6)'sı bekaardır. Öğretmenlerin n=18(%19.8)'i mesleğindeki kıdem yılının 1-5 yıl arasında olduğunu, n=42(%46.2)'si 6-15 yıl arasında olduğunu, n=31(%34.1)'i 16 yıl ve üstü olduğunu belirtmiştir. Katılımcıların n=53(%58.2)'ü branş, n=38(%41.8)'i sınıf öğretmenidir.

### **Veri toplama araçları**

Dört bölümden oluşmaktadır. Birinci bölümde kişisel bilgi formu, ikinci bölümde Mesleki Doyum Ölçeği (MDÖ), üçüncü bölümde Öğretmenler İçin Örgütsel Bağlılık Ölçeği (ÖİÖBÖ), son bölümde ise İş Stresi Ölçeği (İSÖ) yer almıştır. "Kişisel Bilgi Formu" araştırmanın amacına yönelik olarak örneklem hakkında sosyo-demografik bilgileri içeren 6 sorudan oluşmaktadır. "Mesleki Doyum Ölçeği (MDÖ)" Kuzgun, Sevim ve Hamancı (1998) tarafından 20 maddelik beşli likert tipi bir form olarak geliştirilmiştir. Ölçekten alınan yüksek puanlar bireyin mesleki doyumunun yüksek olduğu anlamına gelmektedir. Ölçeğin güvenirlik analizinde Cronbach Alfa güvenirlik katsayısı ( $\alpha=.90$ ) hesaplaması yapılmıştır. MDÖ'nin yapı geçerliği için faktör analizi yapılmış; faktör analizinde ölçeğin tek boyutlu olarak kullanılması uygun görülmüş (Kuzgun ve Bacanlı, 2012, s.79). Bu çalışmada, Cronbach-alpha iç tutarlık katsayısı ( $\alpha=.71$ ) pozitif yönde yüksek olarak bulunmuştur. "Öğretmenler İçin Örgütsel Bağlılık Ölçeği (ÖİÖBÖ)" Üstüner tarafından 2009 yılında 17 maddelik beşli likert tipi bir ölçek olarak geliştirilmiştir. Ölçekten alınacak yüksek puan örgütsel bağlılığın yüksek olduğu anlamına gelmektedir. Yapı geçerliği için faktör analizi yapılmış; yapılan analizler sonucunda ölçeğin tek boyutlu olarak kullanımının uygun olduğu sonucuna ulaşılmıştır. Ölçüte dayalı geçerlik analizinde, ÖİÖBÖ ile Maslach Tükenmişlik Envanteri (MTE) toplam puanı arasında negatif yönde orta derecede ( $r=-.415$ ) bir ilişki, ÖİÖBÖ ile Minnesota Doyum Ölçeği (MDO) toplam puanı arasında pozitif yönde yüksek derecede ( $r=.749$ ) bir ilişki tespit edilmiştir. Cronbach-alpha iç tutarlık katsayısı ( $\alpha=.96$ ) ve test-tekrar test ( $r=.88$ ) teknikleri ile güvenirlik hesaplamaları yapılmış. Elde edilen sonuçlara göre ÖİÖBÖ'nin geçerli ve güvenilir bir ölçüm yaptığı test edilmiştir (Üstüner, 2009, s.5). Bu çalışmada, Cronbach-alpha iç tutarlık katsayısı ( $\alpha=.94$ ) pozitif yönde yüksek olarak tespit edilmiştir. "İş Stresi Ölçeği (İSÖ)" Suzanne Hynes tarafından geliştirilmiştir. Türkçe'ye 1996 yılında Aktaş tarafından uyarlanarak güvenirlik çalışması yapılmış. İSÖ'nin güvenirlik analizinde Alpha  $r \leq .88$  olarak bulunmuş. 15 gün arayla uygulama yapılmış ve ön test sonucu  $\alpha=.92$ , son test sonucu  $\alpha=.93$

bulunmuş. Yapılan split-half güvenilirlik analizinde iki gruba ayrılan ölçek soru grupları arasındaki korelasyon  $r=.93$  bulunmuş (Aktaş, 2001, s.33). Bu çalışmada elde edilen veriler üzerinde hesaplanan Cronbach-alpha iç tutarlık katsayısı ( $\alpha=.47$ ) pozitif yönde orta düzeyde bulunmuştur.

### **Veri analizi**

Veri analizi için IBM SPSS 25 programından yararlanılarak frekans dağılımı, yüzdeler, dökümleri, aritmetik ortalama hesaplamaları yapılmıştır. Normallik testinin değerlendirilmesi (Skewness, Kurtosis, Shapiro – Wilk) sonucu Pearson momentler çarpımı korelasyon katsayısı, regresyon analizi, t testi gibi parametrik ve Mann – Whitney U testi ve Kruskal – Wallis testi gibi nonparametrik analizler yapılmıştır.

### **Bulgular**

Öğretmenlerin mesleki doyum, örgütsel bağlılık ve iş stresi düzeylerinin belirlenebilmesi için aritmetik ortalama hesaplamaları yapılmış, veriler Tablo 2’de sunulmuştur. Öğretmenlerin mesleki doyum puanının aritmetik ortalaması ( $\bar{x}=4.21$ ) ve örgütsel bağlılık puanının aritmetik ortalaması ( $\bar{x}=3.90$ ) yüksek, iş stresi puanının aritmetik ortalaması ( $\bar{x}=2.89$ ) ise orta düzeyde olduğu saptanmıştır.

Tablo 2

Öğretmenlerin Mesleki Doyum, Örgütsel Bağlılıkları ve İş Stresi Düzeylerine Ait Ortalamalar

	N	$\bar{x}$	SD
Mesleki Doyum	91	4.21	.49
Örgütsel Bağlılık	91	3.90	.74
İş Stresi	91	2.89	.43

Öğretmenlerin örgütsel bağlılık, mesleki doyum ve stres düzeylerine ilişkin en yüksek ve en düşük değerler Tablo 3’te sunulmuştur. Tablo 3’e bakıldığında, mesleki doyum ölçeğinde en yüksek ortalamayı madde 2 “yaptığınız işi önemli ve anlamlı buluyor musunuz” ( $\bar{x}=4.87$ ) maddesi, en düşük ortalamayı ise madde 14 “işyerinde bazı engeller çalışma isteğinizi engeller mi” ( $\bar{x}=3.56$ ) maddesi almıştır. Öğretmenler için örgütsel bağlılık ölçeğinde ise en yüksek ortalamayı madde 7

“okulumun istikrarlı ve gelişmeyi hedefleyen bir yapısı olduğunu düşünüyorum” ( $\bar{x}=4.27$ ) maddesi, en düşük ortalamayı ise madde 12 “herhangi bir parasal kazanç düşünmeksizin bu okulda ders saatleri dışında da çalışabilirim” ( $\bar{x}=3.42$ ) maddesi almıştır. İş stresi ölçeğinde en yüksek ortalamayı madde 9 “hem mükemmel bir yönetici, hem mükemmel bir eş, hem de bir ebeveyn olmak benim için çok önemlidir” ( $\bar{x}=4.08$ ) maddesi alırken, en düşük ortalamayı ise madde 8 “işimin gereklerini yerine getirmemi engelleyen birçok müdahalelerin sıkıntısını yaşıyorum” ( $\bar{x}=2.01$ ) maddesi almıştır.

Tablo 3

Öğretmenlerin Mesleki Doyum, Örgütsel Bağlılıkları ve İş Stresi Düzeylerine Ait En Düşük/En Yüksek Ortalamaya Ait Maddelerin Ortalamaları

	Madde	N	$\bar{x}$	SD
Mesleki Doyum	Madde 2	91	4.87	.52
	Madde 14	91	3.56	.97
Örgütsel Bağlılık	Madde 7	91	4.27	.97
	Madde 12	91	3.42	1.32
İş Stresi	Madde 9	91	4.08	.81
	Madde 8	91	2.01	1.03

Değişkenler arasındaki ilişkiyi belirlemek için yapılan pearson momentler korelasyon katsayısına ilişkin bulgular tablo 4’te sunulmuştur. Tablo 4 incelendiğinde, öğretmenlerin mesleki doyumları ile örgütsel bağlılıkları ve iş stresi arasındaki ilişki Pearson momentler çarpımı korelasyon katsayısı ile hesaplanmıştır. Öğretmenlerin mesleki doyum ortalama puanı ile örgütsel bağlılık ortalama puanı arasında pozitif yönde, orta derecede anlamlı ( $r=.59$ ,  $p=.000$ ), iş stresi ortalama puanı ile negatif yönde, düşük derecede anlamlı bir ilişki ( $r=-.28$ ,  $p=.007$ ) olduğu tespit edilmiştir.

Tablo 4

Öğretmenlerin Mesleki Doyum Düzeyi ile Örgütsel Bağlılık Düzeyi ve İş Stresi Düzeyi Arasındaki İlişki

	Örgütsel Bağlılık	İş Stresi
Mesleki Doyum		
r	.59**	.28**
p	.000	.007
n	91	91

\*p<.05 \*\*p<.01

Mesleki doyum ortalama puanını yordayan değişkenleri tespit edebilmek amacıyla basit doğrusal regresyon analizine gidilmiştir, bulgular Tablo 5’te sunulmuştur. Tablo 5’e bakıldığında analiz sonucunda, örgütsel bağlılık değişkeninin mesleki doyumuna açıklamaya katkısı .59  $\beta$  değerinde olduğu ve toplam varyansın %35’ini pozitif yönde anlamlı bir biçimde açıkladığı, bir başka deyişle örgütsel bağlılık ortalama puanının mesleki doyum ortalama puanını yordamada anlamlı bir model oluşturduğu söylenebilir. İş stresi değişkeninin mesleki doyumuna açıklamaya katkısının ise -.28  $\beta$  değerinde olduğu ve toplam varyansın %7’sini negatif yönde anlamlı bir şekilde açıkladığı, yani iş stresi ortalama puanının mesleki doyum ortalama puanını yordamada anlamlı bir model oluşturduğu görülmüştür.

Tablo 5

Mesleki Doyumu Yordayan Değişkenler

Değişkenler	R	R <sup>2</sup>	R <sup>2</sup> <sub>değ</sub>	F	$\beta$	t	p
Örgütsel Bağlılık	.59	.35	.35	48.48	.59	6.96	.000
İş Stresi	.28	.07	.07	7.51	-.28	-2.74	.007

Öğretmenlerin cinsiyet, medeni durum, kurum türü ve branş değişkenlerine göre anlamlı düzeyde farklılık gösterip göstermediğine ilişkin analizler yapılmadan önce normallik testi yapılmıştır. Shapiro – Wilk testinin analizi sonucu p değerinin anlamlı çıkması verilerin homojen

dağılmadığına işaret etmektedir. Çarpıklık katsayısı normal dağılımın incelenmesinde kullanılan yöntemlerdendir. Büyüköztürk'e (2008) göre çarpıklık katsayısının  $\pm 1$  sınırları içinde olması normal dağılımdan önemli bir sapma göstermediği, Tabachnick ve Fidell'e (2013) göre ise çarpıklık ve basıklık değerlerinin -2 ile +2 sınırları arasında olmasının normal dağılıma işaret ettiği belirtilmiştir (akt. Demir, Saatçioğlu & İmrol, 2016).

Varyansların homojenliği karşılanmadığından öğretmenlerin cinsiyetlerine ve medeni durumlarına göre mesleki doyum ölçeğinden aldıkları puanların karşılaştırılması Mann – Whitney U testi ile yapılmıştır. Analiz sonuçları Tablo 6'da sunulmuştur.

Tablo 6

Öğretmenlerin Cinsiyetlerine ve Medeni Durumlarına Göre Mesleki Doyum Ölçeğinden Aldıkları Puanların Karşılaştırılması

	Mesleki Doyum	n	$\bar{x}$	s	Sıra Ort.	Sıra Ort.	U	p
<b>Cinsiyet</b>	Kadın	78	4.25	.48	48.14	3755.00	340.00	.058
	Erkek	13	3.96	.53	33.15	431.00		
<b>Medeni Durum</b>	Evli	65	4.23	.49	47.19	3067.50	767.500	.496
	Bekar	26	4.16	.49	43.02	1118.50		

\*p<.05 \*\*p<.01

Tablo incelendiğinde öğretmenlerin cinsiyetlerine ( $p>.5$ ) ve medeni durumlarına ( $p>.5$ ) göre mesleki doyum ölçeğinden aldıkları puanlar arasındaki farkın istatistiksel olarak anlamlı olmadığı saptanmıştır.

Öğretmenlerin medeni durum, kurum türü ve branş değişkenlerine göre mesleki doyum ölçeğinden aldıkları puanlarının karşılaştırılması amacıyla t testi yapılmış, analiz sonuçları Tablo 7'de sunulmuştur.

Tablo 7

Mesleki Doyum ile Sosyo-Demografik Değişkenler Arasındaki Fark

	Mesleki Doyum	n	$\bar{x}$	sd	t	p
Kurum Türü	Özel	51	4.27	.48	1.30	.197
	Devlet	40	4.14	.51		
Branş	Branş	53	4.30	.46	2.11	.037*
	Sınıf	38	4.08	.51		

\*p<.05 \*\*p<.01

Tablo 7'ye bakıldığında Mesleki doyum ortalama puanlarının öğretmenlerin branşlarına göre anlamlı ( $p=.037$ ) derecede farklılaştığı, ve bu farklılığın branş öğretmenleri lehine olduğu görülmüştür.

Varyansların homojenliği karşılanmadığından öğretmenlerin dahil oldukları yaş grupları ve kıdem yılı değişkenine göre mesleki doyum ortalama puanları arasında anlamlı farklılık olup olmadığı Kruskal – Wallis testi ile test edilmiş, bulgular Tablo 8'de sunulmuştur.

Tablo 8.  
Mesleki Doyum ile Yaş Grupları ve Kıdem Yılı Arasındaki Fark

	Mesleki Doyum	n	$\bar{x}$	s	Sıra Ort.	X <sup>2</sup>	p
Yaş Grupları	23-34	46	4.18	.55	45.55	1.506	.471
	35-46	32	4.20	.44	43.41		
	47-58	13	4.34	.39	53.96		
Kıdem yılı	1-5 yıl arası	18	4.23	.45	45.25	.221	.895
	6-15 yıl arası	42	4.21	.55	47.38		
	16 yıl ve üstü	31	4.20	.45	44.56		

\* $p<.05$  \*\* $p<.01$

Tablo 8 incelendiğinde öğretmenlerin mesleki doyum ortalama puanlarının yaş gruplarına ( $p>.05$ ) ve kıdem yılına ( $p>.05$ ) göre anlamlı derecede farklılaşmadığı tespit edilmiştir.

### Tartışma ve sonuç

Çalışmada öğretmenlerin mesleki doyum puanının ( $\bar{x}=4.21$ ) ve örgütsel bağlılık puanlarının ( $\bar{x}=3.90$ ) aritmetik ortalaması yüksek, iş stresi puanlarının aritmetik ortalaması ( $\bar{x}=2.89$ ) ise orta düzeyde olduğu tespit edilmiştir. Mesleki doyum ölçeğinde en yüksek ortalamayı ( $\bar{x}=4.87$ ) “yaptığınız işi önemli ve anlamlı buluyor musunuz” maddesi (S. 2), en düşük ortalamayı ( $\bar{x}=3.56$ ) ise “işyerinde bazı engeller çalışma isteğinizi engeller mi” maddesi (S.14) almıştır. Öğretmenler için örgütsel bağlılık ölçeğinde ise en yüksek ortalamayı ( $\bar{x}=4.27$ ) “okulumun istikrarlı ve gelişmeyi hedefleyen bir yapısı olduğunu düşünüyorum” maddesi (S. 7), en düşük ortalamayı ( $\bar{x}=3.42$ ) ise “herhangi bir parasal kazanç düşünmeksizin bu okulda ders saatleri dışında da çalışabilirim” maddesi (S. 12) almıştır. İş stresi ölçeğinde en yüksek ortalamayı ( $\bar{x}=4.08$ ) “hem mükemmel bir yönetici, hem mükemmel bir eş, hem de bir ebeveyn olmak benim için çok önemlidir” maddesi (S. 9) alırken, en düşük ortalamayı ( $\bar{x}=2.01$ ) ise “işimin gereklerini yerine



getirmemi engelleyen birçok müdahalelerin sıkıntısını yaşıyorum” maddesi (S. 8) almıştır. Bu bulgulara göre, öğretmenlerin çalıştıkları kurumlarında mesleklerinde doyum aldıkları, yani mesleklerini önemsedikleri, ve örgütsel bağlılıklarının iyi düzeyde olduğu ancak mükemmel olma kaygısını orta düzeyde bir iş stresi oluşturduğu söylenebilir.

Bu çalışmada, öğretmenlerin mesleki doyum düzeyleri ile örgütsel bağlılık düzeyleri arasında pozitif yönde, orta derecede anlamlı bir ilişki bulunmuştur. Bu bulguyu destekleyen çalışmalar bulunmaktadır (Efeoğlu ve Özgen, 2007; Poyraz ve Kama, 2008; Karataş ve Güleş, 2010). Bu bulgulara göre, mesleğinden doyum sağlayan bir çalışanın bağlı bulunduğu örgüte faydalı olabileceği ve kaliteli katkılar sunabileceği söylenebilir.

Bu çalışmada mesleki doyum puan ortalamaları ile iş stresi ortalama puanları arasında negatif yönde düşük derecede anlamlı bir ilişki tespit edilmiştir. Gümüştekin ve Gültekin’in (2009) çalışmasında; stresin çalışanların iş tatminleri üzerinde olumsuz etkileri olduğu ve yüksek düzeyde strese maruz kalan çalışanlarda iş doyumsuzluğunun ortaya çıktığı bulunmuştur. Efeoğlu ve Özgen’in (2007) çalışmasında; iş doyumunu ile iş stresi arasında anlamlı bir ilişki bulunmuştur. Çalışmanın bu konudaki bulguları alanyazındaki çalışmalarla benzerlik göstermekle beraber çalışmadaki bulgulara bakarak okul ortamında yaşanan stres düzeyinin öğretmenlerin mesleki doyumlarının üzerinde pek de etkili olmadığı söylenebilir.

Öğretmenlerin mesleki doyum puan ortalamalarının cinsiyetlerine göre anlamlı derecede farklılaşmadığı saptanmıştır. Alanyazında bu bulguyu destekleyen (Karataş ve Güleş, 2010; Uğur, 2015) ve desteklemeyen (Aslan, 2006) çalışmalar bulunmaktadır.

Branş öğretmenlerin mesleki doyum puan ortalamalarının sınıf öğretmenlerine göre anlamlı derecede farklılaştığı görülmüştür. Alanyazında bu bulguyu destekleyen (Karataş ve Güleş, 2010) ve desteklemeyen (Uğur, 2015) bulgular mevcuttur. Ortalamalara bakıldığında branş öğretmenlerinin mesleki doyum düzeyinin ( $\bar{x}=4.30$ ) sınıf öğretmenlerine göre ( $\bar{x}=4.08$ ) daha yüksek olduğu görülmektedir. Bunun nedeni branş öğretmenlerinin sınıf öğretmenlerinden farklı olarak bir alanda uzmanlaşmış olmaları, branşları ile ilgili derslere giriyor olmaları onların mesleki doyumlarında olumlu yönde etkili olduğu söylenebilir.

Öğretmenlerin mesleki doyum puan ortalamalarının medeni durumlarına ve kurum türüne göre anlamlı derecede farklılaşmadığı görülmüştür. Alanyazına bakıldığında, bu çalışmanın sonuçlarıyla paralellik gösteren ve göstermeyen bulgular bulunmaktadır. Uğur (2015) ve Yelboğa (2007), çalışmalarında mesleki doyum düzeyinin, medeni duruma göre anlamlı derecede

farklılaşmadığı bulunmuştur. Buna karşın, Bayrak (2010), çalışmasında mesleki doyum ile medeni durum arasında anlamlı bir farklılık bulunmuştur. Bu çalışmaya katılan öğretmenlerin mesleki doyumlarının medeni durumlarından etkilenmediği söylenebilir.

Öğretmenlerin mesleki doyum puan ortalamalarının yaş grupları ve kıdem yılına göre anlamlı derecede farklılaşmadığı görülmüştür. Alanyazına bakıldığında, bu çalışmanın sonuçlarıyla paralel şekilde mesleki doyum düzeyleri ile yaş ve kıdem yılına (Uğur, 2015) göre anlamlı derecede farklılaşmadığına dair sonuçlar bulunmaktadır. Alanyazında, bu çalışmanın sonuçlarıyla paralel olmayan sonuçlar da bulunmaktadır. Mesleki doyum ortalama puanlarının yaş gruplarına (Yelboğa, 2007) ve kıdem yılına (Karataş ve Güleş, 2010; Yelboğa, 2007) göre anlamlı derecede farklılaştığı yönünde bulgular mevcuttur.

Sonuç olarak, Mesleki doyum arttırılarak örgütsel bağlılık güçlendirilebilir, bu da verimlilik üzerinde etkili olur. Mesleki doyumunu yüksek olan öğretmen sınıfta daha zengin bir uygulama ortamı gerçekleştirebileceği, yenilikleri uygulamada istekli olabileceği söylenebilir. Ayrıca çalışanın stres düzeyi düşük olursa kendini daha çok işine verebilir daha verimli olabilir, sınıf içinde daha çok öğrenci merkezli yöntemleri uygulamada istekli olabilir. Kurum yöneticilerinin ve insan kaynakları biriminin öğretmenlerin mesleki doyumlarını düşürebilecek engelleri saptayarak en aza indirmesi, o kurumda çalışan öğretmenleri yakından tanınması, düşünce yapılarını ve anlam dünyalarını keşfetmeleri öğretmenlerin yaptığı işten doyum sağlamalarını sağlayacak görevlendirme ve ödüllendirmelerde yarar sağlayabilecektir. Öğretmenlerin örgütsel bağlılıklarının arttırılmasında en yüksek payı okulun istikrarlı ve gelişmeyi destekleyici bir yapıda olduğunu düşünmesi, en düşük payı ise maddi kazanç düşünmeden mesai saatleri dışında çalışma düşüncesi sağlamıştır. İlgili birim kurumdaki istikrarı sağlayacak çalışmalar yapmalı, öğretmenlere kendilerini geliştirecek ve güncel bilgileri takip edebilmelerini sağlayacak hizmet içi eğitimler sağlayarak ve mesai saatleri dışına sarkacak görevlendirmeleri en aza indirerek ya da teşvikler sağlayarak öğretmenlerin örgütsel bağlılık düzeylerini arttırılabilir. İş stresi düzeyine en yüksek katkıyı öğretmenlerin hayatın her alanında mükemmel olma düşüncesi sağlarken, işini yapmasını engelleyen müdahalelerin sıkıntısını yaşamak iş stresi düzeyine en az katkısı olan maddedir. Bu konuda, öğretmenlere yardımcı olacak seminerler düzenlenmesi öğretmenlerin yaşadıkları iş stresini azaltmada ya da etkili şekilde başa çıkmalarında yarar sağlayıcı olabilir.

Bu çalışmada ulaşılan örneklem sayısı ve uygulanan örneklem yöntemi çalışma sonuçlarının genellenebilirliğini sınırlamaktadır. Diğer örnekleme yöntemlerinin, araştırma

metodları, farklı veri toplama araçlarının kullanılması, değişik örneklem gruplarıyla çalışılması, farklı, güçlü ve daha genellenebilir sonuçların elde edilmesini sağlayabilir. İleri istatistik yöntemlerinin kullanılarak aracı değişkenlerin bulunması değişkenler arası ilişkilere açıklık getirebilir. Konu ile ilgili deneysel çalışmalar planlanabilir.

## **Kaynaklar**

- Aktaş, A.M. (2001). Bir kamu kuruluşunun üst düzey yöneticilerinin iş stresi ve kişilik özellikleri. *Ankara Üniversitesi SSF Dergisi*, 56(4), 25-42.
- Aslan,H. (2006). *Çalışanların iş doyum düzeylerine göre depresyon, benlik saygısı ve denetim odağı algısı değişkenlerinin incelenmesi* (yayınlanmamış yüksek lisans tezi). Ankara Üniversitesi. Ankara.
- Aslan, M., Bakır, A. A. (2014). Öğretmenlerin okullarındaki örgütsel bağlılığa ilişkin görüşleri. *The Journal of Academic Social Science Studies*, 25 (1), 189-206. Doi: <http://dx.doi.org/10.9761/JASSS2249>.
- Avşaroğlu, S., Deniz, M.E., A. Kahraman, (2005). Teknik öğretmenlerde yaşam doyumunu iş doyumunu ve mesleki tükenmişlik düzeylerinin incelenmesi. *Selçuk Üniversitesi Sosyal Bilimler Enstitüsü Dergisi*, 14, 115-129
- Azeem, S., M. (2010). Job satisfaction and organizational commitment among employees in the Sultanate of Oman. *Psychology*. 1, 295-299. doi:10.4236/psych.2010.14038.
- Baltaş, Z. , Baltaş, A. (2015). *Stres ve başa çıkma yolları* (32. basım). İstanbul: Remzi Kitabevi.
- Bayrak, M. (2014). *İlkokullarda eğitim veren sınıf öğretmenlerinin mesleki doyum ve tükenmişlik düzeyi* (yayımlanmamış yüksek lisans tezi). Gaziantep Üniversitesi, Gaziantep.
- Bilge,F., Sayan,A., Kabakçı,Ö.F. (2009). Aile mahkemesi uzmanlarının meslek doyumları, yaşam doyumları ve ilişkilere yönelik inançlarının incelenmesi. *Türk Psikolojik Danışma ve Rehberlik Dergisi*, 4(32), 20-31.
- Büyüköztürk, Ş. (2008). *Sosyal bilimler için veri analizi el kitabı* (9. basım). Ankara: Pegem.
- Büyüköztürk, Ş., Çakmak, E. K., Akgün, Ö.E., Karadeniz,Ş., Demirel, F. (2016). *Bilimsel araştırma yöntemleri* (20. basım). Ankara: Pegem Akademi.
- Bytyqi,F., Reshani, V., Hasani, V. (2010). Work stress job satisfaction and organizational commitment among public employees before privatization. *Eropean Journal of Social Sciences*. 18(1), 156-162.

- Demir, E., Saatçiođlu, Ö., İmrol, F. (2016). Uluslararası dergilerde yayımlanan eğitim arařtırmalarının normallik varsayımları aısından incelenmesi. *Curr Res Educ*, 2(3); 130 – 148.
- Efeođlu, İ.E., Özgen, H. (2007). İş-aile yaşam çatıřmasının iş stresi, iş doyumunu ve örgütsel bađlılık üzerindeki etkileri: ilaç sektöründe bir arařtırma. *.Ü. Sosyal Bilimler Enstitüsü dergisi*, 16 (2), 237-254.
- Ergeneli, A., İlsev, A., Camgöz, S.M., Güler, B.K., Karapınar, P.B., Ekmeki, Ö.T., Özgödek, M.F., Özgödek, D.G., Odabaşı, N.A., Borluk, N.A. (2014). *İnsan kaynakları yönetimi*. Ankara: Nobel.
- Getahun, T., Tefera, B.F., Burichew, A. H. (2016). Teacher’s job satisfaction and its relationship with organizational commitment in Ethiopian primary schools: focus on primary schools of Bonga Town. *Eropean Scientific Journal*. 12 (13),380-401. doi:10.19044/esj.2016.v12n13p380.
- Gümüřtekin, G. E., Gültekin, F. (2009). Stres Kaynaklarının kariyer yönetimine etkileri. *Dumlupınar Üniversitesi Sosyal Bilimler Dergisi*, 23, 147-158.
- Karatař, S., Güleř, H. (2010). İlköđretim öđretmenlerinin iş tatmini ile örgütsel bađlılıđı arasındaki iliřki. *Uřak Üniversitesi Sosyal Bilimler Dergisi*, 3(2), 74-89.
- Kuzey Kıbrıs Türk Cumhuriyeti Milli Eğitim ve Kültür Bakanlığı. (2016). Kuzey Kıbrıs Türk Cumhuriyeti Milli Eğitim ve Kültür Bakanlığı Verileri. Lefkořa.
- Kuzgun, Y., Bacanlı, F. (Ed.). (2012). *Rehberlik ve psikolojik danıřmada kullanılan ölekler*. Ankara: Nobel.
- Leka, S., Griffiths, A., Cox, T. (2003). *Work organization and stress*. Switzerland: World Health Organization.
- Poyraz, K., Kama, B. (2008). Algılanan iş güvencesinin, iş tatmini, örgütsel bađlılık ve işten ayrılma niyeti üzerindeki etkilerinin incelenmesi. *Süleyman Demirel Üniversitesi İktisadi ve İdari Bilimler Fakültesi Dergisi*, 13 (2), 143-164.
- Sözcü Gazetesi (2016). *PISA 2016 sonuçları : Türkiye’nin önceki PISA sonuçlarına göre geriledi*. Eriřim Tarihi: 09/07/2018, <https://www.sozcu.com.tr/2016/egitim/pisa-2016-sonuclari-ve-turkiyenin-cozemedigi-matematik-1090252/>.
- Srivastava, S. (2013). Job satisfaction and organizational commitment relationship: effect of personality variables. *Vision*. 17(2), 159-167. Doi:10.1177/0972262912483529.

- Sönmez, V., Alacapınar, F. (2014). *Örneklendirilmiş bilimsel araştırma yöntemleri* (3. baskı). Ankara: Anı.
- Taşdan, M., Tiryaki, E. (2008). Özel ve devlet ilköğretim okulu öğretmenlerinin iş doyum düzeylerinin karşılaştırılması. *Eğitim ve Bilim*. 33 (147), 54-70.
- Uğur, A. (2015). *Özel öğretim kurumlarında çalışan öğretmenler ile sınıf öğretmenlerinin mesleki doyum düzeylerinin incelenmesi* (Yayımlanmamış Yüksek Lisans Tezi). Giresun Üniversitesi: Giresun.
- Üstüner, M. (2009). Öğretmenler için örgütsel bağlılık ölçeği: geçerlik ve güvenirlik çalışması. *İnönü Üniversitesi Eğitim Fakültesi Dergisi*, 10(1), 1-17.
- Yelboğa, A. (2007). Bireysel demografik değişkenlerin iş doyumunu ile ilişkisinin finans sektöründe incelenmesi. *Sosyal Bilimler Dergisi*, 4(2), 1-18.
- Yücel, İ., Bektaş, C. (2012). Job satisfaction, organizational commitment and demographic characteristics among teachers in Turkey: younger is better?. *Procedia – Social and Behavioral Sciences*. 46, 1598-1608. doi:10.1016/j.sbspro.2012.05.346.



DOI: 10.22559/folklor.940

Folklor/edebiyat, cilt:25, sayı: 97-1, 2019/1

## **Realization of The Use of Primary School Branch Teachers' Ways of Communicating With Parents**

Sınıf Öğretmeni Adaylarının Velilerle İletişim Kurma Yöntemlerinin Kullanımının Gerçekleştirilmesi

**Azmiye Yinal\***

**Figen Yaman Lesinger\*\***

**Gamze Peler Şahoğlu\*\*\***

### **Abstract**

The purpose of this research; to determine the level of care and realization of the use of the means of communication with the parents of the branch teachers working in primary schools.

The universe of work consists of 6 primary schools in Nicosia in 2018 academic year and 68 branches (permanent and contracted) working in these schools. Since all of the study universe in the study has been reached, no sample has been taken. 67 people were evaluated.

The survey model was used in the study. "Elementary School Teachers' Ways to Communicate with Parents Scale Form" which is five point likert scale and developed by Coşkun in 2010 was used as data collection tool. In this study, the scale consists of two parts. In the first part, personal information form consisting of variables of "age, gender, branch, type of duty, education status, vocational seniority and communication course" and in the second part there are 47 behaviors aiming to measure the degree of importance and realization of the way teachers use to communicate with the parents.

**Keywords:** *Subject teachers, Parents, Communication ways*

---

\* Faculty of Communication Science, *European University of Lefke, Mersin, 10 Turkey. azmiye.ynl@gmail.com*

\*\* Ataturk Faculty of Education, Near East University, Mersin, 10 Turkey. *figenyaman.lesinger@neu.edu.tr*

\*\*\* Ataturk Faculty of Education, Near East University, Mersin,10,Turkey. *gamze.peler@neu.edu.tr*

## Öz

Bu araştırmanın amacı; İlköğretim okullarında görev yapan branş öğretmenlerinin velileri ile iletişim araçlarının kullanım düzeyinin ve bakım düzeyinin belirlenmesidir.

Çalışmanın evreni, 2018 öğretim yılında Lefkoşa'daki 6 ilkokul ve bu okullarda çalışan 68 şube (kalıcı ve sözleşmeli) oluşturmaktadır. Çalışmadaki tüm çalışma evrenine ulaşılmıştır. Toplamda 67 kişi değerlendirilmiştir.

Yapılan bu çalışmada anket modeli kullanılmıştır. "İlköğretim Okulu Öğretmenlerinin Ebeveynler ile İletişim Kurma Yolları" ölçeği veri toplama aracı olarak kullanılmıştır ve ölçek 5'li Likert tipi olup 2010 yılında Coşkun tarafından geliştirilmiştir. Bu çalışmada ölçek iki bölüme ayrılmıştır. Birinci bölümde, "yaş, cinsiyet, branş, görev türü, eğitim durumu, mesleki kıdem ve iletişim kursu" değişkenlerinden oluşan kişisel bilgi formu ve ikinci bölümde önem derecesini ve gerçekleşmeyi ölçmeyi amaçlayan 47 davranış bulunmaktadır.

**Anahtar sözcükler:** *Öğretmen adayları, Veli, İletişim yolları*

## Introduction

The most reliable form of relationship between the teacher and the parent is the interview. Because the interview is conducted face-to-face, it makes it easier for the parties to understand each other both emotionally and intellectually. The response between the parent and the teacher is also useful for the assessment of the personal needs of the students and for revealing the causes and consequences of the problems (Aydın, 2010).

Individual interviews can be planned by the teacher or can be arranged upon request from parents. Parents often choose the right time to meet with the teacher. These unilateral negotiations are usually carried out for the purpose of transferring a problem or situation that parents feel about their children to the teacher or requesting information about an unclear situation. So it takes place unplanned. It may not be possible for the teacher to discuss in detail the parents who are unaware of the school and to convey their thoughts (Başar, 2006).

In terms of communication; It is the name given to the type of communication that is realized by using linguistic elements according to the levels used in the communication process (Can, 2009).

The aim of the training is to gain behavioural change in individuals. In order to realize this aim, the schools established are carried out as a result of the educational objectives and the teaching and learning processes. The learning-teaching process is the responsibility of the teacher and teachers communicate with the students and realize learning-teaching processes (Gümüşeli, 2008).

Quality in education is not a phenomenon that can only be realized by making physical arrangement of school and class, using financial and human resources effectively, and ensuring the participation of students in teaching activities. In order to ensure quality and continuity in educational institutions, the communication process between school administration, students, teachers and parents should be taken care of (Eroğlu, 2008).

### **Communication in school**

The school is a social organization. In the education system, the actual production process is done in schools. It has a culture like all organizations. In order for the school to reach its goals, it is necessary to share this organizational culture with all people. School culture is the duty of the school administrator. The irregular information provided by the manager and the conflicts of teacher-manager communication in the teaching environment negatively affect classroom communication. Communication has a great importance in establishing a positive culture in school (Kolay, 2004).

The effective communication of managers and teachers with each other in educational institutions helps them to take part in the organization as a successful one and to inform others and to learn the subject they want to express fully and meaningfully (Okkali, 2008).

Teacher-teacher communication is also very important in educational institutions. Teachers' sharing their knowledge with their colleagues, guiding their colleagues based on their own experiences and getting along with them have a positive effect on the success of the school and shows us that the school is not a stationary organization and is a continuous learning organization (Okkali, 2008).

Teachers and students are the most important people in communication with educational institutions. Teachers and students are the two most important elements of the teaching process at school. Teachers and students are the people who have the most intensive communication in the



school. In order to obtain the desired efficiency from the training activities, an effective classroom communication should be provided. Teachers and students come to the fore in communication within the classroom. The student communicating with the teacher in the classroom also communicates with his / her peers. There is a communication network between students in the classroom. The students in the classroom form sub-groups that are suitable for their communication. The teacher facilitates classroom management if these groups are under control (Oğuz, 2008). The communication processes within all staff in the school need to be effective because otherwise the conflict is the source of the conflict, and conflicts are an important factor in reducing the efficiency of the organization in most cases. In order to prevent the occurrence of the conflict, formal communication must be carried out continuously and regularly so that it can prevent the negative consequences of informal communication (Kıransal, 2007).

### **School - family cooperation**

According to Aydın (2010), the two most important institutions of the society are school and family. These two institutions have mutual expectations in the education of children. Education begins in the family and continues at school. The development of a healthy self-perception of the child depends on the attitude of the family towards the child. Before the child began school, many features were shaped. When the child starts school, he enters a new world. Thus, school-family interaction begins (Aydın, 2010).

Today, education is no longer a one-sided process. Therefore, it is important and obligatory to establish strong relations between the school and parents. The school management and teachers should inform parents of all kinds of educational activities in the school. This allows parents to feel like part of the training.

### **Benefits of school-family cooperation**

School-family collaboration is geared to helping students understand all aspects and help to clarify their abilities. Thanks to the school-family collaboration, the teacher recognizes the student in a versatile manner by taking advantage of the knowledge of the parent. All the positive consequences of school-family cooperation affect the student. In other words, the school will benefit most from family cooperation. The cooperation between the teacher and the parent creates a strong motivation for the student. This cooperation helps the student develop a healthy

personality. School-family cooperation has two important benefits to the family. The interest in the school and the student increases the student motivation. On the other hand, it better directs the child's parents who know the structure, values, standards and expectations of the school (Karaman, 2007).

The results of the research conducted over the last 30 years prove the significant impact of family participation programs on school success of children. It was found that children whose parents were enrolled in the education process received higher grades than others, attend school more regularly, do their homework more regularly, behave more positively in the classroom, and be more successful in later education (Ögetürk, 1999).

### **Communication in the classroom**

There are several factors that affect communication in the classroom. The teacher needs to regulate these factors in the most effective way with their own qualifications. Teachers, students, physical conditions of class, school environment are the factors. School environment is the environment where the students have the most communication outside the classroom environment. Parents are the most important people in the school environment where students and teachers are in most communication and affect the communication within the classroom. The communication of the teachers with the parents affects the success of the students. The positive relationships between teachers and parents affect the communication between students and teachers positively. In this case, it directly affects communication within the classroom. There are many ways in which teachers can use various techniques and methods to communicate with students and to communicate with parents. In the context of this article below, we will talk about the teacher-parent communication and the ways in which this communication is realized.

### **Problem**

What are the opinions of the elementary school branch teachers regarding the level of care and communication with parents?

The school is a social organization. The task of the school organization is to enable future generations to grow up to meet the needs of society. Since schools are open system organizations, they must be in communication with the environment. In order to create an effective school, an effective teaching learning environment, school environmental relations need

to be developed (Karasar, 2007). Because quality in education can only be achieved by the continuity of communication. Today, school is one of the most important factors in environmental communication communication with the family (Engin, 2007). Educational activities carried out in schools are also a process of communication. In order to increase the effectiveness and efficiency of education, only teacher and student communication is not enough. School-parent solidarity also has a significant impact on school success.

Persons communicating with parents at schools are primary teachers. The school teachers are the teachers in the best way to ensure the communication of parents and increase the support of the parent to the school. The correct communication between the teachers and the parents directly affects the communication between the school-parent and the teacher-student. A positive communication between parents and teachers contributes to the adaptation of the students to the school and positively affects the school success and personality development. Teachers communicate with parents in various ways. This research is important in terms of determining the ways in which teachers communicate with parents and how they use them.

### **Purpose of the research**

The purpose of this research; to determine the importance of the level of primary school branch teachers' ways of communicating with parents.

The following questions will be asked to achieve the sub-problems of this purpose:

1. What are the opinions of the elementary school branch teachers about the level of care for parents?
2. What are the opinions of the elementary school branch teachers about the way they communicate with parents?
3. Is there a difference between the opinions of the elementary school branch teachers regarding the level of care and communication with parents?
4. Is there a meaningful difference between the opinions of the elementary school branch teachers regarding the level of communication with parents regarding their age, gender, branch, type of duty (permanent and contracted), education level, seniority and communication?

5. Is there a meaningful difference between the opinions of age, gender, branch, type of duty (permanent and contracted), education level, vocational seniority and communication related to course variables?

### **The importance of research**

This research is important to be an example in this field. Today, education is not only limited for communication between teachers and students. Teachers are in communication with the parents of the students as well as the students. The more healthy communication established with the parents, the more successful the student is in the school. For this reason, parents' participation in education in educational institutions and acting together with the teacher in the education of the child are of great importance in terms of increasing the effectiveness of education.

This research;

- is important to determine the ways in which teachers working in primary education institutions are able to communicate with the parents, and to determine the current status of how these communication means are realized,
- It is also important to know the ways of communication between teachers and the parents in terms of research, communication and classroom management and to determine the level of use.

### **Assumptions of research**

1. The branch teachers who participated in the research answered the questions in the questionnaire in a realistic and sincere manner.
2. The scale form used in the study is at a level that will determine the ways to establish communication between branch teachers and parents.

### **Method**

In this chapter; model of research, population and sample, data collection methods and techniques, data collection tool and statistical analysis techniques used to analyze the collected data take place.

### **The model of the study**

The scanning model will be used in the research. Scanning models are research approaches that aim to describe a situation that exists in the past or existing (Karasar, 2007). The subject, the individual or the object of the research, will be tried to be defined in its own conditions and as it is.

### **Population and sampling**

In this research, since this study was conducted on the population, sampling was not made. The study population of the study consists of the branch (permanent and contracted) teachers working in the second stage of the primary school in the Nicosia District National Education Directorate in the 2018 academic year. 418 branch teachers work in 6 primary schools. All of the schools and teachers determined in the study population were delivered scales. However, these schools are not included in Table 1 since there is no return of the scales from some schools. According to this, 67 primary teachers working in 6 primary schools in second level constitute the study population of the study.

### **Data collection method and tool**

In this study, Primary School Classroom Teachers' Communication with Parents Scale Form which was developed by Coskun (2010) was used as data collection tool.

### **Application of data collection tool**

In order to collect the necessary data in the study, the data collection tool was applied and collected immediately by the researcher in some schools, while in some schools the scales were left to be taken for a few days later. In many primary schools where scales were dropped, filling of the scales took longer than the given time. In some primary schools, it was stated that the scales that were left to fill the teachers were missing, incomplete and the teachers did not want to fill the scales. These scales were excluded from the scope of the study and were not evaluated.

### **Analysis of data**

The data obtained in the study were analyzed by using SPSS for Windows package program.

In the first and second sub-problems of the study; frequency, percentage, arithmetic mean and standard deviation analysis were conducted in order to determine the opinions of elementary school teachers about the ways to communicate with parents.

In the third sub-problem of the study; t-test analysis was conducted to determine the difference between primary school teachers' ways of communicating with parents.

In the fourth and fifth sub-problem of the study; to determine whether there is a meaningful difference between the opinions of primary school teachers according to the independent variables (age, gender, branch, type of duty (permanent and contracted), education level, vocational seniority and communication) t - test, one - way ANOVA and the Tukey test and LSD test were applied to determine where the difference was caused.

## Findings

This section presents the findings and the findings of the analysis of the data obtained through “the scale of the way primary school teachers communicate with the parents”.

### Findings related to personal information

In this section, personal information about whether the scale is applied is about the age, gender, type of duty, education level, vocational seniority and communication. The collected data are tabulated in frequency and percentage.

**Table 1. Distribution of Primary School Teachers by Age Variables**

Age	Branch Teacher	
	f	%
21 – 30	12	55,2
31 – 40	28	32,8
41 – 50	22	9,7

51 and above	5	2,0
Total	67	100,0

When Table 1 is examined; it is seen that the majority of primary school teachers are between 21-30 years old (55.2%) and between 31-40 years old (32.8%).

**Table 2. Distribution of Primary School Branch Teachers by Gender Variable**

Gender	Branch Teacher	
	f	%
Woman	47	66,7
Male	20	33,3
Total	67	100,0

When Table 2 is examined; it is seen that 66.7% of primary school teachers who participated in the study were women and 33.3% were men.

**Table 3. Distribution of Primary Branch Teachers by Branch Types**

Branch type	Branch Teacher	
	f	%
Turkish	21	17,4
Math	5	12,5
English	8	17,1
Social studies	7	10,1
Science and technology	11	14,3
Visual Arts	7	10,4
Music	2	2,7
Physical education	4	8,1

Religious Culture and Moral Knowledge	2	6,9
Total	67	100,0

When table 3 is examined in the branch types; 17.4% of Turkish teachers, 12.5% of Mathematics teachers, 17.1% of English teachers, 10.1 of Social Studies teachers, 14.3% of Science and Technology teachers, 10.4% of Visual Arts teachers, 2,7% of Music teachers, 8,1% of Physical Education teachers and 6,9% of teachers of Religious Culture and Ethics.

**Table 4. Distribution of Primary Branch Teachers by Task Types**

Task Type	Branch Teacher	
	f	%
Regular	58	87,4
Contractual	9	12,6
Total	67	100,0

When Table 4 is examined, 87.4% of the primary education branch teachers consist of permanent and 12.6% contracted teachers. This situation can be expressed as the reflections of permanent teachers' opinions on research.

Table 5 below gives the branch teachers' branch and contractual distribution according to the branch areas.

**Table 5. Regular and Contractual Distributions of Elementary School Branch Teachers**

Branch type	Branch Teacher			
	Regular		Contractual	
	f	%	f	%
Turkish	15	17,2	7	19,4
Math	3	12,8	2	11,1
English	4	17,2	3	16,6
Social studies	5	9,6	2	13,8
Science and technology	5	14,0	6	16,6
Visual Arts	6	10,4	1	11,1



Music	2	3,2	-	-
Physical education	3	7,6	1	11,1
Religious Culture and Moral Knowledge	2	8,0	-	-
Total	45		22	

### Findings related to the first sub-problem

The first sub-problem of the research was expressed as “What are the opinions of the teachers of primary education about the level of care of the parents?”

The first sub-problem of the research was expressed as "What are the opinions on the level of primary school teachers to consider ways of communicating with the parents?" The findings of this sub-problem are shown in Table 6.

**Table 6. Level of Primary School Teachers' Caring Level of Communication with Parents**

Dimensions	N	$\bar{X}$	Sd
1. Face to Face Interview	67	4,10	,45827
2. Telephone Internet	67	4,02	,52103
3. Correspondence	67	3,73	,56250
4. Parent Visits	67	4,45	,54276
5. Home Visits	67	4,22	,60314
6. Parent Meetings	67	3,74	,68383
7. Information Disclosure	67	3,90	,83695
8. Socio-Cultural Activities	67	3,97	,61598
Total	67	4,03	

According to Table 6; Communication with the parents of the primary school branch teachers stated that they care about important with a total average of all dimensions of  $\bar{X} = 4.03$ . in the total average of all dimensions. When evaluated in terms of dimensions; In Face to Face conversation ( $\bar{X} = 4.10$ ) “important”, in the Phone - Internet size ( $\bar{X} = 4.02$ ) “important”, in Correspondence ( $\bar{X} = 3,73$ ), “very important” , in the size of Parent Visits ( $\bar{X} = 4,45$ ); 74) “very important”, in the dimension of Home Visits ( $\bar{X} = 3.90$ ), "Important", Information Disclosure ( $\bar{X} = 3.90$ ) and "Socio - Cultural Activities" ( $\bar{X} = 3.97$ ).

### Findings related to the second sub-problem

The second sub-problem of the study was expressed as "What are the opinions on the level of primary school teachers to realize ways of communicating with the parents?" The findings for this sub-problem are shown in Table 7.

**Table 7. Level of Implementation of the Ways of Communication by Branch Teachers of the Primary School**

Dimensions	N	$\bar{X}$	Sd
1. Face to Face Interview	67	2,99	,70072
2. Telephone Internet	67	2,80	,83018
3. Correspondence	67	2,41	,72000
4. Parent Visits	67	3,86	,85898
5. Home Visits	67	3,54	,86606
6. Parent Meetings	67	2,57	,89182
7. Information Disclosure	67	2,57	1,10709
8. Socio-Cultural Activities	67	2,86	,88547
Total	67	2,95	

According to Table 7, Communication with the parents of the primary school branch teachers stated that they have carried out partly level with  $\bar{X} = 2.95$  in the total average of all dimensions. When evaluated in terms of dimensions; Face to Face Interview ( $\bar{X} = 2,99$ ) "partially", in the telephone - Internet dimension ( $\bar{X} = 2,80$ ) "very often", in the correspondence size ( $\bar{X} = 2,41$ ), in the size of the parent visits ( $\bar{X} = 3,86$ ) "mostly", in the size of Home Visits ( $\bar{X} = 3.54$ ) "mostly", in the Parent Meetings dimension ( $\bar{X} = 2.57$ ) "very little", in the Information Disclosure dimension ( $\bar{X} = 2.57$ ), They stated that they perform at the "partial" level of activities ( $\bar{X} = 2.86$ ).

### Findings related to the third sub-problem

The third sub-problem of the research was expressed as "Is there a difference between the opinions of primary school branch teachers about the importance of how to communicate with the parents and how to achieve them?" The findings for this sub-problem are shown in Table 8.

**Table 8. Level of care and views of teachers on the implementation of ways of communicating with parents**

Dimensions	$\bar{X}$	SS	sf	T	P
C dimensions 1	4,10	,45			
R dimensions 1	2,99	,70	67	25,098	,000*

C dimensions 2	4,02	,52	67		
R dimensions 2	2,80	,83		24,780	,000*
C dimensions 3	3,73	,56	67		
R dimensions 3	2,41	,72		27,419	,000*
C dimensions 4	4,45	,54	67		
R dimensions 4	3,86	,85		12,944	,000*
C dimensions 5	4,22	,60	67		
R dimensions 5	3,54	,86		15,082	,000*
C dimensions 6	3,74	,68	67		
R dimensions 6	2,57	,89		21,209	,000*
C dimensions 7	3,90	,83	67		
R dimensions 7	2,57	1,10		20,216	,000*
C dimensions 8	3,97	,61	67		
R dimensions 8	2,86	,88		21,412	,000*

---

(C=Care, R=Realiztion))

According to Table 8; There is a significant difference in  $p < .05$  level in all dimensions between the levels of primary school branch teachers' taking care to realize and ways of communicating with parents. When evaluated in terms of dimensions; In the first dimension, there was a meaningful difference in  $p < .05$  level between the level of consideration and fulfillment in the face-to-face interview. When the arithmetic averages of the neglect ( $\bar{X} = 4,10$ ) and realization ( $\bar{X} = 2,99$ ) levels are examined, it is seen that the opinions of the teachers about the level of respect in the face-to-face dimension are higher than their opinions about the level of realization. In this situation; they find the size of face-to-face interviews as important by the teachers; however, they can be expressed in part as they perform at the level.

In the second dimension, there is a meaningful difference between  $p < .05$  levels between the levels of care and realization in Phone-Internet dimension. When the arithmetic averages of the caring ( $\bar{X} = 4.02$ ) and performing ( $\bar{X} = 2.80$ ) levels are examined, it is seen that the opinions of the teachers about the level of respect for the level of respect for the phone - internet dimension are higher than their opinions. This situation can be interpreted that the primary school branch teachers are more concerned with the way they communicate with parents than the level of realization of the phone - internet dimension.

In the third dimension, there is a significant difference at the level of  $p < .05$  between the level of respect and fulfillment in the correspondence dimension. When the arithmetic averages of the caring ( $\bar{X} = 3.73$ ) and realization ( $\bar{X} = 2.41$ ) levels are examined, it is seen that the opinions of the teachers about the level of respect in the correspondence dimension are higher than their opinions about the level of realization. In this situation; teachers found the correspondence dimension “important” with the ways of communicating with parents; however, they can be expressed as “very low” level.

In the fourth dimension, there is a meaningful difference in the size of the Parent Visits between the care and the realization levels at the level of  $p < .05$ . When the arithmetic averages of the levels of care ( $\bar{X} = 4.45$ ) and realization ( $\bar{X} = 3.86$ ) are considered, it is seen that the teachers' opinions about the level of parents' opinions about the level of care are higher. In this situation; it can be stated that teachers find the dimension of parent visits “very important” and “mostly” at the level of communication with parents. According to this; that the arithmetic averages of care and fulfillment levels are close to each other; it can also be said that the primary school branch teachers' way of communicating with parents is that they perform the size of parental visits as much as they care.

In the fifth dimension, there is a meaningful difference at  $p < .05$  level between the level of care and fulfillment in the size of Home Visits. When the arithmetic averages of the level of care ( $\bar{X} = 4.22$ ) and realization ( $\bar{X} = 3.54$ ) are examined, it is seen that teachers' opinions about the level of care about the level of care in the level of home visits are higher than their opinions. According to this; it is seen that the teachers make “important” at the level of face-to-face interview and “mostly” at the level of communication with parents. However, the arithmetic averages of attention and realization levels are similar; it can also be explained that the primary school branch teachers realize the size of their home visits as much as they care about the way they communicate with parents.

In the sixth dimension, there is a significant difference at the level of  $P < .05$  between the level of care and fulfilment of the Parent Meetings. Looking at the arithmetic averages of the care ( $\bar{X} = 3.74$ ) and realization ( $\bar{X} = 2.57$ ) levels, it is seen that the teachers have higher opinions on the level of parents' opinions about the level of respect for the level of parents. According to this;

While the teachers' face-to-face interview size is considered “important“, it is seen that “very little” at the level of communicating with the parents.

In the seventh dimension, there is a significant difference at the level of  $p < .05$  between the level of attention and realization in the Information and Information dimension. Considering the arithmetic averages of the care ( $\bar{X} = 3,90$ ) and realization ( $\bar{X} = 2,57$ ) levels, it is seen that teachers are higher than their opinions on the level of information about the level of attention in the level of informing and informing. In this situation; the teachers' knowledge of the ways of communicating with parents and the informational dimension they find “important”; however, they can be expressed as “very low” level.

In the eighth dimension, there is a significant difference in the level of  $p < .05$  between the level of care and realization in the Socio - Cultural Activities dimension. When the arithmetic averages of the level of care ( $\bar{X} = 3.97$ ) and realization ( $\bar{X} = 2.86$ ) are examined, it is seen that the teachers' opinions about the level of respect for the level of respect for the level of socio - cultural activities are higher than their opinions. In this situation; teachers found the dimension of socio - cultural activities to communicate with parents “important”; but they can be expressed as “partially”.

### **Findings related the fourth sub-problem**

The fourth sub-problem of the study was expressed as “Is there a significant difference between the opinions of the branch school teachers on the level of importance of communication with parents compared to the variables of age, gender, type of job, education status, seniority, communication?” The findings of this sub-problem are shown below.

**Table 9. One-Way ANOVA for Age Variables among Primary School Branch Teachers' opinions regarding the level of communication with parents**

### **Communication of primary school branch teachers with parents**

One-Way ANOVA on Age Variance Between Their Views on the Level of Do not Care

Age	$\chi^2$ Total	sd	$\chi^2$ Average	F	P	Signifixat Difference
-----	-------------------	----	---------------------	---	---	--------------------------

C dimension1	Between Groups	,503	3	,168	,796	,497	-----
	In-group	59,350		,210			
	Total	59,853					
C dimension2	Between Groups	1,591	3	,530	1,973	,118	-----
	In-group	75,778		,269			
	Total	77,369					
C dimension3	Between Groups	1,651	3	,550	1,753	,156	-----
	In-group	88,526		,314			
	Total	90,177					
C dimension4	Between Groups	2,497	3	,832	2,881	,036*	1 – 3
	In-group	81,461		,289			2 – 3
	Total	83,958					(LSD)
C dimension5	Between Groups	3,591	3	1,197 ,355	3,373	,019*	1 – 3
	In-group	100,087					
	Total	103,678					
C dimension6	Between Groups	1,677	3	,559	1,198	,311	-----
	In-group	131,595		,467			
	Total	133,272					
C dimension7	Between Groups	3,660	3	1,220 ,695	1,755	,156	-----
	In-group	195,977					
	Total	199,636					
C dimension8	Between Groups	1,231	3	,410	1,082	,357	-----
	In-group	106,907		,379			
	Total	108,138					

\* P <.05 Tukey test: 4th dimension 1st group:  $\bar{X}$  = 4.50; Group 2:  $\bar{X}$  = 4.46; Group 3:  $\bar{X}$  = 4.22 Tukey test: fifth dimension group 1:  $\bar{X}$  = 4.27; Group 3  $\bar{X}$  = 3.92 (C=Care)

According to Table 9; there is a significant difference between the views of the primary school branch teachers regarding the ways of communication with parents with respect to age variable and the fourth (Parent Visits) and fifth (Home Visits) dimensions at p <.05 level. There is no significant difference in other dimensions.

Fourth dimension; teachers ( $\bar{X}$  = 4,50) in the age group of 21 - 30 and teachers in 31 - 40 age group ( $\bar{X}$  = 4,46) were found more important than teachers in 41 - 50 age group ( $\bar{X}$  = 4,22). .

The fifth dimension; it was determined that the teachers in the 21 - 30 age group ( $\bar{X}$  = 4.27) cared more than the teachers in the 41 - 50 age group ( $\bar{X}$  = 3.92).

**Table 10. T - Test Analysis of Gender Variables Among Primary School Branch Teachers' Opinions Regarding the Level of Communication with Parents**

Gender	N	$\bar{X}$	S	Sd	t	P
C dimension1 Female	47	4,11	,43	67	,606	,115
Male	20	4,08	,50			
C dimension2 Female	47	4,03	,52	67	,345	,913
Male	20	4,01	,52			
C dimension3 Female	47	3,76	,56	67	1,511	,754
Male	20	3,66	,54			
C dimension3 Female	47	4,53	,48	67	3,529	,037*
Male	20	4,29	,61			
C dimension4 Female	47	4,28	,58	67	2,291	,711
Male	20	4,10	,62			
C dimension4 Female	47	3,82	,65	67	2,701	,560
Male	20	3,59	,72			
C dimension5 Female	47	3,97	,79	67	2,015	,088
Male	20	3,76	,89			
C dimension5 Female	47	4,01	,59	67	1,775	,146
Male	20	3,88	,64			

\*p<.05 (C=Care)

According to Table 10; there is a significant meaningful difference between the views of the primary school branch teachers regarding the level of communication with the parents according to the gender variable and the fourth (Parent Visits) dimension at the level of  $p < .05$ . There is no significant difference in other dimensions.

The fourth dimension (Parents Visits) in terms of gender variable was observed by women teachers ( $\bar{X} = 4.53$ ) "very important" and male branch teachers ( $\bar{X} = 4.29$ ) considered very important; it is observed that women's branch teachers have higher level of care compared to male branch teachers.

**Table 11. One-Way ANOVA Regarding of Branch Variables of Primary School Branch Teachers' Opinions Regarding the Level of Communication with Parents**

Age	$\chi^2$ Total	sd	$\chi^2$ Average	F	P	Significant Difference
C dimension1 Between Groups	,437	8	,055	,255	,979	-----
In-group Total	59,416 59,853		,214			

C dimension2	Between	1,501	8	,188	,685	,705	-----
Groups		75,868		,274			
	In-group	77,369					
	Total						
C dimension3	Between	2,338	8	,292	,922	,499	-----
Groups		88,839		,317			
	In-group	90,177					
	Total						
C dimension4	Between	1,566	8	,196	,658	,728	-----
Groups		82,392		,297			
	In-group	83,958					
	Total						
C dimension5	Between	4,880	8	,610	1,710	,096	-----
Groups		98,799		,357			
	In-group	103,678					
	Total						
C dimension6	Between	2,396	8	,299	,634	,749	-----
Groups		130,877		,472			
	In-group	133,272					
	Total						
C dimension7	Between	7,785	8	,973	1,405	,194	-----
Groups		191,851		,693			
	In-group	199,636					
	Total						
C dimension8	Between	3,057	8	,382	1,007	,431	-----
Groups		105,080		,379			
	In-group	108,138					
	Total						

(C=Care)

According to Table 11, there is no significant difference in the level of  $p < .05$  according to the branch variable among the opinions of the elementary school branch teachers regarding the level of communication with parents. This situation can be interpreted that the branch variable does not affect the views of the teachers about the level of care for the parents. In other words; teachers can be explained as having a consensus in terms of the way they communicate with parents in terms of the branch variable.

**Table 12. T - Test Analysis of the Task Type Variables Among Primary School Branch Teachers' Views on the Level of Care for Communicating with Parents**

Task Type	N	$\bar{X}$	S	Sd	t	P
-----------	---	-----------	---	----	---	---



C dimension1 Staff	58	4,09	,46	284	-,670	,515
Contractual	9	4,15	,41			
C dimension2 Staff	58	4,02	,52	284	-,403	,233
Contractual	9	4,06	,46			
C dimension3 Staff	58	3,71	,58	284	-1,022	,003*
Contractual	9	3,82	,39			
C dimension4 Staff	58	4,44	,55	284	-,783	,035*
Contractual	9	4,51	,43			
C dimension5 Staff	58	4,20	,61	284	-1,464	,107
Contractual	9	4,36	,52			
C dimension6 Staff	58	3,73	,69	284	-,968	,080
Contractual	9	3,85	,57			
C dimension7 Staff	58	3,88	,84	284	-1,231	,328
Contractual	9	4,06	,73			
C dimension8 Staff	58	3,96	,62	284	-,521	,488
Contractual	9	4,02	,57			

(C=Care)

According to Table 12; there is a significant difference between the opinions of the primary school branch teachers regarding the level of communication with the parents regarding the level of duty in the third (correspondence) dimension and the fourth (Parent Visits) dimension at the level of  $p < .05$ . There is no significant difference between the opinions of other dimensions regarding the level of care. The third dimension; it is determined that permanent branch teachers ( $\bar{X} = 3.71$ ) have less importance than contracted teachers ( $\bar{X} = 3.82$ ). This dimension (correspondence), permanent and contracted teachers of the "important" level of care; it is observed that permanent branch teachers care less about contracted teachers.

Fourth dimension; it was determined that the permanent branch teachers ( $\bar{X} = 4.44$ ) paid less attention to the contracted teachers ( $\bar{X} = 4.51$ ). Although this dimension (parent visits) emphasizes the teachers of the permanent and contracted branches at the "very important" level; it is seen that the staff teachers of the professional fields are less important than the teachers of the contracted branches.

**Table 13. One-way ANOVA on Seniority Variable Among Primary School Branch Teachers' Opinions on the Level of Care for Parents**

Seniority	$\chi^2$ Total	sd	$\chi^2$ Average	F	P	Significant Difference
C dimension1 Between Groups	,732	5	,146	,694	,629	-----
In-group	59,121		,211			
Total	59,853					
C dimension2 Between Groups	2,053	5	,411	1,526	,182	-----
In-group	75,316		,269			
Total	77,369					
C dimension3 Between Groups	2,944	5	,589	1,890	,096	-----
In-group	87,233		,312			
Total	90,177					
C dimension4 Between Groups	5,133	5	1,027	3,646	,003*	2 – 6
In-group	78,825		,282			3 – 6
Total	83,958					
C dimension5 Between Groups	4,906	5	,981	2,782	,018*	3 – 6
In-group	98,772		,353			
Total	103,678					
C dimension6 Between Groups	3,005	5	,601	1,292	,268	-----
In-group	130,267		,465			
Total	133,272					
C dimension7 Between Groups	4,159	5	,832	1,192	,313	-----
In-group	195,477		,698			
Total	199,636					
C dimension8 Between Groups	2,520	5	,504	1,336	,249	-----
In-group	105,618		,377			
Total	108,138					

\* P <.05 Tukey test: 4th dimension 2nd group:  $\bar{X}$  = 4.51; Group 3:  $\bar{X}$  = 4.64; 6th group:  $\bar{X}$  = 4,16 Tukey test: 5th dimension 3rd group:  $\bar{X}$  = 4.64; Group 6:  $\bar{X}$  = 4,16 (C=Care)

According to Table 13; there is a significant difference between the views of the elementary school branch teachers regarding the level of communication with parents according to the seniority variable (Parent Visits) and the fifth (Home Visits) dimension at p <.05 level.

Fourth dimension; according to teachers ( $\bar{X}$  = 4,16) who have 16 or more years of professional experience, teachers with 4 to 6 years professional seniority ( $\bar{X}$ = 4,51) and teachers with professional experience of 7 - 9 years ( $\bar{X}$  = 4,64) it was found that they care less.

The fifth dimension; It was determined that the teachers who have 16 years and above occupational seniority ( $\bar{X}$  = 4.16) paid less attention to the teachers who have 7 to 9 years of professional experience ( $\bar{X}$  = 4.64).

**Table 14. One-way ANOVA for the Communication Course Variable Between Primary School Branch Teachers' Opinions About the Level of Communication with Parents**

Contact Course	$\chi^2$ Total	sd	$\chi^2$ Average	F	P	Significant Difference
C dimension1 Between Groups	1,337	5	,267	1,280	,273	-----
In-group	58,516		,209			
Total	59,853					
C dimension2 Between Groups	1,358	5	,272	1,001	,418	-----
In-group	76,011		,271			
Total	77,369					
C dimension3 Between Groups	1,380	5	,276	,871	,501	-----
In-group	88,797		,317			
Total	90,177					
C dimension4 Between Groups	1,474	5	,295	1,001	,418	-----
In-group	82,484		,295			
Total	83,958					
C dimension5 Between Groups	1,128	5	,226	,616	,688	-----
In-group	102,550		,336			
Total	103,678					
C dimension6 Between Groups	,628	5	,126	,265	,932	-----
In-group	132,644		,474			
Total	133,272					
C dimension7 Between Groups	4,100	5	,820	1,174	,322	-----
In-group	195,536		,698			
Total	199,636					
C dimension8 Between Groups	2,962	5	,592	1,577	,167	-----
In-group	105,176		,376			
Total	108,138					

(C=Care)

According to Table 14; There is no significant difference in the level of  $p < .05$  according to the communication course variable between the opinions of the elementary school branch teachers about the level of communication with parents. This situation may be interpreted as the communication course variable does not affect the views of the teachers on the level of care for parents. In other words; teachers can be explained as having a consensus in terms of the way of communication with parents in terms of communication course variable.

#### **Findings related to fifth sub-problem**

The fifth sub-problem of the research was expressed as “Is there a significant difference between the views of the primary school branch teachers about the way of communication with parents according to age, gender, type of job, education status, seniority, communication?” The findings of this sub-problem are shown below.

**Table 15. One-Way ANOVA of Age Variables Between Primary School Branch Teachers' Opinions on Level of Communication with Parents**

Age	$\chi^2$ Total	sd	$\chi^2$ Average	F	P	Significant Difference
R dimension1 Between Groups In-group Total	2,604 137,332 139,936	3	,868 ,487	1,782	,151	-----
R dimension2 Between Groups In-group Total	3,582 192,842 196,424	3	1,194 ,648	1,746	,158	-----
R dimension3 Between Groups In-group Total	4,361 143,382 147,743	3	1,454 ,508	2,859	,037*	1 – 4 2 – 4
R dimension4 Between Groups In-group Total	,949 209,335 210,284	3	,316 ,742	,426	,734	-----
R dimension5 Between Groups In-group Total	1,181 212,587 213,767	3	,394 ,754	,522	,667	-----
R dimension6 Between Groups In-group Total	1,462 225,212 226,674	3	,487 ,799	,610	,609	-----
R dimension7 Between Groups In-group Total	,665 348,643 349,308	3	,222 1,236	,179	,910	-----
R dimension8 Between Groups In-group Total	2,191 221,266 223,457	3	,730 ,785	,931	,426	-----

(R=Realization)

\* P <.05 Tukey test: 3rd dimension 1st group:  $\bar{X}$  = 2.38; Group 2:  $\bar{X}$  = 2.39; Group 4:  $\bar{X}$  = 3.19

According to Table 15; there is a significant difference between the opinions of the branch school teachers of primary school about the level of realizing the ways of communicating with the parents at the third dimension (Correspondence) p <.05 according to the age variable.

There is no significant difference in other dimensions. The third dimension was lower in the age group of 21 - 30 years ( $\bar{X} = 2,38$ ) and 31 - 40 - year - old teachers ( $\bar{X}= 2,39$ ), compared to the teachers in the age group of 51 and above ( $\bar{X} = 3,19$ ).

**Table 16. T - Test Analysis of Gender Variables Between Primary School Branch Teachers' Opinions Regarding Level of Communication with Parents**

Gender	N	$\bar{X}$	S	Sd	t	P
R dimension1 Female	47	3,00	,65	284	,134	,024*
Male	20	2,98	,78			
R dimension2 Female	47	2,78	,84	284	-,519	,279
Male	20	2,84	,79			
R dimension,3 Female	47	2,42	,64	284	,168	,005*
Male	20	2,40	,85			
R dimension4 Female	47	3,99	,81	284	3,639	,121
Male	20	3,61	,89			
R dimension5 Female	47	3,60	,86	284	1,686	,935
Male	20	3,42	,85			
R dimension6 Female	47	2,56	,88	284	-,364	,914
Male	20	2,60	,91			
R dimension7 Female	47	2,56	1,12	284	-,305	,312
Male	20	2,60	1,06			
R dimension8 Female	47	2,88	,88	284	,703	,937
Male	20	2,81	,88			

(R=Realization)

According to Table 18; There is a significant difference between the views of the elementary school branch teachers on the way to communicate with parents according to the gender variable in the first (face to face interview) and in the third (correspondence)  $p < .05$  level. There is no significant difference in other dimensions. It has been determined that the level of realization of female teachers is higher than the male teachers. According to this; first dimension (face to face interview); female teachers ( $\bar{X} = 3.00$ ), according to male branch teachers ( $\bar{X} = 2.98$ ) were found to perform more than. Third dimension (Correspondence); It is seen that female branch teachers ( $\bar{X} = 2,42$ ) performed more than male teachers ( $\bar{X} = 2,40$ ).

### Results and discussions

In this section, firstly the results and discussion about the personal findings and then the sub-problems are given based on the findings of the research.

## Conclusions and Discussion on Personal Characteristics

### *1. Age*

55.2% of the teachers participating in the study were in the “21-30 age group”, 32.8% in the “31-40 age group”, 9.7% in the “41-50 age group”, 2.0% was found to be “51 years old and over in”. It is seen that the majority of the teachers are in the 21 - 30 and 31 - 40 age group.

### *2. Gender*

66.7% of the branch teachers participating in the study were female and 33.3% were male.

### *3. Branch*

The types of branches of teachers participating in the research; 17,1% Turkish, 12,5% Mathematics, 17,4% English, 10,1% Social Studies, 14,3% Science and Technology, 10,4% Visual Arts, 2,7% Music, 8,1% Physical Education, 6,9% Religion Culture and Moral Knowledge is seen.

### *4. Task type*

87.4% of the teachers participated in the research, 12.6% of them worked as contractual.

### *5. Education status*

0.6% of the teachers participating in the study, the Institute of Education, 1.04% 2-3 Years College, 91.2% 4-year faculty, 6.9% were determined to be graduate.

### *6. Seniority*

27.2% of the teachers who participated in the study were 3 years and less, 27.2% between 4-6 years, 15.7% between 7-9 years, 13.6% between 10-12 years It was determined that 6.6% were between 13-15 years and 9.4% were 16 years and above.

### *7. Communication Course*

34.8% of the teachers who participated in the study stated that they did not attend any courses and seminars related to communication. 40.9% of the teachers participated 1-2 times, 12.9% participated 3-4 times, 2.7% participated 5-6 times, 1.7% participated 7-8 times,% 3.1 stated that they attended 10 or more courses and seminars. It was determined that the majority of the

teachers did not attend any courses and seminars about communication and participated one to two times.

### **Results and discussion on the first sub-problem**

In the first sub-problem, the opinions of the elementary school branch teachers regarding the level of caring about the ways to communicate with parents were determined.

According to this;

1. Size, Face to Face Interview ( $\bar{X} = 4,10$ ), "Important"
2. Size, Phone - Internet ( $\bar{X} = 4.02$ ), "Important"
3. Size, Correspondence ( $\bar{X} = 3.73$ ), "Important"
4. Dimension, Parent Visits ( $\bar{X} = 4.45$ ), "Very Important"
5. Dimension, Home Visits ( $\bar{X} = 4.22$ ), "Very Important"
6. Dimension, Parent meetings ( $\bar{X} = 3.74$ ), "Important"
7. Dimension, Information Disclosure ( $\bar{X} = 3.90$ ), "Important"
8. Dimension, Socio-Cultural Activities ( $\bar{X} = 3.97$ ), "Important"

It was determined that primary school branch teachers' communication with parents was important in all dimensions with a total average of  $\bar{X} = 4.03$ . Parents' visits and home visits were emphasized in terms of "very important" levels.

It has been revealed that they consider the dimensions of parent visits and home visits as "very important". Parent visits dimension; It is important to make the parents a part of the education and to open the doors of the classroom to the parents and to provide the students with the opportunity to see the reasons of the difficulties they face. The meaningful, satisfying and mutual benefits of class visits are largely dependent on the teacher's willingness and sensitivity (Çelik, 2005). In this respect, it can be explained that the importance of parents' visits to parents is very important for parents to communicate with parents.

Home visits in terms of size; It is important to increase the cooperation and communication with parents, to observe the student in the home environment where they live continuously, to guide the family (Doğan, 2004). Also home visits; it is a good way for parents to understand their attitudes and expectations of their children, to know the parents, to observe the child's family environment and lifestyle, and the conditions of study. On the other hand; home visits allow the teacher to get to know the child and the family better (Doğan, 2004).

According to Dođru (2005) 's “Home Visits in School Family Communication”, all participants (teachers, administrators) have the opportunity to get information from the first hand through the interviews and observations in their home visits and the opportunities they cannot obtain in the school environment.

The research conducted by Cořkun (2010) with the aim of establishing ways to communicate with the parents is similar to these research results. According to the results of the research, they stated that parental visits and home visits are very important in the opinion of the class teachers regarding the importance of how to communicate with the parents.

### **Results and discussion on the second sub-problem**

In the second sub-problem, the opinions of the primary school branch teachers about the level of realizing the ways of communicating with the parents were determined. According to this;

1. Size, Face to Face Interview ( $\bar{X} = 2.99$ ), "Partially"
2. Size, Phone - Internet ( $\bar{X} = 2.80$ ), "Partially"
3. Dimension, Correspondence ( $\bar{X} = 2.41$ ), "Very Low"
4. Dimension, Parent Visits ( $\bar{X} = 3.86$ ), "Mostly"
5. Dimension, Home Visits ( $\bar{X} = 3,54$ ), "Mostly"
6. Dimension, Parent meetings ( $\bar{X} = 2,57$ ), "Very Low"
7. Dimension, Information Disclosure ( $\bar{X} = 2,57$ ), "Very Low"
8. Dimension, Socio-Cultural Activities ( $\bar{X} = 2.86$ ), "Partially"

It was determined that elementary school branch teachers conducted “partially le level of communication with parents with the total average of all dimensions ( $\bar{X} = 2.95$ ). According to the research results; at the realization level, parents' visits and home visits were observed to be “mostly” at the level of realization. This situation can be interpreted as the fact that the teachers are trying to realize their parents' visits and home visits as much as they care. On the other hand, it is seen that the branch teachers performed the ways of verbal communication in a higher level according to the ways of written communication.

In the research conducted by Kıranařal (2007) to determine the level of interaction between school and family, they have reached the conclusion that parents rarely participate in



extracurricular activities and that they rarely fulfil the frequency of primary school teachers visiting their parents at home and that teachers are making efforts to ensure that parents acquire the habit of visiting the school. It differs from research in this respect.

According to the research results made by Coskun (2010); have reached the conclusion that classroom teachers often perform parental visits, home visits and face-to-face interviews in ways that communicate with the parents. This is in parallel with research in this regard.

In the study conducted by Işık (2007) for the purpose of examining the studies carried out in educational institutions according to the views of parents; teachers' phone conferences, conferences and seminars, family dating meetings were never given, face-to-face meetings and parent meetings were frequently held.

### **Results and discussion on the third sub-problem**

In the third sub-problem, it was determined whether there is a significant difference between the opinions of primary school branch teachers about the importance of communication with the parents and their implementation levels. According to this;

**Table 17: Arithmetic Mean of Primary School Branch Teachers' Opinions Regarding the Leveling and Implementation of Communication with Parents**

<b>Dimensions</b>	$\bar{X}$	<b>SS</b>
C dimensions 1	4,10	,45
R dimensions1	2,99	,70
C dimensions 2	4,02	,52
R dimensions2	2,80	,83
C dimensions 3	3,73	,56
R dimensions 3	2,41	,72
C dimensions 4	4,45	,54
R dimensions 4	3,86	,85
C dimensions 5	4,22	,60
R dimensions 5	3,54	,86

C dimensions 6	3,74	.68
R dimensions 6	2,57	.89
C dimensions 7	3,90	.83
R dimensions 7	2,57	1,10
C dimensions 8	3,97	.61
R dimensions 8	2,86	.88

---

(C=Care, R=Realization)

There is a significant difference in all dimensions in terms of the level of care and realization of the ways in which elementary school branch teachers communicate with the parents.

In terms of the average of all dimensions, the teachers of elementary school ( $\bar{X} = 4,03$ ) and "important" levels of communication with the parents, ( $\bar{X} = 2.95$ ), respectively.

Although teachers find the ways of communication, correspondence (third dimension), parent meetings (sixth dimension) and information - information (seventh dimension) important, their implementation at very low level; because the conditions are not appropriate, the communication established by the parents in this way may not be very serious.

In the research conducted by Coşkun (2010), it was found that class teachers, ( $\bar{X} = 3,34$ ) and "partly" at the "important" level ( $\bar{X} = 3,34$ ).

### **Results and discussion on the fourth sub-problem**

In the fourth sub-problem, it was determined whether there was a significant difference in terms of age, gender, branch, type of duty, education level, seniority and communication in terms of course variables.

According to this;

1. In terms of age change, there is a significant difference between the fourth dimension (Parent visits) and the fifth dimension (Home visits) from the ways of communicating. There is no significant difference in other dimensions.

2. In terms of gender change, there is a significant difference in the fourth dimension (Parent Visits), in terms of communication. There is no significant difference in other dimensions.
3. There is no significant difference in terms of branch variables in terms of teacher opinions in all dimensions.
4. There is a significant difference in size in terms of type of duty, third dimension (Correspondence) and fourth dimension (parent visits). There is no significant difference in other dimensions.
5. There is a significant difference in the first dimension (face-to-face interview) in terms of educational status change. There is no significant difference in other dimensions.
6. There is a significant difference in terms of seniority change from the fourth dimension (parent visits) to the fifth dimension (home visits) from the ways of communicating. There is no significant difference in other dimensions.
7. There is no significant difference in terms of teacher opinions in all dimensions in terms of communication course change.

### **Results and discussion on the fifth sub-problem**

In the fifth sub-problem, it was determined whether there was a significant difference between the views of the branch teachers of the primary school on the level of communication with parents.

According to this;

1. In terms of age change, there is a meaningful difference in the third dimension (Correspondence) from the ways of communicating. There is no significant difference in other dimensions.
2. In terms of gender change, there is a meaningful difference between first (Face to face interview) and third (correspondence) dimensions of communication. There is no significant difference in other dimensions.
3. There is no significant difference in teachers' opinions in all dimensions in terms of branch change.
4. There is no significant difference in teachers' opinions in all dimensions in terms of Task Type change.

5. There is no significant difference in the views of teachers in all dimensions in terms of educational status change.
6. There is no significant difference in teachers' opinions in terms of seniority change in all dimensions.
7. There is a meaningful difference in terms of communication course change, eighth in terms of communication (Socio-Cultural Activities). There is no significant difference in other dimensions.

### **Suggestions**

In this section, suggestions are prepared according to the results of the research.

#### **Suggestions for research results**

1. In addition to "Parent Visits" and "Home Visits" for primary school branch teachers, activities should be given to give importance to other communication methods at the same level. Workshops such as courses and seminars that will increase the effectiveness of communication channels should be made.
2. In addition to the methods of communication that have high levels of care and realization of primary school branch teachers, it is necessary to use alternative low-level communication channels such as correspondence, parent meetings and informed informing.
3. Ways of communication other than effective and face-to-face communication methods should also be used in accordance with the characteristics of the parents.

### **References**

- Aydın, A. (2010), " Sınıf Yönetimi". Ankara: PegemA yayıncılık, 2010.
- Bayındır, Berkan." Okul-Aile İletişimde Ev Ziyareti". Yayımlanmamış Yüksek Lisans Tezi, Beykent Üniversitesi Sosyal Bilimler Enstitüsü, İstanbul.
- Başar, H. (2006), Sınıf Yönetimi. Ankara: Anı Yayıncılık:Ankara.

Can, B. (2009), “İlköğretim Programının Uygulanması Sürecine Velilerin Katılımları ve Okula ilişkin Tutumları”. Yayınlanmamış Yüksek Lisans Tezi, Eskişehir Osmangazi Üniversitesi Sosyal Bilimler Enstitüsü, Eskişehir.

Coşkun, S. (2010), “İlköğretim Okulu Sınıf Öğretmenlerinin Velilerle İletişim Kurma Yolları”. Yayınlanmamış Yüksek Lisans Tezi, Abant İzzet Baysal Üniversitesi, Bolu.

Doğan, İ. (2004), Toplum ve Eğitim Sorunları Üzerinde Felsefi ve Sosyolojik Tahliller. Ankara: PegemA Yayıncılık.

Doğru, Ç.T. (2005), “Okul Öğretmen Aile İşbirliğinin Sınıf Yönetimine Etkisi”.Yayımlanmamış Yüksek Lisans Tezi, Zonguldak Karaelmas Üniversitesi Sosyal Bilimler Enstitüsü, Zonguldak.

Engin, A. (2008), Eğitimde İletişim. Ankara: Anı Yayıncılık.

Eroğlu, E. (2008), Eğitim Ortamlarında Etkili İletişim ve Boyutları, (Edit: Uğur Demiray) Etkili İletişim. Ankara: PegemA Yayıncılık.

Gümüşeli, A.İ. (2004), Ailenin Katılım Ve Desteğinin Öğrenci Başarısına Etkisi. Özel Okullar Birliği Bülteni, Yıl: 2, Sayı: 6, ss. 14-17.

Işık, H. (2007), “Okul Öncesi Eğitim Kurumlarında Gerçekleştirilen Okul Aile İşbirliği Çalışmalarının Anne Baba Görüşlerine Dayalı Olarak İncelenmesi”. Yayınlanmamış Yüksek Lisans Tezi, Anadolu Üniversitesi Eğitim Bilimleri Enstitüsü, Eskişehir.

Karaman, F. (2007), “2004 Sosyal Bilgiler Öğretim Programı Uygulamalarında Okul Aile İşbirliği Düzeyi”. Yayınlanmamış Yüksek Lisans Tezi, Gazi Osmanpaşa Üniversitesi, Sosyal Bilimler Enstitüsü, Tokat.

Karasar, N. (2007), Bilimsel Araştırma Yöntemi. Ankara: Nobel Yayıncılık.

Kıranşal, N. (2007), “İlköğretim Okullarında Okul ve Aile Arasındaki Etkileşim Hangi Düzeyde Gerçekleşmektedir”. Yayınlanmamış Yüksek Lisans Tezi, Kafkas Üniversitesi Sosyal Bilimler Enstitüsü, Kars.

Kolay, Y. (2004), Okul- Aile- Çevre İşbirliğinin Eğitim Sistemindeki Yeri ve Önemi. Milli Eğitim Dergisi, Sayı: 164, ss. 94-104.

Ögetürk, B., Koç, E. “1998-1999 Öğretim Yılı Türkiye’de İlk Model Uygulaması: Aile Katılım Programı (Ecis Sonbahar Öğretmenler Toplantısı)

Oğuz, O. (2008), “Öğretmen Aile İşbirliğinin Öğrenci Başarısına Etkisi”. Yayımlanmamış Yüksek Lisans Tezi, Yeditepe Üniversitesi Sosyal Bilimler Enstitüsü, İstanbul.

Okkalı, M. (2008), “İlköğretim Okullarında Örgütsel İletişim Becerilerinin Örgütsel Öğrenmeye Etkisinin Öğretmenler Tarafından Algılanması”. Yüksek Lisans Tezi, Marmara Üniversitesi, Eğitim Bilimler Enstitüsü, İstanbul.



DOI: 10.22559/folklor.941

Folklor/edebiyat, cilt:25, sayı: 97-1, 2019/1

## Öğretmenlerin Eğitim Denetmenlerine İlişkin Metaforik Algıları

### Metaphorical Perceptions of Teachers on Education Supervisors

Osman Vaiz\*

Nesrin M. Bahçelerli\*\*

Akış Vaiz\*\*\*

#### Öz

Metafor, bir kavramın başka bir kavram veya olgu ile açıklanması ve algıda seçicilik yaratılmasıdır. Bu araştırmanın amacı, Kıbrıs'ta Kıbrıslı Türk ve Kıbrıslı Rum ilköğretim öğretmenlerinin eğitim denetmenlerine ilişkin algılarını metafor aracılığıyla ortaya çıkarmaktır. Araştırmaya, 21 Kıbrıslı Rum ve 32 Kıbrıslı Türk öğretmen katılmıştır. Katılımcılardan, metafor kavramı ile bir kavramın, olgu veya olayın başka bir kavram, olgu veya olaya benzetilerek açıklanması istenmiştir. Araştırmanın nitel boyutunda örneklem alınırken amaçlı örneklem yöntemine başvurulmuştur. Araştırma amaçlı örnekleme yöntemlerinden biri olan maksimum çeşitlilik örnekleme kullanılmıştır. Araştırmanın bulgularına göre; her iki toplumda da olumlu metaforların daha fazla olduğu saptanmıştır.

**Anahtar sözcükler:** *Denetmen, Öğretmen, Metafor, Kıbrıs*

#### Abstract

Metaphor is the explication of a concept by another term or phenomenon and the creation of selectivity in perception. The aim of this research is to reveal the perceptions of Turkish Cypriot and Greek Cypriot primary school teachers about the education supervisors through the metaphors in Cyprus. the research population is defined as the teachers who work in primary education institutions in the North and South of Cyprus in the academic year 2016-2017. The research was applied 32 educators from Turkish Cypriots, and 21 educators from Greek Cypriots. Qualitative sampling of the study was applied to the purposeful sampling method. In the thesis, sampling of maximum diversity, which is one of the purpose sampling methods, is used. According to the findings of the research; positive metaphors were found to be more frequent in both communities.

**Keywords:** *Supervisor, Teacher, Metaphor, Cyprus*

\* Dr., Uluslararası Kıbrıs Üniversitesi, Eğitim Bilimleri Fakültesi

\*\* Doç.Dr., Yakın Doğu Üniversitesi, Turizm ve Otel İşletmeciliği Yüksekokulu

\*\*\* Uzman

## Giriş

Öğrenimin daha etkili olmasını sağlamak amacı ile denetim hem okul işleyişini hem de öğretim sürecini doğrudan etkileyen şekilde düzene sokmaktadır. Öğretimde denetim, okul içerisinde eğitim ve öğretim faaliyetlerinin geliştirilmesini ve sürdürülmesini amaçlamaktadır. Ben Haris tarafından tanımlanan denetim, yönetim açısından davranış analizi, görevleri, süreci ve becerileri bakımından, denetimsel davranış açısından uygulanır (Aydın, 1998).

Denetimin temel amacı, işleyişi gözlemleyerek olması gereken ve hedeflenenle şu anki işleyişi karşılaştırma yöntemidir. Öyle ki denetim önceden belirlenen kriter ve standartlara uygunluğun ortaya çıkarılışı olarak tanımlanmaktadır. Klasik yaklaşımda denetimin öncelikli görevi, hataların engellenmesi olarak değerlendirilmektedir. Diğer bir yaklaşımda ise denetim, sadece meslek olarak değil yenilikçiliğin, çağdaş olmanın, toplumsal açıdan kalkınmanın ve feraha ulaşmanın bir parçası, ülkenin gelişimine katkı koyan, girişimciliği destekleyen öğelerin içiçe geçmesiyle ortaya çıkan bir kavram ve olgu olarak tanımlanmaktadır (Köse, 2007).

Denetmenin başlıca amaçları arasında öğretmenlere ihtiyaç duydukları destek ve yardımı sunmak, eğitim ve öğretim sürecinde ihtiyaç duydukları materyal ve teknoloji sağlamada yardımcı olmak yer almaktadır (Wanzare ve Costa, 2000).

Metafor basit olarak dolaylı anlatım şeklinde tanımlanmaktadır .Yunanca metapherein kelimesinden türeyerek“Bir yerden bir yere taşımak” anlamına gelmektedir (Kararımak ve Güloğlu, 2012). Saban, Koçbeker ve Saban (2006) yaptıkları çalışmada metaforu, bireyin soyut bir olguyu anlamada ve açıklamada kullandığı zihinsel bir araç olarak tanımlamaktadırlar. 1980’de ilk kez Lakoff ve Johnson yaptıkları çalışma da metafor geliştirilmişlerdir (Beşkardeş, 2007). Literatürde metaforun söz figürü olmasının yanı sıra aynı zamanda düşünce figürü olarak tanımlandığı görülmektedir. Metafor, kişinin kendi dünyasında ki çözümleme, oluşturma ve yaratmaları doğrultusunda etkili zihinsel şekillendirme yöntemidir.

Metaforlar genellikle bireyin gerçek yaşantısını ve tecrübelerini nasıl yorumladığını ortaya çıkarma amacıyla ku daha çok gerçek ve yaşantının, kişide nasıl yorumlandığının anlaşılması için kullanılmaktadır (Güven ve Güven, 2009). Geçit ve Gencer, (2011) araştırmalarında bireyin hem kendi duygu ve düşüncesini hem de karşısındaki bireylerin duygu ve düşüncelerini tanımlarken sık sık metafor kullanıldığını vurgulamaktadırlar.

Metaforlar, bireyin hayata bakış açılarının ve algılarının ortaya çıkarılmasında önemli bir olgudur (Şahin ve Baturay, 2013). Silman ve Şimşek (2006) metaforların sosyal olguları



anlamada hem betimleme hem de karşılaştırma aracı olarak kullanılabilirlerini vurgulamaktadırlar. Metaforlar bir çok biçimde tanımlanabilmektedir. Örneğin; soyut, somut, canlı, cansız, olumlu ve olumsuz gibi. Tanımlanması zor olay ve durumların daha kolay anlaşılmasını sağlayan metaforlar aynı zamanda bilgi toplama ve irdeleme aracıdır (Semerci, 2007).

Bu araştırmanın amacı iki toplumlu Kıbrıs'ta, Kıbrıslı Rum ve Kıbrıslı Türk öğretmenlerin eğitim denetmenlerine ilişkin metaforik algılarını ortaya çıkarmaktır.

### **Yöntem**

Araştırmanın nitel boyutunda örneklem alınırken amaçlı örneklem yöntemine başvurulmuştur. Amaçlı örneklem, seçkisiz olmayan örnekleme yöntemlerinden biridir. Ayrıntılı ve derinlemesine bir çalışma gerçekleştirebilmek amacıyla zengin veri elde edebilecek kişilere ya da dokümanlara ulaşılır. Bu kişilerden/dokümanlardan araştırma soruları temelinde veri elde edilir (Bogdan&Biklen, 2006; Glesne, 2011). Araştırmada, amaçlı örnekleme yöntemlerinden biri olan maksimum çeşitlilik örnekleme kullanılmıştır. Maksimum çeşitlilik örnekleme seçilerek farklı bakış açılarından yararlanmak ve araştırma bulgularında zengin bir veri setine ulaşmak amaçlanmıştır. Araştırmanın evrenini 2016-2017 eğitim öğretim yılında Kıbrıs'ın kuzeyinde ve güneyinde ilköğretim kurumlarında görev yapan öğretmenleri oluşturmaktadır. Araştırmaya, 21 Kıbrıslı Rum ve 32 Kıbrıslı Türk öğretmen katılmıştır. Katılımcılardan, metafor kavramı ile bir kavramın, olgu veya olayın başka bir kavram, olgu veya olaya benzetilerek açıklanması istenmiştir. Verilerin değerlendirilmesi sürecinde katılımcılar tarafından üretilen metaforlar nedenleri ile birlikte incelenerek olumlu ve olumsuz olmak üzere iki kategoride toplanmıştır. Metaforların kategorilendirilmesinde önceki araştırmalar incelenmiş ve uzman görüşü alınmıştır.

### **Bulgular ve yorum**

*“Denetmeni, canlı ya da cansız bir şeye benzetecek olsaydınız neye benzetirdiniz?”* sorusuna ilişkin Kıbrıslı Türk katılımcılardan elde edilen bulgular Tablo 3 ve 4'te sunulmuştur.

*Tablo 1. Kıbrıslı Türk katılımcıların denetmeni benzettikleri metafor*

Metafor	Olumlu	Olumsuz
---------	--------	---------

<b>Canlı</b>	<b>İnsan</b>	Sokrates	Çekinilecek biri
		Gemi kaptanı	Dedektif
		Anne-baba	
		Denetmen	
		İnsan (3)	
		Organizma	
			Eşek
	<b>Hayvan</b>		Koyun
			Kirpi (Dikenlerini her an batıracakmış gibi)
			Yılan (sinsi)
	<b>Bitki</b>		Kaktüs
			Isırgan otu
<b>Cansız</b>	<b>Madde</b>	Zincir	Robot
		Bağlantı kablosu	Kalem (hakimin kırdığı)
		Meşale	
		Ayna	Tokmak (hakimin vurduğu)
		Trafik lambası	
		Güneş (2)	Siyasi parti (ctp)
		Deniz feneri	
		Bilgi küpü	
		Pusula	
		El feneri	
		Kamera	

**“Denetmeni, canlı ya da cansız bir şeye benzetecek olsaydınız neye benzetirdiniz?”** sorusuna ilişkin araştırmanın Kıbrıslı Türk katılımcıları toplam 32 görüş ortaya koymuştur. Bu görüşlerden **“Canlı, insan ve olumlu”** kategorisinde Sokrates, gemi kaptanı, anne-baba, denetmen, insan (3) ve organizma olarak belirtilmiştir. **“Canlı, insan ve olumsuz”** kategorisinde çekinilecek biri ve dedektif olarak belirtilmiştir. **“Canlı, hayvan ve olumsuz”** kategorisinde eşek, koyun, kirpi (dikenlerini her an batıracakmış gibi) ve yılan (sinsi) olarak belirtilmiştir. **“Canlı, bitki ve olumsuz”** kategorisinde kaktüs ve ısırgan otu olarak belirtilmiştir. **“Canlı hayvan olumlu”** ve **“Canlı bitki olumlu”** kategorilerinde herhangi bir görüş belirtilmemiştir. **“Cansız madde olumlu”** kategorisinde zincir, bağlantı kablosu, meşale, ayna, trafik lambası, güneş (2), deniz feneri, bilgi küpü, pusula, el feneri, kamera olarak belirtilmiştir.

“Cansız madde olumsuz” kategorisinderobot, kalem (hakimin kırdığı), tokmak (hakimin vurduğu), siyasi parti (CTP) olarak belirtilmiştir.

*Tablo 2. Kıbrıslı Türk katılımcıların denetmeni benzettikleri metaforun olumlu-olumsuz dağılımı*

TEMA	Kıbrıslı Türk (f)
Olumlu	20
Olumsuz	12
Toplam	32

**“Denetmeni, canlı ya da cansız bir şeye benzetecek olsaydınız neye benzetirdiniz?”**

sorusuna ilişkinaraştırmanın Kıbrıslı Türk katılımcılarının ortaya koyduğu toplam 32 görüşün 20’si “olumlu” ve 12’si “olumsuz” şekilde kategorize edilmiştir. **“Olumlu”**görüşler Sokrates, gemi kaptanı, anne-baba, denetmen, insan (3), organizma, zincir, bağlantı kablosu, meşale (2), ayna, trafik lambası, güneş (2), deniz feneri, bilgi küpü, pusula ve el feneri şeklindedir.

**“Olumsuz”**görüşler çekinilecek biri, dedektif, eşek, koyun, kirpi (dikenleriniher an batıracakmış gibi), yılan (sinsi), kaktüs, ısırğan otu, robot, kalem (hakimin kırdığı), tokmak (hakimin vurduğu) ve siyasi parti (ctp) şeklindedir.

**“Denetmeni, canlı ya da cansız bir şeye benzetecek olsaydınız neye benzetirdiniz?”**

sorusuna ilişkin Kıbrıslı Türk katılımcılardan elde edilen bulgular Tablo 3 ve 4’de sunulmuştur.

*Tablo 3. Kıbrıslı Rum katılımcıların denetmeni benzettikleri metafor*

Metafor	Olumlu	Olumsuz
İnsan	Dost	Dedektif
	Lider	Sıkıcı
	Baş	Polis
	Rehber	
Hayvan	Aslan	
Canlı		
Bitki		

Cansız	Madde		
		Meşale	İğne
		Köprü	Keser
		Kablo	Testere
		Sözlük	
		Google	
		Harita	
		Pınar	
		(Kaynak)	
		Bilgisayar	

**“Denetmeni, canlı ya da cansız bir şeye benzetecek olsaydınız neye benzetirdiniz?”** sorusuna ilişkin araştırmanın Kıbrıslı Rum katılımcıları toplam 19 görüş ortaya koymuştur. Bu görüşlerden **“canlı, insan ve olumlu”** kategorisinde dost, lider, baş, rehber olarak belirtilmiştir. **“canlı, insan ve olumsuz”** kategorisinde dedektif, sıkıcı, polis olarak belirtilmiştir. **“canlı, hayvan ve olumlu”** kategorisinde aslan olarak belirtilmiştir. **“canlı, bitki ve olumsuz”** kategorisinde kaktüs ve ısırgan otu olarak belirtilmiştir. **“canlı hayvan olumsuz”** ve **“canlı bitki olumlu ve olumsuz”** kategorilerinde herhangi bir görüş belirtilmemiştir. **“Cansız madde olumlu”** kategorisinde meşale, köprü, kablo, sözlük, Google, harita, pınar (kaynak), bilgisayar olarak belirtilmiştir. **“Cansız madde olumsuz”** kategorisinde iğne, keser, testere olarak belirtilmiştir.

**Tablo 4. Kıbrıslı Türk katılımcıların denetmeni benzettikleri metaforun olumlu-olumsuz dağılımı**

TEMA	Kıbrıslı Rum (f)
Olumlu	13
Olumsuz	6
Toplam	19

**“Denetmeni, canlı ya da cansız bir şeye benzetecek olsaydınız neye benzetirdiniz?”** sorusuna ilişkin araştırmanın Kıbrıslı Rum katılımcılarının ortaya koyduğu toplam 19 görüşün 13’ü “olumlu” ve 6’sı “olumsuz” şekilde kategorize edilmiştir. **“Olumlu”** görüşler dost, lider, baş, rehber, aslan, meşale, köprü, kablo, sözlük, Google, harita, pınar (kaynak), bilgisayar şeklindedir. **“Olumsuz”** görüşler dedektif, sıkıcı, polis, iğne, keser, testere şeklindedir.

Eski “denetleme” yöntemlerine ve denetmen özelliklerine bakıldığı zaman, denetmenlerin öğretmenler tarafından pek hoşlanılan kişiler olmadığı yapılan araştırmalarda da

sıkça vurgulanmıştır (Yaman, 2009; Şahin, Elçiçek ve Tösten, 2013). Günümüzdeki çağdaş yönetim anlayışlarında her ne kadar denetleme işlevinin ve denetmen rolünün değişiminden söz edilse de öğretmenlerin gözünde denetmenlerin olumsuz bir izlenim bıraktıkları gerçeği hala daha kendini göstermektedir. Bu bağlamda katılımcı öğretmenlere denetmenleri benzetecekleri bir metafor kavramı sorulduğumuz zaman Kıbrıslı Türklerin yaklaşık olarak yüzde kırkının; Kıbrıslı rumların ise yaklaşık olarak yüzde otuzunun olumsuz metafor kullanmış olmaları bu durumu destekler niteliktedir. Her iki toplumda da katılımcılar tarafından en çok kullanılan olumsuz metafor olarak ise “dedektif” ifadesi göze çarpmaktadır. Bu olumsuz metaforlar yanında özellikle yıl olarak mesleğe daha yeni başlayan ve kıdemi çok fazla olmayan öğretmenler, her iki toplumda da denetmenler için olumlu metaforlar kullanmışlar ve denetmenleri “dost, anne-baba, lider, google, meşale, bağlantı kablosu” gibi kavramlarla eşlemişlerdir. Kuşkusuzdur ki, her iki toplumda da araştırmalara katılan öğretmenlerin denetmenlerle ilgili kullandıkları metaforlarda olumlu ve olumsuz ifadelerin bulunması, günümüzde mevcut olan denetmenlerin özellikleri ile yakından ilişkilidir. Bu durumda, elde edilen metaforlar aslında bizi mevcut olan denetmenlerin olumlu ve olumsuz yönlerini sorgulama ve mevcut denetleme sistemindeki sorunları tartışmaya da yönlendirmektedir. Bu konu ile ilgili öğretmenlere yöneltilen sorulara verilen cevaplara bakıldığı zaman, Kıbrıslı Türk ve Kıbrıslı Rum öğretmenlerden denetmenlerin “kişilik ve tutumlarının olumlu yönde, liderlik ve rehberlik yapabilme becerilerinin” de var olduğunu savunanlar olmuştur. Bu olumlu özelliklerin yanında, öğretmenlerin gözünde denetmenlerden kaynaklanan sorunlar da mevcuttur.

## **Sonuç**

Araştırmaya katılan Kıbrıslı Türk ve Rum katılımcılar denetmeni benzettikleri metaforun olumlu ve olumsuz olma durumuna göre benzer yapılar ortaya koymuşlardır. Her iki toplumda da olumlu metaforların bilgili, yol gösterici, kılavuz kavramlarıyla bağdaştığı görülmüştür. Olumsuz metaforların ise denetimde yetersiz olma, denetmeni hata aramakla bağdaştırma gibi kavramlarla bağdaştırıldığı göze çarpmaktadır. Bu bağlamda denetmenlerin eksik olan bilişsel, duyuşsal ve motor becerilerinin kazandırılmasına yönelik eğitimlerin düzenlenmesi önerilebilir.

## **Kaynaklar**

Aydın, A. (1998). Eğitim fakültelerinin yeniden yapılandırılması ve öğretmen yetiştirme sorunu. *Kuram ve Uygulamada Eğitim Yönetimi Dergisi*, 4(3), 275- 286.

- Beşkardeş, S. (2007). *Üstün zekâlı ve özel yetenekli öğrencilerin yabancı dil (İngilizce) öğretiminde metafor sisteminin uygulanması* (Yayınlanmamış yüksek lisans tezi). Afyon Kocatepe Üniversitesi, Afyon.
- Bogdan, R. C. & Biklen, S. K. (2006). *Qualitativ eresearch for education: An introduction to theory and methods*, (5th edition). Boston: Allyn& Bacon.
- Geçit, Y. ve Gençer, G. (2011). Sınıf öğretmenliği 1. sınıf öğrencilerinin coğrafya algılarının metafor yoluyla belirlenmesi (Rize Üniversitesi Örneği). *Marmara Coğrafya Dergisi*, 23, 1-19.
- Glesne, C. (2011). *Becoming qualitative researchers: An introduction*, (4th edition). Boston, MA: Pearson.
- Güven, B. ve Güven, S. (2009). İlköğretim öğrencilerinin sosyal bilgiler dersinde metafor oluşturma becerilerine ilişkin nicel bir inceleme. *Kastamonu Eğitim Fakültesi Dergisi*, 17 (2), 503-512.
- Kararımak, Ö. ve Güloğlu, B. (2012). Metafor: Danışan ve psikolojik danışman arasındaki köprü, *Türk Psikolojik Danışma ve Rehberlik Dergisi*, 4 (37), 122-135.
- Köse, H. Ö. (2007). *Dünyada ve Türkiye’de Yüksek Denetim*, 2. Baskı, . Ankara: T.C. Sayıştay 145 Yıl Yayınları.
- Saban, A., Koçbekir, B. N. ve Saban, A. (2006). Öğretmen adaylarının öğretmen kavramına ilişkin algılarının metafor analizi yoluyla incelenmesi. *Kuram ve Uygulamada Eğitim Bilimleri*, 6 (2) 461-522.
- Semerci, Ç. (2007). Program geliştirme kavramına ilişkin metaforlarla yeni ilköğretim programlarına farklı bir bakış. *Cumhuriyet Üniversitesi Sosyal Bilimler Dergisi*, 31 (2), 125-140.
- Silman, F., & Şimşek, H. (2006). Türkiye ve Amerika Birleşik Devletleri okulları ve merkezi eğitim kurumlarına mecazlar yoluyla bir bakış. *Eğitim Araştırmaları*, 6(23), 177-187
- Şahin, Ş. ve Baturay, M. H. (2013). Ortaöğretim öğrencilerinin internet kavramına ilişkin algılarının değerlendirilmesi: bir metafor analizi çalışması, *Kastamonu Eğitim Dergisi*, 1, 177-192
- Şahin, S, Elçiçek, Z., & Tösten, R. (2013). Türk eğitim sisteminde teftişin tarihsel gelişimi ve bu gelişim süreci içerisindeki sorunlar. *International Journal of Social Science*, 6(5) , 1105-1126.
- Wanzare, Z. and Costa, J. L. (2000). Supervision and staff development: Overview of the literature. National Association of Secondary School Principals. NASSP Buletin: Oct. 2000. 84, 618, *ProQuest Education Journals*, 47-54.
- Yaman, E. (2009). Müfettişlerin rehberlik rollerini rehber öğretmenler değerlendiriyor. *International Online Journal of Educational Sciences*, 1 (1), 106-123.



DOI: 10.22559/folklor.942

Folklor/edebiyat, cilt:25, sayı: 97-1, 2019/1

## Denetmen Görev ve Sorumlulukları; Kıbrıs Örneği

### Duties and Responsibilities of Education Supervisors; A case of Cyprus

Osman Vaiz\*

Nesrin M. Bahçelerli \*\*

Akış Yeşilada \*\*\*

#### Öz

Denetim, yönetim süreçlerinden biridir ve bu sebepten eğitim yönetimi de eğitim denetiminden ayrı düşünülmemektedir. İlgili kuruma, daha iyi duruma gelmesi için hizmet eden denetim, yönetimin bir alt sistemi, kamu yönetimi içinde bir devlet görevi ve yönetici yeterlilikleri açısından bir uzmanlık alanı ve sorumluluğudur. Araştırmanın amacı; Kıbrıs'ta bulunan iki toplumun eğitim denetmen görev sorumluluklarında ki benzerlik ve farklılıkları ortaya çıkarmaktır. Araştırmada, literatür gözden geçirilerek çeşitli araştırmacıların ve kurumların denetmen kavramı, özellikle de ilköğretim kurumlarında denetmenlerin görev ve sorumluluklarını ortaya çıkarma amaçlanmaktadır. Araştırma literatür taramasına dayalı olup, iki toplumdaki yasa ve uygulamaları irdelemektedir. Araştırma sonucunda iki toplum yasa ve uygulamalarında farklılıklar olduğu görülmektedir. Denetmen atama ve yetki süreci belirgin farklılıklar ortaya çıkmaktadır.

**Anahtar sözcükler:** *denetmen, sorumluluk, Kıbrıs, Kuzey Kıbrıs, Güney Kıbrıs*

#### Abstract

The supervisor is one of the management processes, and education management is not considered separately from the educational supervision. It is an area of expertise and responsibility in terms of auditing, a sub-system of management, a state duty in public administration, and managerial competencies that serve the relevant institution to make it better. The aim of the research; the two communities in Cyprus are to reveal the similarities and differences in the responsibilities of the educational supervisor. In the research, the concept of supervisor of various researchers and institutions is aimed to reveal the duties and responsibilities of supervisors especially in primary education institutions. The research is based on literature review and examines laws and practices in two communities. As a result of the research, it is seen that the two communities differ in their laws and

---

\* Dr., Uluslararası Kıbrıs Üniversitesi, Eğitim Bilimleri Fakültesi

\*\* Doç.Dr., Yakın Doğu Üniversitesi, Turizm ve Otel İşletmeciliği Yüksekokulu

\*\*\* Uzman

practices. There are significant differences in the appointment of supervisors and the process of authorization.

**Keywords:** *supervisor, responsibilities, Cyprus, North Cyprus, South Cyprus*

## **Giriş**

Denetim, örgüt içindeki faaliyetlerin belirlenen amaç ve hedefler doğrultusunda belirli ilke ve kurallara uygunluğunun ortaya konulduğu ve değerlendirildiği süreçtir. Dolayısıyla Öyle ki örgütün varlığını sürdürmesi ve ilerlemesi için denetim vazgeçilmezdir. Eğitim yönetimi ve denetimin etkinliklerinin içeriği, sistemi oluşturan tüm kurum ve çalışanların belirlenen amaç ve hedefler doğrultusunda yasalar çerçevesinde davranıp davranmadığını belirleyerek, gereken inceleme ve soruşturmaların yapılması, aynı zamanda eğitim etkinliklerini değerlendirme ve geliştirme sürecine rehberlik etmeyi kapsamaktadır (Aydın,2007).

Eğitim yönetimi süreçlerinden biri olan denetim, yöneticinin yapması gereken işlerden birisidir (Başar, 2006). Ancak, her biri uzmanlık gerektiren bu işlerin, yönetici tarafından yapılmasının güçlüğü nedeniyle, müfettişlerce yapılmasını gerekli kılınmıştır (Gündüz ve Balyer, 2012). Bir sistemin etkili biçimde işleyişi için belirli faktörler önem taşımaktadır. Bunlar, öncelikli olarak belirlenen amaçlar doğrultusunda çalışma sürecinin değerlendirilmesi, alt sistemler arasında birleşme ve koordineli çalışmanın sağlanması, tüm alt sisteme hedeflenen amaçlar doğrultusunda, bütünlük içinde rehberlik yapılması ve denetimlerin etkili sürdürülmesidir.

Denetimin amaçları kalite kontrol, profesyonel gelişme ve öğretmen motivasyonu olmak üzere üç kategoride açıklanmıştır (Sergiovanni ve Starrat, 2002). Eğitim ve öğretimde kalite kontrol, kontrol etme; geliştirme; profesyonelleşme; öğretmenin meslekte gelişimini sağlayarak öğretme sürecini daha etkili sürdürmelerini, öğretim becerilerini geliştirerek öğretim teknik ve bilgilerini geliştirme; öğretmen motivasyonu, öğretme istek ve heyecanını öü amaçlar arasında açıklanmaktadır (Terzi, 1996).

Her kurumun denetmen seçimi, yetiştirme yöntemleri ve görevlendirme biçimlerinde farklılıklar olsa da genellikle denetmenlerin, denetim yapılacak alanda eğitim vermiş, bunun yanında denetimin gerekli gördüğü bilgi ve becerilere sahi olması gerekli görülmektedir. Denetmenler, denetim sürecinde örgütün üst düzey yöneticilerini çalışmaları hakkında bilgi



aktarmaktadırlar dolayısıyla gerçekleri arama, bulma ve bunları olduğu gibi aktarma zorunluluğu bulunmaktadır. Denetmenlerin bağımsız çalışmaları, çekinmemeleri ve cesaret ile görevlerini yapmaları gerekmektedir (Taymaz, 2011).

Araştırma, Kıbrıs'ta bulunan iki toplumun eğitim denetmen görev sorumluluklarında ki benzerlik ve farklılıkları ortaya çıkarmayı amaçlamaktadır.

## **Yöntem**

Araştırmada döküman analizi modeli, eğitim denetimi ile ilgili çalışmalarının içerik analizi bakımından değerlendirilmesine yönelik, tarama modeli uygulanmıştır.

Döküman analizi, araştırma konusu kapsamında bilgi içeren yazılı materyal ve dökümanların incelenmesini kapsayan, mevcut bulunan belge ve kayıtların veri kaynağını oluşturduğu, sistemli araştırma yöntemidir. Döküman analizinin başarılı olabilmesi için öncelikli olarak konuyla bağlantılı belgelere ulaşmak, incelemek ve durumu ortaya çıkaracak bir senteze varmak için gerekli düzenlemenin yapılmasıdır (Karasar, 2007, Yıldırım ve Şimşek, 2006). Döküman analizi kapsamında aşağıda belirtilen adımlar izlenmiştir;

1. Uluslararası ve ulusal veri tabanalarında ilgili makalelerin taranıp, incelenmesi
2. YOK ulusal tez merkezinden yapılan tarama sonucu konu ile ilgili tezlerin incelenmesi
3. Kuzey ve Güney Kıbrıs yasa ve tüzüklerinin incelenmesi
4. Araştırmacıların tarafından belirlenen temalar doğrultusunda değerlendirmelerin yapılması
5. Elde edilen verilerin betimsel analiz yöntemi ile incelenmesi

Öncelikli olarak araştırmada ilgili literatür taranmış, ulusal düzeyde yasa ve tüzüklerin yanı sıra uluslararası düzeyde yazılı ve basılı kaynaklar taranmıştır. Elde edilen veriler kaynak gösterilerek belirtilmiştir.

## **Bulgular**

### **Kuzey ve güney kıbrıs denetmenlerin görev yetki ve sorumlulukları**

KKTC’de eğitim sisteminde denetmenlerinin sorumluluk, görev ve yetkileri aşağıdaki belirtildiği gibidir; 1. Eğitim Baş denetmeninin sorumluluğunda ve gözetiminde yürütülen denetim süreçleri kapsamında değerlendirilen, araştırılan ve incelenen çalışmalarının sonucunda denetim sürecinde ortaya çıkan eksikler, aksayan, yetersiz kalan ve uygunsuz durumları sorumlu olan Eğitim Baş denetmeni tarafından Üst Kurul Başkanlığına rapor edilmektedir; 2. Eğitim denetim ve değerlendirme sürecinde bulunan ders, hem öğretmenlere hem de kuruma dikkat edilecek ilke ve ölçütler çerçevesinde rehberlik etmektedir ve bunun yanı sıra yönlendirir ve iş ortamında yetişmelerine olanak sağlar; 3. Eğitim Denetleme Kurulu Başkanı, Başkan Yardımcısı veya sorumlu Eğitim Baş denetmenleri tarafından verilen mevkiine uygun diğer görev ve sorumlulukları da yerine getirmektedir; 4. Denetmen Üst Kurul Başkanı, Başkan Yardımcısına ve ilgili Eğitim Baş denetmene karşı görev ve sorumluluklarını etkili ve verimli biçimde yerine getirmekten sorumludur; 5. İlgili amirleri aracılığıyla verilen ve mevkiine uygun diğer görevleri de yerine getirmekten sorumludur; 6. Üst Kurul tarafından uygun görüldüğü takdirde öğretmenlere yön verme, rehberlik etme, iş ortamında eğitime ve değerlendirme amacıyla, Üst Kurulun öngördüğü gerçek veya tüzel kişiler ya da Kuzey Kıbrıs Türk Cumhuriyeti veya dışındaki üniversitelerde görev alan öğretim elemanları eğitim denetmenlerine teknik yardım ve destek sağlayabilmektedir.

### **Yasa ve tüzükler**

Kuzey Kıbrıs’ta eğitim denetimi görevini, 17 Nisan 2006 tarihli yasa uyarınca “Milli Eğitim Denetleme, Değerlendirme ve Yönlendirme Kurulu” yerine getirmektedir. Kurulun yapısı aşağıdaki gibidir. KKTC’de denetleme işi ile görevli olan kurulun yapısında bir başkan, bir başkan yardımcısı, 8/01/2009 tarihi itibarıyla 4 Baş denetmen, 19 ilköğretim denetmeni, 13 orta eğitim denetmeni ve 2 sekreter bulunmaktadır (MEDDYK, 2008). KKTC’de eğitim denetleme ve değerlendirme organları kendi içinde dört kurula ayrılmıştır.

Bunlar (MEDDYK yasası, 2006):

- i. Üst Kurul - Eğitim Denetleme, Değerlendirme ve Yönlendirme Üst Kurulu: Başkan, müdür muavini (başkan yardımcısı), Eğitim baş denetmeni ve genel kurul üyeleri tarafından seçilen beş eğitim denetmeni oluşturmaktadır.

- ii. Genel Kurul - Eğitim Denetmeni Genel Kurulu: Eğitim denetleme ve değerlendirme sürecini kapsayan konularda danışma görevi görmektedir. Kurulu üst kurul başkan ve başkan yardımcısının yanı sıra eğitim baş denetmeni ve diğer eğitim denetmenlerinden oluşmaktadır.
- iii. İlçe Kurulu - İlçe Eğitim Denetleme, Değerlendirme ve Yönlendirme Kurulu: Kurul, Bakanlık aracılığıyla yetkilendirilen ilçe okulları, okul aile birlikleri, eğitim baş denetmeni eğitim denetmenlerinden oluşmaktadır.
- iv. Okul Kurul - Okul Eğitim Denetleme, Değerlendirme ve Yönlendirme Kurulu: Okul kurulu, okul müdürü başkanlığında okulların kendi bünyelerinde oluşturdukları kuruldur. Kurulun diğer üyeleri, müdür muavinleri, bölüm şefleri, okul aile birliği temsilcileri, atölye şefleri ve ilgili öğretmen sendikaları ile öğrenci temsilcileridir.

2005 yılından önce hem ilköğretim sendikası olan Kıbrıs Türk Öğretmenler Sendikası hem de Kıbrıs Türk Orta Öğretim Sendikası okul yöneticiliğinin ve denetmenliğin ayrı birer meslek olduğuna vurgu yaparak; okul yöneticiliği ve denetmenliğe atanacak öğretmenlerde bu alanlarda eğitilmelerinin gerektiğini savunmuşlardır.

Eğitim yönetimi Güney Kıbrıs'ta merkezi yapı ile yürütülmektedir. Bakanlar Kurulu eğitim politikalarının oluşturulmasında en üst düzey birimdir. Eğitim ve Kültür Bakanlığı tüm eğitim ve öğretim sürecinden sorumludur (Eurydice/Cedefob, 2003b; Eurydice/ Eurybase, 2002). Ulusal olarak irdelendiğinde bakanlık eğitim yasalarının oluşturulması ve eğitimin yönetilmesi hususlarında sorumlu birimdir ancak eğitim yönetimi ve yasalarının hazırlanma sürecinde hukuk birimi ile işbirliği yapmaktadır. Eğitimin politik lideri olan bakan, Cumhurbaşkanı tarafından atanmaktadır. Kadrolu çalışan olan Genel Müdür, bakana danışmanlık yapmaktadır. Aynı zamanda Genel müdür, yönetim ve finans konularından da sorumludur (Eurydice/ Eurybase, 2002). Oluşturulan Eğitim Hizmeti Komisyonu ise ilgili öğretmenlerin atanmaları, yer değiştirmeleri, başka bir kurumda görevlendirilmeleri, terfi ettirilmeleri ve denetimlerinden sorumludurlar (Eurydice/Cedefob, 2003; Eurydice/Eurybase, 2002). Bölgesel olarak irdelendiğinde, Kıbrıs altı bölgeye ayrılmaktadır. Altı bölgenin dördünde birer eğitimden sorumlu bölge müfettişi bulunmaktadır. Sorumlu oldukları kuruma göre müfettişlerin ikamet yerleri değişiklik göstermektedir. Müfettiş, ilköğretim kurumundan sorumlu ise sorumlu olunan bölgede, ortaöğretimden sorumlu ise merkezde ikamet etmektedirler. Teknik ve mesleki eğitim veren kurum sayısı az olduğundan bölge müfettişi atanmamaktadır (Eurydice, 2007). Yerel düzeyde ise; okulların beş ile on bir kişi arasında

değişen kendi kurulları vardır. Bu kurullar beş yılda bir seçilmektedir. Okul yönetiminde birinci derece yetkili olan bu kurul, ilk ve orta öğretim kurumlarından sorumlu olmaktadır. Başlıca görevleri arasında okula ait bina, arsa, teknolojik donanım vb. konularını kapsamaktadır (Eurydice/Eurybase, 2002).

Müdür, müdür yardımcısı ve kıdemli öğretmenler okulöncesi ve ilköğretim kurumlarının yönetilmesinden sorumludurlar. Öğretmen kurulu, okul içerisinde en üst düzey yetkili kurumdur. Okul öncesinin büyüklüğü göz önünde bulundurularak kurumdan sorumlu bir müdür veya kıdemli öğretmen bulunmaktadır. İlköğretim kurumlarında ise müdürün yanı sıra büyüklüğe göre bir veya daha fazla müdür muavini bulunmaktadır. Okulöncesi veya ilköğretim kurumlarında müdür yardımcı olabilmek için öğretmenin en az 13 yıl eğitim tecrübesi ve en az beş yıl devlet okulunda görev almaları gerekmektedir. Ortaöğretim kurumlarının yönetim yapısı incelendiğinde, müdür, müdür yardımcısı ve çalışan dernek ve sendikaları eğitim ve öğretimin yürütülmesinden sorumludur. Aynı zamanda öğrenci konseylerinin yönetim sürecine katılması teşvik edilmektedir. Öğrenci konseyi, sınıf başkanları ve 5 üyeden oluşmaktadır (Eurydice, 2007).

Eğitim, merkezi olarak yönetilmektedir. Bakanlar kurulu, en üst düzey eğitim politikalarının geliştirilmesi ve oluşturulmasından sorumludur. Teftiş kurulunun sorumluluğu ise ortaöğretim, ilköğretim ve okul öncesi kademelerinde ki okulların gözetimidir. Öte yandan müfredatın geliştirilmesi ve kamuya ait eğitim politikalarının belirlenmesinin yanı sıra öğretmenlerin ödüllendirilmesi de Teftiş Kurulu'nun sorumluluğundadır. Öğretimin her evresinde Teftiş Kurulu yer almaktadır. Müfettişlerin birçoğu, ilköğretim ve okul öncesi kademelerinde tüm derslerin denetlenmesinden sorumludurlar. Ancak, Sanat, Beden Eğitimi ve benzeri özel alan dersleri için alan müfettişleri sorumludur. Eğitim kanunu gereği, ortaöğretim kademesinde yer alan özel alan derslerinden sorumlu müfettişler, öğretmenin mesleki gelişimini ve performansını arttırmasına yönelik danışmanlık ve rehberlik etmektedirler. Bilgilendirme yıl boyunca en az iki defa düzenlenen seminer ile yapılmaktadır. Tablo 1'de Güney Kıbrıs'ta denetmen ve baş denetmenin görev ve yetkileri özetlenmiştir.

Tablo 1. Güney Kıbrıs'ta Denetmenlerin Görev ve Yetkileri

<b>İlköğretimde</b>	<b>Baş Denetmen</b>	<b>Denetmen</b>
<b>Görev ve Yetkileri</b>	Araştırma ve program geliştirme çalışmaları yapar. Okulların denetlenmesini sağlar. Yönetimsel işlerin yanı sıra konferans kongrelerin düzenlenmesini sağlar.	Hizmetiçi eğitimi planlar ve okul, müdür ve öğretmenleri denetler.

## **Tartışma**

Eğitim sistemi her ülkenin gelişimi ve geleceği için büyük önem taşımaktadır. Bu nedenle Karakuş ve Yasan'ın (2013) dediği gibi gelişmiş ülkeler eğitim sistemlerinde stratejik planlamalar yapmakta ve eğitimde sürekli olarak reformlar gerçekleştirmektedir. Gelişmiş ülkelerin temelinde eğitim sistemi üç öge üzerinde dönmektedir. Bunlar öğretim, yönetim ve denetim olarak sıralanabilir.

Aydın'a (2007), göre denetim, örgütsel eylemlerin kabul edilen amaçlar doğrultusunda, saptanan ilke ve kurallara uygun olup olmadığının anlaşılması sürecidir. Denetimin özüne bakıldığı zaman denetim aslında verimliliği artırma ve işgörenin gelişimi için büyük önem taşımaktadır. Denetim eğitim sisteminin bir alt sistemi olup durum saptama, değerlendirme, düzeltme ve geliştirme öğelerinin bir araya geldiği çok yönlü ve kapsamlı bir süreçtir (Gökcyer, 2009). Bu sürecin işleyişi ve düzen bir biçimde uygulanması günümüzde Eğitim Bakanlıklarına bağlı denetmenler tarafından sağlanmaktadır. Araştırma kapsamında her iki toplumun yasa ve tüzükleri doğrultusunda yapılan incelemelerde denetmen görev ve sorumlulukları benzerlik göstermektedir. Her iki toplumunda eğitim sistemi merkezi yapıya sahiptir. Denetmenlerin görev, sorumluluk ve atamaları bakanlık aracılığı ile yapılmaktadır.

Denetmenlerin okulu veya öğretmenleri denetleyebilmeleri için, yönetici ve öğretmenlerden daha üstün bir bilgi birikimi ve eğitim düzeyine sahip olmaları gerektiğini savununa pek çok araştırma bulunmaktadır. Yapılan bu araştırmalarda; denetmenlerin, öğretmen altyapısından gelmesi, eğitim yönetimi programından mezun olmaları ve sınavla seçilmeleri, bunun akabinde ataması gerçekleştirilecek olan yöneticilerin göreve başlamadan eğitim görmeleri, atanacakları kurumda öncelikle çalışıp sonrasında üst kademe yöneticiliğe yükselmelerinin sağlanması (Günay, 2004); eğitim yöneticiliğinin geleceği bakımından yöneticilerin eğitim yönetimi alanında doktora eğitimi alıp, bilgi ve becerilerinin gelişmesinin önemli bir faktör olduğu (Dinçer, 2008); denetleyen kişinin, denetlenenenden daha fazla eğitim ve bilgiye sahip olması gerektiği (Yıldırım ve Koçak, 1994); denetmenlerin kendini geliştirmek için sürekli hizmetiçi eğitim uygulamalarından geçmeleri gerektiği (Can, 2004);

eđitim denetmenlerinin sahip olacađı nitelik ve yeterliliklerinin olabildiđince fazla olması gerektiđi (Taymaz, 2011); ders denetimi yapacak kiřilerin bu alanlarda yurt dıřında olduđu gibi yksek lisans ve doktora eđitiminden gemelerinin gerektiđi (Dađlı, 2006) gibi bulgulara rastlanmaktadır.

## Sonuç

İki topluma ait yasa ve tzkler incelendiđinde denetmen grev ve sorumluluklarında farklılık ne çıkmaktadır. Kuzey Kıbrıs'ta denetmen grev ve yetkileri çođunluklu olarak eđitim sistemini ve đretmeni denetlemeye ynelik iken Gney Kıbrıs'ta rehber olma daha n plana çıksada yeterli deđildir. Literatrde yapılan birok arařtırmada denetimde rehberliđin nemi zerinde durulmuřtur (Cottrell ve diđerleri, 2002; Jahanian ve Ebrahimi, 2013). Her iki toplumun yasa ve tzkleri incelendiđinde denetmenin rehber olma ve ynlendirme gibi grev tanımının yapılmadıđı grlmektedir.

Eđitim denetimi, gnmzde zel bir uzmanlık alanı olarak karřımıza çıkmaktadır. Taymaz (2011) yaptıđı arařtırmada denetmenin grev ve sorumluluklarının, kurumlarda alıřan personelin grevlerini yapma řekillerini gzlemek, hataları ve eksikleri ortaya koymak, bunları dzeltmeleri iin gerekli nlemleri almak, sorunları zlemek, yenilikleri tanıtmaq, yntemleri geliřtirilmesini sađlamak olduđunu vurgulamaktadır. Fakat her iki toplumda da denetmen grev ve sorumluluklarının fazla olması ve kısıtlı zamanları olmasından tr verimli ve etkili alıřmaları bu bakımdan yeterli olmayabilir. Yasa ve tzklerin gerekliliđi olan brokratik uygulamalar ve iř yknn fazlalıđı dolayısıyla gnmzde denetmenden beklenen rehber ve ynlendirici olma ile performans deđerlendirme srecinde etkili olmaları beklenemez.

## Kaynaklar

Aydın, M. (2007). *ađdař eđitim denetimi*. (5. baskı ). Ankara: Hatipođlu

Bařar, H. (2006). *Trkiye'de eđitim denetimi*. Hesapođlu, M. ve Durmuř A. (Ed.), Trkiye'de Eđitim Bilimleri: Bir Bilano Denemesi. Ankara: Nobel Yayın Dađıtım.

Can, N. (2004). İlkđretim đretmenlerinin Denetim ve Sorunları. *Milli Eđitim Dergisi*, 161, 112-120

Cottrell, D., Kilminster, S., Jolly, B. & Grant, J. 2002. What is effective supervision and how does it happen? A critical incident study. *Medical Education*, 36(11), 1042-1049.

Dađlı, A. (2006). İlkđretim denetmenlerinin eđitim ve yařam ile ilgili karřılařtıkları sorunlar ve bu sorunların zmne iliřkin neriler. *D.. Ziya Gkalp Eđitim Fakltesi Dergisi*, 6, 1-8.

Dinçer, Y. (2008). *Eğitim Kurumlarına Yönetici Seçme ve Atamaya İlişkin Okul Yöneticilerinin Görüşlerinin Değerlendirilmesi*, Yayınlanmamış Yüksek Lisans Tezi, Yeditepe Üniversitesi, Sosyal Bilimler Enstitüsü, İstanbul.

Eurydice. (2007). *Avrupa'daki eğitim sistemleri*. Erişim tarihi:01.10.2017. URL : [www.eurydice.org/Eurybase/Applicationframeset.asp?Country=SW&language=EN](http://www.eurydice.org/Eurybase/Applicationframeset.asp?Country=SW&language=EN)

Eurydice/Cedefop. (2003). *Structuresofeducation, vocationaltrainingandadulteducationssystemsin Europa, Cyprus 2004*. Erişim tarihi: 01.10.2017. <http://www.Eurydice.org/portal/page/portal/Eurydice/ByCountryResults?countryCode=AT&regionCode=null>.

Eurydice/Eurybase. (2002). *Theinformationdatabase on educationssystemsin Europe*. Erişim tarihi: :01.10.2017. [http://www.Eurydice.org/portal/page/portal/Eurydice/DB\\_Eurybase\\_Home](http://www.Eurydice.org/portal/page/portal/Eurydice/DB_Eurybase_Home)

Günay, E. (2004). *Eğitim Kurumlarına Yönetici Seçme, Yetiştirme ve Atamaya İlişkin Yönetici ve Öğretmen Görüşlerinin Değerlendirilmesi*, Yayınlanmamış Yüksek Lisans Tezi, Ankara Üniversitesi, Eğitim Bilimleri Enstitüsü, Ankara.

Gündüz, Y., ve Balyer, A. (2012). Türkiye'de ve bazı Avrupa ülkelerinde müfettişlerin yetiştirilme süreci ve karşılaşılan sorunlar. *Mersin Üniversitesi Eğitim Fakültesi Dergisi*, 8(1), 84-95.

Jahanian, R. & Ebrahimi, M. (2013). Principles for educational supervision and guidance, *Journal of Sociological Research*, 4(2), 380-390.

Karakuş, M. Ve Yasan, T. (2013). Denetmen ve öğretmen algılarına göre il eğitim denetmenlerinin yeterlilikleri. *Dicle Üniversitesi Ziya Gökalp Eğitim Fakültesi Dergisi*, 21,1-9.

Karasar, N. (2007) *Bilimsel Araştırma Yöntemleri*, Ankara: Nobel yayınları

Kuzey Kıbrıs Milli eğitim denetleme, değerlendirme ve yönlendirme kurulu yasanı. (2006). Kuzey Kıbrıs Resmi Gazete, 76, 2 Mayıs 2006.

Sergiovanni, T.J. ve Starrat, R.J. (2002). *Supervision: A Redefinon* (Seventh Ed.), New York: McGraw-HillHigherEducation.

Taymaz, H. (2011). *Eğitim sisteminde teftiş, kavramlar, ilkeler, yöntemler*. Ankara: Pegem Akademi.

Terzi, A. R. (1996). *İlköğretim müfettişlerinin teftiş sorunları (Ankara İli Örneği)*, Yayınlanmamış Yüksek Lisans Tezi, Gazi Üniversitesi, Ankara.

Yıldırım, İ., & Koçak, Ş. (1994). *Eğitim Denetiminde İlköğretim Müfettişleri Yetiştirilme ve Sorunları*. Yayınlanmamış araştırma, Dicle Üniversitesi, Diyarbakır.

Yıldırım, A., ve Şimşek, H. (2006). *Sosyal Bilimlerde Nitel Araştırma Yöntemleri*. (6. baskı) Ankara: Seçkin Yayıncılık.



DOI: 10.22559/folklor.943

Folklor/edebiyat, cilt:25, sayı: 97-1, 2019/1

## The Experience of Uncertainty in Foreign Language Learning within Dynamic Systems Framework

### Dinamik Sistem Çerçevesinde Dil Öğreniminde Yaşanılan Belirsizlik Deneyimleri

Aysun Dağtaş\*

Şehnaz Şahinkarakaş\*\*

#### Abstract

People experience uncertainty in every aspect of life and researchers have investigated the concept in domains of psychology and communication in various contexts such as decision-making, health contexts, business, organizational settings and relational issues. Uncertainty is also a key concept in educational settings as it is unavoidable in life and it is a natural characteristic of learning contexts. Thus, it seems significant to expand our understandings of how students experience uncertainty while language learning. From the complex dynamic systems perspective, language learning is characterized as meaning making and this process of meaning making involves uncertain situations. This study was designed to investigate how language learners experience uncertainty; that is how they appraise uncertainty and how they feel in uncertain situations. As the language classrooms are emergent, self-organizing systems, uncertainty stems from various sources in different forms. In order to find out about language learners' uncertainty experiences multiple data sources were employed. The results revealed that uncertainty was a pervasive experience for language learners. They experienced uncertainty related to the course, cognitive processes, and social factors and they develop positive and negative appreciations of uncertainty.

**Keywords:** *uncertainty experiences, complex dynamic system, course related uncertainty, cognitive uncertainty, social uncertainty*

#### Öz

İnsanlar hayatın her alanında belirsizlikler yaşıyorlar. Bu nedenle araştırmacılar belirsizlik kavramını psikoloji ve iletişim alanlarında, karar verme, sağlık, iş, örgütsel çevre ve ilişkiler konuları gibi çeşitli bağlamlarda araştırmaktadırlar. Belirsizlik eğitim alanında da anahtar bir kavramdır çünkü belirsizlik hayatın her alanında mevcuttur ve kaçınılmazdır, ayrıca öğrenme bağlamının da doğal bir özelliğidir. Bu nedenle, öğrencilerin dil öğrenirken belirsizlik durumlarını nasıl deneyimlediklerini, belirsiz durumların neden kaynaklandığı ve belirsizlik durumlarında ne hissettikleri konusunda anlayışımızı

\*Çağ University, English Language Teaching Dept., [aysunyurdaisik@cag.edu.tr](mailto:aysunyurdaisik@cag.edu.tr)

\*\*Prof. Dr. Çağ University, English Language Teaching Dept.



arttırmak önem teşkil etmektedir. Karmaşık dinamik sistem açısından, dil sürekli bir değişim ve dönüşüm içerisinde. Buna bağlı olarak dinamik sistemde dil öğrenme anlam yaratma sürecidir ve bu anlam yaratma sürecinde öğrenciler bir çok belirsiz durumla karşı karşıya kalmaktadır. Bu çalışma dil öğrencilerinin belirsizlik durumlarını nasıl deneyimlediklerini; belirsiz durumları nasıl değerlendirdiklerini ve belirsiz durumlarda nasıl hissettiklerini araştırmak amacıyla yapılmıştır. Dil öğrenme sınıfları gelişmekte olan ve kendini örgütleyen bir sisteme sahip olduğu için belirsizlik durumları değişik kaynaklardan çeşitli şekillerde ortaya çıkmaktadır. Dil sınıflarında öğrenciler, açık olmayan yönergeler, bilgi eksikliği, bir çalışmayı tamamlarkenki yetersizlikleri, öğretmenleri veya bağlam gibi çeşitli sebeplerden kaynaklanan belirsizlik durumlarıyla karşılaşabilirler. Belirsizlik durumlarının dil öğreniminin doğal bir parçası olduğunu göz önünde bulundurarak, öğrencilerin belirsizlik deneyimlerini anlamak amacıyla video kayıtları ve yansıtıcı günlükler gibi çoklu veri kaynakları kullanılmıştır. Çalışmanın sonuçları belirsizlik durumlarının dil öğrencileri için kaçınılmaz bir deneyim olduğunu ortaya çıkarmıştır. Dil öğrencileri dersle ilgili sebeplerden kaynaklanan, bilişsel süreç veya sosyal etkenler gibi nedenlerle ortaya çıkan çeşitli belirsizlik durumları yaşamaktadırlar ve bu belirsizlik durumlarına karşı olumlu veya olumsuz yargılar ve duygular geliştirmektedirler. Buna ek olarak, öğrencilerin belirsizlik durumlarında yaşadıkları deneyimleri öğrencilerin algıları ve duygusal tepkileri şekillendirmektedir.

**Anahtar sözcükler:** *belirsizlik deneyimleri, karmaşık dinamik sistem, dersle ilgili belirsizlik, bilişsel belirsizlik, sosyal belirsizlik*

## **Introduction**

Researchers in the field of psychology have long explored uncertain conditions with a specific focus on emotions related to uncertainty and decision making and judgment in such conditions (Smithson, 2008). As Smithson (2008) also puts forth, personal propensities towards uncertainty are significant in explaining the behaviors of individuals. Researchers in the field of communication, at the same time, emphasize the role of uncertainty in interpersonal communication predicating that social interaction is regarded as both the source and the means of coping with uncertainty (Jordan & McDaniel, 2014), which has led to the development of theories on coping with uncertainty (Bradac, 2001). Although uncertainty is an interdisciplinary research topic (Bammer & Smithson, 2012), educational studies exploring the way students experience uncertainty and the ways they respond to it are rare in literature. Considering that uncertainty is inherent in language learning, we attempt to understand how learners experience uncertainty in the language classroom.

## **1. Literature review**

### **1.1. Uncertainty and language learning**

Researchers from different disciplines have conceptualized uncertainty and brought various perspectives. Uncertainty is a concept discussed in psychology in relation to how people perceive uncertainty and how they respond to it (Smithson, 2008). It has been explained as “the period of anticipation prior to confrontation with a potentially harmful event” (Monat, Averill, & Lazarus, 1972, p. 237). According to communication theorists, uncertainty refers to ambiguous, complex, unpredictable or probabilistic situations, generally when people cannot reach information or when the information available is inconsistent, or when people feel insecure due to their knowledge (Brashers, 2001). Jordan and McDaniel (2014) identify uncertainty in academic contexts as the individual’s being in doubt and unsure about the present, past and future with respect to environmental and relational factors. Uncertainty can also be related to the self, other people, relationships, and context (Brasher, 2001). Research on uncertainty has focused on the context and communication as sources of uncertainty including health, interpersonal, and organizational settings (Brashers, 2001; Brashers, et al., 2000; Krane, Johansen, & Alstad, 2014; Srinivasan, 2012).

In the language classroom, learners may feel uncertain for many reasons such as unclear instructions, lack of knowledge, and their inability to perform a task or their teacher, their classmates or the context. Learners’ familiarity with the task, their previous experience and their uncertainty about their ability along with the complexity of the task and the teacher’s unclear explanations affect learners’ behaviors (Blumenfeld, Mergendoller, & Swarthout, 1987) and can be considered as sources of uncertainty. When learners face uncertainty, they think wishfully, substitute prior beliefs, consider probability distributions, search for more data, and act more cautiously (Starbuck, 2009).

Educational studies related to uncertainty previously focused on individual differences exploring tolerance of ambiguity. According to Doyle and Carter (1984), classroom tasks are carried out under conditions of risk and ambiguity. Accomplishing tasks where students construct knowledge are sources of risk and ambiguity as there is no specific answer and the constructive process may not be reliable. In literature related to second language learning, this construct has been researched in terms of tolerance of ambiguity. Ely (1989), being the first researcher who took into consideration the contextual aspect of tolerance of ambiguity in second language acquisition as a personality variable, associates ambiguity with uncertainty. It is described as a lower-order personality trait within the *Openness* dimension of Big Five Model, which is widely used in personality studies (Dörnyei & Ryan, 2015). Uncertainty and

ambiguity are perceived as related concepts, but they are not synonymous. According to Furnham and Ribchester (1995), uncertainty implies known possibilities and it is more far-reaching than ambiguity. Khrono (1993) makes a clearer distinction and expresses that ambiguity is the property of the stimulus and uncertainty is the emotional state caused by that stimulus.

Although there are studies which investigated uncertainty in educational contexts such as science, current understandings how language learners experience uncertainty are narrow in scope. For example, Jordan (2010) explored how fifth grade students dealt with uncertainty in robotics engineering projects and found that they experienced uncertainty from different sources and used different strategies to deal with it.

### **1.2. Complex dynamic system and uncertainty**

Complex Dynamic System (CDS) makes uncertainty more salient in all areas of language learning: instruction, communication, pair and group tasks, assessment, student reasoning and so on. Complex system views language as a dynamic system in constant transformation and development so it is never fully realized (Cameron & Larsen-Freeman, 2007). As emergent forms are taken up by the learners, uncertainties are likely to occur as a natural outcome. Learning in the dynamic perspective is not learning the structural forms of the language; rather it is an adaptation process through meaning making with respect to the affordances that emerge (Cameron & Larsen-Freeman, 2007).

An important feature of the CDS is that it involves interrelated variables and most of these variables are unstable in time (Verspoor, Lowie, & Van Dijk, 2008). Considering the language classroom complex and dynamic, we can say that being in continuous change and adaptation, one cannot avoid the dynamism of uncertainty embedded in the system. As a result of this, it is not possible to make generalizations within the complex system. Individuals continuously build a world around themselves and continuously adapt it. Additionally, the variables in the system are interconnected and context dependent. Thus, uncertainty is also considered context dependent and it is subject to change in the dynamic system.

Within the complex system 'development' refers to learners' creating their own meanings and broadening the meaning potential of the language (Cameron & Larsen-Freeman, 2007) and throughout this process of development learners face uncertain situations. From the dynamic perspective, uncertainty does not only stem from course content, but also it emerges from the target language culture, classroom environment and context, the teacher or other classroom members, and the feelings of the learners.

To sum up, although uncertainty is regarded as a topic that does not belong to a single discipline (Smithson, 2008), it has its roots in psychology and it is considered to be constructed or coconstructed in human interaction by communication scholars. Since dynamic systems view language learning as emerging through interaction within social contexts (De Bot, Lowie, & Verspoor, 2007), learners face with multiple sources of uncertainty and they have to deal with it. Considering this, the purpose of this study is to explore uncertainty experiences of university students in their language learning classroom environment. To better understand the language learning process in the uncertain classroom we need to address the following questions:

1. What are the sources of uncertainty in the language classroom?
2. How do the students experience uncertainty in the language classroom?
  - a. How do they appraise uncertainty?
  - b. How do they feel when they are uncertain?

## **2. Methodology**

### **2.1. Research design**

For the purpose of finding answers to the research questions, the study was carried out as a qualitative case study. The case study helps the researchers to investigate complex phenomena within their contexts (Baxter & Jack, 2008). Additionally, to capture the idea of dynamic research, the study was longitudinal, and it was carried out with a group of language learners studying at a pre-intermediate level classroom of a university.

### **2.2. Setting and participants**

The present study was conducted at the Preparatory School of a university in the south of Turkey in the fall semester of the 2017–2018 academic year. The students of the preparatory school were pre-intermediate level students from various departments such as English Language Teaching, Psychology, International Trade, Management, and Law. The data were collected from 23 students, consisting of 6 males and 17 females, and ranging in age from 18 to 24.

### **2.3. Data collection procedures and instruments**

The instruments used in the present study included five video recordings and five reflective journals. The students were video-recorded during collaborative group or peer work on different tasks. The given tasks were related to what the learners have studied in accordance with the schedule. For example, during task 3, the students were divided into groups of four or five and each group was given a sentence and one scene card at random. Groups discussed the topics in the two cards and tried to link them to a story. Then they

worked out their dramatized story in detail using the language for apologizing and giving excuses, as required in the syllabus. They needed to decide who the characters were, what happened, what the dialogue would be, how the scene was related to the given sentence. Each group performed their dramatized story for the other groups, followed by class discussion. Two cameras were set up in the classroom to record the students as they were working on the tasks. One camera was used to video the focus group working on a task, and the second camera was used to video the general dynamics of the classroom while working on a task. On each task, different focus groups or peers were recorded in order to see the variety in students' uncertainty experiences. Immediately following the video-recorded tasks, students were asked to write reflective journals, regarding their uncertainty experiences while completing the task. They were generally in form of a short paragraph including whether they experienced uncertainties personally or as a group during the task and how they felt in uncertain situations.

#### **2.4. Data analysis procedures**

The data analysis followed the semi-grounded approach using Atlas.ti. The analysis process was interpretive, which required the researcher to make inferences about students' discursive moves. When coding the data coming from the video recordings, uncertainty based on language and discourse was functionalized. Students' discourse, such as words, phrases and gestures, was an evident for their experiences of uncertainty. To support the interpretive analysis coming from video recordings and to capture different categories of uncertainty experiences and uncertainty appreciations of the learners, reflective journals written by the students were analyzed. The analysis started with open coding, in which the data from the video recordings and reflective journals were coded line-by-line. Axial coding was used to make connections between categories. As for selective coding, the codes were organized in relation to the core category of sources of uncertainty and it was systematically connected to other categories. Memoing was also used when coding the data to write up about codes and their relationships. Additionally, the codes, categories, and memos were examined considering the characteristics of complex dynamic system.

To provide the trustworthiness of the data peer debriefing and interrater method were employed. A colleague was provided with the raw data and the researchers' own interpretation and explanations. The colleague reviewed the interpretation and gave the researchers her comments and opinions. The interrater method was carried out by asking a colleague to code the data and then compare the coding with the researchers' codes to see if they found the same or different codes. For example, at first 'self' was considered as a category related to uncertainty, but feedback obtained through interrater method revealed that

uncertainty about ‘self’ pertains cognitive uncertainty or social uncertainty so it was eliminated.

### 3. Findings

The findings of this study are presented under two sub-headings in relation to the research questions: sources of uncertainty and learners’ appraisals of uncertainty.

#### 3.1. Sources of uncertainty

Analysis of data revealed that uncertainty mainly stems from sources related to *the course, cognitive processes, and social factors*. Most of the sources which cause learners to experience uncertainty were course related. Course related uncertainty refers to the uncertainties that students experience due to the course content such as vocabulary or structure, course material, classroom activities, or the teacher. Students expressed that their uncertainty was due to the given task as the task was difficult, challenging, confusing or uninteresting. The following quotes taken from reflective journals illustrate how they experienced uncertainty related to the task:

*It was difficult to write the dialogue including the given place and the given word. I wrote, erased, and rewrote. (St. 1, Ref. Journal 2)*

*At first, I couldn’t understand how to do the task and I did it in a wrong way because it was confusing. This led me to uncertainty. (St. 2, Ref. Journal 2)*

In the quotations above, the students expressed that they experienced course-related uncertainty because the task was difficult or confusing.

Vocabulary was another source of uncertainty during the tasks. Language learners experienced uncertainty because of unknown, confusing words or the words that they forgot.

*Student 1: I want a jacket except for [meaning “instead of] the camera.*

*Student 2: Except for? Is it true?*

*Student 1: I think so. Yes except for. I want to give the camera back and buy a jacket. (Video Rec.3)*

In the dialogue above, which is taken from task 3, student 1 uses ‘except for’ but she actually means ‘instead of’; student 2 is not sure if ‘except for’ was the right word or not and he/she asks student 1. Student 1 doubts for a moment so he/she makes an explanation.

Students had also some doubts about the structure such as finding the correct grammatical form or using the right preposition. In the following dialogue the learners are not certain about the use of correct preposition ‘arrive in’ or ‘arrive at’ and one of the group members helps them reduce their uncertainty.

*Student 1: Arrive in or arrive at the airport?*

*Student 2: I don’t know.*

*Student 3: Arrive at the station bur arrive in a city.*

*Student 1: OK. We arrive at the airport. (Video Rec. 2.)*

The sources of uncertainty based on cognitive processes form the second category and it is related to thinking and action, which may influence academic success. Uncertainty sources related to cognitive processes include misunderstanding, lack of critical thinking skills, indecisiveness, lack of knowledge, and being mentally stuck. In some cases, learners did not understand or misunderstood how to complete the task. In relation to this, they could not decide how to start or how to proceed. In some other cases, uncertainty stemmed from lack of critical thinking skills such as finding new ideas, giving examples, or finding solutions to problems. It was also stated by some students that they were mentally stuck and had difficulty in expressing themselves or they were confused. In task 1 the students were given some situations and they were asked to make suggestions and offers. The following excerpt shows the uncertainty that the student experienced is due to lack of critical thinking skills:

*...I realized that I had some problems. I could understand the given situations, but I had difficulty in finding solutions or giving examples. (St. 3, Ref. Journal 1)*

In task 4, the students were given a picture of a new invention which would improve people's lives and they were asked to give a presentation of their new invention to impress sponsors. In the reflective journal student 4 expressed that he/she did not know how to start the task as a result he/she felt confused and uncertain:

*The invention that we discussed was a little bit strange for me, so it caused uncertainty. At first, I felt confused and I didn't know how to start. (St. 4, Ref. Journal 4)*

The third category is social sources of uncertainty and it revealed when students had differing ideas about what actions to take, how to proceed and when this had to be negotiated among group members. The students experienced social uncertainty about the group process such as disagreement among group members, turn taking, and distractions from inside or outside the classroom. This type of uncertainty was reflected in learners' dialogues while they were working on task 4. While they were discussing about the invention they were given, there was disagreement among the group members: They decided that the invention in the picture was a clock with bird sounds, and they had to impress the sponsors to sell their invention. When one of the group members disagreed and said that the product would not sell, they experienced uncertainty due to the disagreement among the group members.

*Student 1: You have to sell this invention.*

*Student 2: Yes, but it won't sell.*

*Student 3: Why did you produce it then?*

*Student 2: We have cell phones, so this invention won't sell.*

*Student 1: You are the inventor of this device. You have to sell it. You have to think like that. (Video Rec. 4)*

Another form of social uncertainty was distractions from inside or outside the classroom. In video recording 3, while the focus group was working on the task, a student from the other group came and waved to the camera, the focus group stopped discussing and forgot what they were talking about. In addition to this, in reflective journals few students expressed that other students were talking loudly so they could not concentrate on their work.

### **3.2. Appraisals of uncertainty**

The second research question was about how students experienced uncertainty; that is how they appraised uncertainty and how they felt in uncertain situations. Responses to uncertainty are shaped by the perceptions and emotional reactions to the experience. Uncertainty is not only a cognitive process, but it is also emotional. According to Brashers (2001), responses to uncertainty are related to appraisals and emotions. Although the research on uncertainty and communication emphasizes uncertainty and anxiety (e.g., Gudykunst, 1995), different kinds of affective responses to uncertainty can be experienced. According to Brashers (2001), negative emotional responses appear when uncertainty is perceived as danger or threat and positive emotional responses such as hope and optimism reveal when uncertainty is appraised as beneficial. As it can be concluded from the reflective journals, students may have both negative and positive appraisals of uncertainty. Some students, who had positive appraisals of uncertainty, stated that uncertainty led them to find new ideas, triggered their imagination, challenged, or motivated them. The following quotations are taken from the students who had positive appraisals of uncertainty; they believed that the uncertainties they experienced affected them positively such as improving their skills or their ability to think.

*I enjoyed my uncertainties. The task and the disagreements with the group members improved my ability to think. (St. 5, Ref. Journal, 4)*

*We discussed about how to complete the task, we had some uncertainties. I tried to talk. It was challenging, and I felt good while dealing with the uncertainties. (St. 8, Ref. Journal, 2)*

On the contrary, it was also expressed by the students that uncertain situations caused anxiety or frustration. Additionally, students who had negative appraisals of uncertainty expressed that they were bored, nervous, restless, or unwilling to take part in the group work. The following excerpt shows that the student had uncertainty due to not being able to understand and as a result he felt bored.

*I could not understand what the invention in the photo was. I was bored while thinking about what it was. (St. 10, Ref. Journal, 4)*

In task 5, the students were given words or phrases which needed to be explained to another group, so they had to prepare definitions or explanations without referring to the book



or a dictionary. In the excerpt below, the student experienced course-related uncertainty (words with similar meanings) and cognitive uncertainty (not knowing how to define the words). As a result, the uncertainty he/she experienced made him/her feel nervous.

*Some words in the task had similar meanings. We did not know how to define them. It was not allowed to look at the book or the dictionary so I felt a bit nervous. (St. 3, Ref. Journal, 5)*

### **Discussion & conclusion**

This exploratory study was an initial step to investigate uncertainty experiences of language learners. The findings suggest that language learners experience lots of uncertainty in the classrooms because learning is fraught with uncertainty. The results of the study revealed that as the students were working on collaborative tasks, co-constructing knowledge and making their own meanings during the learning process, they encountered various uncertain situations stemming from course-related, cognitive, and social factors. The findings show consistency with the literature on uncertainty, which points out that uncertainty stems from various factors (e.g. Brashers, 2001; Clampitt & DeKoch, 2001; Smithson, 2008). In addition to this, learners' appraisals of uncertainty and emotional responses to it displayed diversity. Recent theories of uncertainty have brought a new perspective and asserted that people may have positive appraisals of uncertainty as well as negative appraisals (e.g. Brashers, 2001; Babrow & Kline, 2000). In line with previous studies, the results of the study indicated that the students who had positive appraisals of uncertainty emphasized uncertainty as a desirable state, which contributed positively to their learning.

The unpredictable, dynamic, and interconnected aspects of uncertainty fit well within the framework of CDS. From CDS perspective, there is unpredictability in the reciprocal interdependency among group members. This unpredictability is a result of the dynamic relationships among the agents, which causes students to experience uncertain situations. Learning in each group was situated in the specific context of that group, so the uncertainty experiences were also specific to the context of the group. Uncertainty experiences evolved and changed as students were engaging in different tasks in different groups. The structure and type of the tasks and students' uncertainty experiences were interrelated. For example, task 2, in which the students were given role play cards as a shop assistant and a customer, was more structured. In other words, the objectives and the language to be used were predetermined and tightly defined by the teacher. On the contrary, in task 3 the learners were given a sentence and a scene card at random and they were asked to link them in a dramatized story. It was less structured and required the learners to be more creative, imaginative, and the

language to be used was not constrained. During task 2, most of the uncertainties that students experienced were more course related such as unknown words or structures. However, during task 3 students' uncertainty experiences were more based on cognitive or social factors besides course related factors. With the less structured tasks uncertainty sources changed: uncertainty revealed as a result of lack of critical thinking skills, being mentally stuck, or due to disagreement among group members.

Additionally, uncertainty within the CDS is multilayered. The layers of context suggest that people experience multiple sources of uncertainty at once. This is supported by Brashers and Babrow (1996) as they claim "participants are embedded in layers of context that can produce complementary and contradictory forces" (p. 249). In some cases, the source of the uncertainty was both related to the course and cognitive processes. In task 3, the focus group could not understand the instructions and they did not know how to complete the task because they found the task challenging. The group members simultaneously experienced cognitive uncertainty (due to not knowing how to complete the task) and course related uncertainty (due to the challenging task). As a feature of CDS, uncertainty changes over time. That is uncertainty can be short-lived or ongoing (Brashers, 2001), and is composed of multiple interacting time scales. When there is uncertainty about vocabulary or structure, the learners reduced the uncertainty immediately. However, when they needed to reach an agreement as a group, the uncertain state continued.

Appraisals and emotional responses to uncertainty can change across time (Brashers et al., 2000) depending on the context. Some students perceived uncertainty as something positive; they stated that discussing, trying to deal with uncertain situations made them enjoy the uncertain situations. On the contrary, when they found the activity useless, boring, or difficult to deal with, they developed negative appreciations of uncertainty. The dynamic nature of uncertainty was also reflected by Brashers (2001) in the field of communication; emphasizing the unpredictable, interconnected and temporal characteristics of uncertainty.

Regarding the limitations of the study, it could be argued that the collected data may not be perfect indicators of uncertainty as some students may not be aware of their uncertainty or they may hide it, so more research is needed to determine transferability of findings to other contexts. In addition to this, the analysis focused on focal students and may not be representative of every language learner. For future research, how learners experience uncertainty should be investigated over longer timescales. For example, how and in which situations uncertainty appraisals and emotions change over an academic year could be investigated. Moreover, individual learners could be followed as a case study taking into

consideration their individual differences and how they experience uncertainty in different tasks and in different contexts.

In conclusion, although the concept of uncertainty was investigated in educational contexts such as robotics engineering (e.g. Jordan, 2010; Jordan, 2015; Jordan & McDaniel, 2014), the current findings add substantially to our understanding of uncertainty in foreign language learning. If students become aware of the uncertainties in the learning process, they become confident in the face of uncertain situations, they also become prepared for the uncertain situations. As a result, they become less concerned about being told what to know and become more concerned about postulating, guessing, hypothesizing, conjecturing, and taking risks.

## References

- Babrow, A. S., & Kline, K.N. (2000). From “reducing” to “managing” uncertainty: Reconceptualizing the central challenge in breast self-exams. *Social Science and Medicine*, 51, 1805-1816.
- Bammer, G., & Smithson, M. (2012). *Uncertainty and risk: multidisciplinary perspectives*. London: Earthscan Publications Ltd.
- Baxter, B., & Jack, S. (2008). Qualitative case study methodology: Study design and implementation for novice researchers. *The Qualitative Report*, 13(4), 544-559.
- Blumenfeld, P. C., Mergendoller, J. R., & Swarthout, D. B. (1987). Task as a heuristic for understanding student learning and motivation. *Journal of Curriculum Studies*, 19(2), 135-148.
- Bradac, J. J. (2001). Theory comparison: Uncertainty reduction, problematic integration, uncertainty management, and other curious constructs. *Journal of Communication*, 51(3), 456-476.
- Brashers, D. E. (2001). Communication and uncertainty management. *Journal of Communication*, 51(3), 477-497.
- Brashers, D. E., & Babrow, A. (1996). Theorizing communication and health. *Communication Studies*, 47, 243-251.
- Brashers, D. E., Neiding, J. L., Haas, S. M., Dobbs, L. W., Cardillo, L. W., & Russel, J. A. (2000). Communication in the management of uncertainty: The case of persons living with HIV or AIDS. *Communication Monographs*, 67(1), 63-84.
- Cameron, L., & Larsen-Freeman, D. (2007). Complex systems and applied linguistics. *International Journal of Applied Linguistics*, 17(2), 226-240. doi:10.1111/j.1473-

4192.2007.00148.x

- Clampitt, P. G., & DeKoch, R. J. (2001). *Embracing uncertainty: The essence of leadership*. New York: Routledge.
- De Bot, K., Lowie, W., & Verspoor, M. (2007). A dynamic view as a complementary perspective. *Bilingualism: language and Cognition*, 10(01), 51-55.
- Doyle, W., & Carter, K. (1984). Academic tasks in classrooms. *Curriculum Inquiry*, 14, 129–149.
- Dörnyei, Z., & Ryan, S. (2015). *The Psychology of the Language Learner Revisited*. New York : Routledge.
- Ely, C. M. (1989). Tolerance of ambiguity and use of second language strategies. *Foreign Language Annals*, 22(5), 437-445.
- Furnham, A., & Ribchester, T. (1995). Tolerance of ambiguity: A review of the concept, its measurement and applications. *Current Psychology*, 14(3), 179-199.
- Gudykunst, W. B. (1995). The uncertainty reduction and anxiety-uncertainty reduction theories of Berger, Gudykunst, and associates. In D. P. Cusman & B. Kovacic (Eds.), *Watershed research traditions in human communication theory* (p. 67-100). Albany: State University of New York Press.
- Jordan, M. (2010). *Managing uncertainty in collaborative robotics engineering projects: The influence of task structure and peer interaction* (Doctoral dissertation, The University of Texas).
- Jordan, M. (2015). Variation in students' propensities for managing uncertainty. *Learning and Individual differences*, 38(2015), 99-106.
- Jordan, M., & McDaniel, R. R. (2014). Managing uncertainty during collaborative problem solving in elementary school teams: The role of peer influence in robotics engineering activity. *The Journal of the Learning Sciences*, 23, 490-536.
- Kazamia, V. (1999). How tolerant are Greek EFL learners of foreign language ambiguities? *Leeds Working Papers in Linguistics*, 7, 69-78.
- Krane, H. P., Johansen, A., & Alstad, R. (2014). Exploiting opportunities in the uncertainty management. *Social and Behavioral Sciences*, 119(2014), 615-624.
- Krohne, H. W. (1993). Vigilance and cognitive avoidances as concepts in coping research. In H. W. Krohne (Ed), *Attention and avoidance*. Toronto: Hogrefe & Huber.
- Larsen-Freeman, D. (2013). Chaos/complexity theory for second language acquisition. *The Encyclopedia of Applied Linguistics* (pp 1-7).
- Monat, A., Averill, J., & Lazarus, R. (1972). Anticipatory stress and coping reactions under

various conditions of uncertainty. *Journal of Personality and Social Psychology*, 24, 237-253.

Smithson, M. (2008). Psychology's Ambivalent View of Uncertainty. In G. Bammer and M. Smithson (Eds.), *Uncertainty and risk: Multidisciplinary perspectives*, (205- 217), London: Earthscan Publications Ltd.

Srinivasan, S. K. (2012). Managing uncertainty: The case for scenario planning in management education. *IMJ*, 4(2), 21-29.

Starbuck, W. H. (2009). Perspective-Cognitive reactions to rare events: Perceptions, uncertainty, and learning. *Organization Science*, 20(5), 925-937.

Verspoor, M., Lowie, W., & Van Dijk, M. (2008). Variability in second language development from a dynamic systems perspective. *The Modern Language Journal*, 92(2008), 214-231.



DOI: 10.22559/folklor.944

Folklor/edebiyat, cilt:25, sayı: 97-1, 2019/1

## **Every Challenge Is An Opportunity To Learn: Student-Teachers' Learning Experiences**

Her Zorluk Öğrenme Fırsatıdır: Öğrenci Öğretmenlerinin Öğrenme Deneyimleri

**Besime Erkmen\***

### **Abstract**

Field experience or practicum is an important milestone in the lives of prospective teachers. During this time, they will decide whether they want to embark on the teaching journey or never start the journey. The present study explored third year TEFL student teachers' experiences of teaching young learners for the first time. In particular, the focus was on the challenges they faced and the solutions they found to their own challenges. In order to identify student teachers' problems and their solutions, they were asked to keep reflective journals for six weeks while doing their voluntary teaching at their placement schools. The findings indicated that student teachers' experiences in young learners' classes were generally positive and the experience was found to be fruitful. Moreover, the main problems faced by student teachers were related with classroom management; namely, getting students' attention and the level of noise during the lesson. The study highlighted the importance of teaching experience in real classrooms, and how such experiences contributed to student teachers' professional learning.

**Key words:** *student teachers, young learners, real teaching experience*

### **Öz**

Eğitim fakültelerinde genellikle dördüncü yılda verilen Okul Deneyimi ve Öğretmenlik Uygulaması dersleri öğretmen adaylarının tecrübeli öğretmenleri gözlemlene olanağını sağlaması yanısıra, gerçek sınıf ortamında deneyim kazanmasını da sağlamaktadır. Bu süreç öğretmen adaylarına öğretmenlik mesleğine başlayıp başlamama konusunda da yardımcı olmaktadır. Bu kapsamda bu dersler öğretmen adaylarının öğretmenlik mesleğine başlamadan önce, okulu, öğrencileri, işlenen dersleri ve öğretmenleri tanımlarında önemli bir yeri vardır. Çalışmalar da göstermektedir ki bu süreç, öğretmen adayının gelişimine katkı koymaktadır. Bu düşünce ile, bu çalışma, İngilizce Öğretmenliği programında Çocuklara Yabancı Dil

---

\* Orta Doğu Teknik Üniversitesi, KKTC Kampusu İngilizce Öğretmenliği Bölümü berkmen@metu.edu.tr

Öğretimi dersi alan üçüncü sınıf öğretmen adaylarının gönüllü olarak okul öncesi ve ilkokullardaki gözlem ve deneyimlerini araştırmaktadır. Çalışmada özellikle öğretmen adaylarının karşılaştıkları zorluklar ve bu zorluklara çözüm önerileri üzerinde duruldu. Araştırmanın örneklemi 24 öğretmen adayından oluşmaktadır. Araştırma verilerinin toplanması amacıyla öğretmen adayları altı hafta boyunca yansıtıcı günlükler tutulmuştur. Bunlara ek, dönem sonunda öğretmen adaylarına açık uçlu anket soruları verilmiştir. Toplanan veriler içerik analiz yöntemiyle analiz edilmiş ve temalar altında incelenmiştir. Elde edilen bulgulara göre öğretmen adayları Çocuklara Yabancı Dil Öğretimi dersi kapsamı altında yapılan bu uygulamaya karşı olumlu bir bakış açısına sahip oldukları görülmüştür. Öğretmen adaylarının başlıca karşılaştıkları sorunlar sınıf yönetimi ile ilgili sorunlar olmuştur. Bunlar, çocukların ilgilerini derse toplama ve ders esnasında yaptıkları ses veya gürültü olmuştur. Her öğretmen adayının metodoloji ve sınıf yöntemi derslerinde gördükleri yöntemlerden faydalanarak karşılaştıkları sorunlarla başa çıkmayı başarmışlardır. Bu nedenle, bu çalışmada yer alan öğretmenler teoriyi pratiğe döküp içselleştirebilmişlerdir. Bunlara ek olarak, kendi yöntemlerini geliştirerek sorunları başarıyla çözebilmişlerdir. Sonuç olarak, çalışma gerçek sınıflardaki öğretim deneyiminin önemini ve bu deneyimlerin öğretmen adaylarının mesleki öğrenimlerine nasıl katkıda bulunduğunu vurgulamaktadır.

**Anahtar sözcükler:** *öğretmen adayları, çocuklara yabancı dil öğretimi, gerçek öğretim deneyimi*

## **Introduction**

Research into teaching English to young learners at primary and pre-primary schools has developed rapidly in the past twenty years. This development has occurred due to the consensus of the value of early language learning. As a result of the growing demand for English across the world, families now want their children to be able to speak English fluently and coherently. Although official year of starting English as a foreign language in general is Year 1 at primary school, many private and even state pre-school institutions are introducing English to young learners (Rixon, 2013; Cameron, 2003).

In general, teacher education programs in the final year of their curriculum incorporate practicum courses which give student teachers the opportunity to observe an experienced teacher on work, link theory to practice, and develop teaching skills and competences before they embark on their real teaching experience. Previous research (Harrison & Lakin, 2018; Yuan & Lee, 2014; Eröz-Tuğa, 2013; Ng, Nicholas, & Williams, 2010; Mattheoudakis, 2007; Stoughton, 2007; Seferoglu, 2006; da Silva, 2005; Smith & Lev-Ari, 2005; Tillema, 2000) has also shown that such programs not only equip student teachers with the necessary knowledge and skills about teaching and learning, but also give them the opportunity to reflect on their beliefs and attitudes about learners and teaching. However, the field of teaching English to young learners (TEYL hereafter) is distinct

from teaching English to teenagers and adults. In addition to knowledge and skills, teachers of young learners need to be able to understand the way children think and acquire a foreign language, and equally important to be able to identify their interests so that they can integrate these into their teaching (Cameron, 2003). In other words, teaching English to young learners is a different experience as young learners are still developing cognitively, linguistically, physically and emotionally. Moreover, an important competence that teachers of young learners need to be equipped with is managing classrooms effectively. Although these topics are covered in most EFL programmes, student teachers are not given the opportunity to practise what has been covered in their young learners' courses.

Research studies on EFL student teachers teaching experience with young learners are scarce. However, several studies have investigated student teachers' perspectives on taking young learners' courses (Çakır & Güngör, 2017; Ekşi & Aşık, 2015; Eröz-Tuğa, 2013; Seferoğlu, 2006). Çakır and Güngör's (2017) study, for example, investigated third and fourth year pre-service teachers' evaluations of teaching English to young learners' course based on the 21<sup>st</sup> century teacher qualifications in five different EFL programmes in Turkey. The findings of the study showed that school experience should be integrated into the TEYL syllabus, and that there is a need to observe and gain real life experiences with young learners.

One area that most EFL student teachers question and even fear is classroom management. In particular, problems of control and discipline in crowded classes are most commonly mentioned problems. For instance, recently in their study, Merç and Subaşı (2015) examined twelve student teachers classroom management problems and their coping strategies. The main source of classroom management problem was identified as pupils. The level of noise, lack of student participation, uninterested students were among the given problems. Student teachers' solution strategies to these problems were showing individual interest, informing the cooperating teacher, warning, shouting at them or establishing eye contact.

To the best of author's knowledge, there have been very few research studies that have investigated EFL/ESL student teachers' experiences in young learners' classes. Instead, previous research mainly focused on student teachers' experiences in the final year of their education while doing their practicum. Therefore, this study aims to fill that gap by investigating student teachers' teaching experiences with young learners in real teaching contexts. The second aim of the study



was to evaluate the effects of early field experience on student teachers' professional learning, and possibility of integrating field experience into TEYL course on a voluntary basis.

### **Contextual information**

The study was conducted during the Spring semester from March to May in 2016. The participants were third year TEFL student teachers taking Teaching English to Young Learners course at Middle East Technical University, Northern Cyprus Campus. The aim of the course was to:

- introduce student teachers to the theory and practice of teaching young learners in the EFL classroom.
- develop their knowledge about teaching the four skills to young learners
- design language teaching activities and materials for young learners
- introduce them to real classroom teaching so that they can implement various teaching approaches and become aware of young learners' needs and interests in terms of learning English

In Northern Cyprus, pre-school or pre-primary education is optional and targeted at three years old children. The official primary school entrance age is six. Private pre-primary schools start teaching English at the age of three, while at state pre-primary schools teaching of English is optional. Students at state primary school start learning English in Grade 3; however, they may be introduced to English at pre-school under the course name, English awareness.

The present study took place in four different schools. The table below provides information regarding the type of school, student's age range, the approximate class size, and whether English is taught at the school or not. All schools are public, and follow the national curriculum.

Table 1

Information about student teachers' background

Type of school	Age-range	Number of students	English
Kindergarten	3-5	12-15	Not taught
Pre-primary	5-6	15-18	Not taught
Primary school (year 1 and 2)	6-8	25-30	Not taught
Primary school (year 3,4 and 5)	9-11	25-30	Taught

In primary school, year 3 students have three class hours (40 minutes) of English, and in years 4 and 5, they have five class hours each week. Although English is not taught in kindergarten, pre-primary school and primary school year 1 and 2, students are introduced to basic vocabulary. The kindergarten, pre-primary school, and primary school year 1 and 2, where the student teachers did their field experiences have one to two class hours of English (approximately 30 minutes) per week in order to acquaint them with English. Basic English vocabulary and English songs are introduced to children so that they become familiar with the English language.

## **Method**

### **Participants and data collection**

The study employed a convenience sampling as the main aim of the study was to investigate the possibility of integrating field experience into the course based on the feedback received from the student teachers. In order to decrease bias degree, student teachers' feedback, peer review and methods triangulation were used (Johnson, 1997).

Twenty-four student teachers, taking TEYL course, participated in the study. All student teachers had completed their methodology, education and language skills (Teaching Speaking and Listening) courses and, would have completed the second language skill course (Teaching Reading and Writing) which they were taking at the time of the current study. Therefore, the student teachers were mostly familiar with teaching approaches and methods.

At the beginning of the young learners' class, the course instructor asked for volunteers to teach at pre-schools. Student teachers were told that they would get 5% for participation in the teaching program, and 5% for writing their reflective journals. All students agreed to do voluntary teaching as they all stated that it would be a different experience for them. Student teachers were not informed about the intention of the researcher until the end of the semester in order to decrease the degree of bias.

As a result, the student teachers were randomly placed in three types of schools: kindergarten, pre-primary school and primary school. While visiting the schools, they were involved in various tasks for six weeks:

- For the first task, they were asked to observe the assigned language teacher for two weeks, write a reflective paper for each observation based on what they have learnt from the observation/teacher and what they would have done differently,
- Teach at least one class hour each week for four weeks, receive feedback from the assigned teachers, and write a reflective paper on their strengths and weakness.
- Write a final reflective paper on their experience with the young learners.

All tasks were sent to the course instructor via email. At the end of the six weeks, student teachers were informed about the purpose of the research study and were asked if they would be willing to participate. All student teachers accepted to take part in the study, and stated that they would be happy to contribute. Then, they were asked to complete an open-ended questionnaire at home. The questionnaire, by and large, focused on their expectations, experiences and whether they would consider teaching young learners in the future. With this questionnaire, student teachers had the opportunity to reflect on their learning experiences and also offer their suggestions related to the course and teaching experience at placement schools.

### **Data Analysis**

The analysis was carried out using content analysis in order to identify main concepts relating to student teachers' observations and experiences. The data were coded in the following three phases. First, the researcher read the data several times in order to gain an overall understanding of the student teachers' experiences. The researcher marked the data by a code (e.g. observation, teaching experience, classroom management etc.). Second, while reading through these codes, the researcher labelled tentative categories (e.g. students, attention, challenges, positive/negative effects etc.). Lastly, the data were sorted on the basis of its fit into topics that reflected the research aims. The two main themes that emerged were the challenges that student teachers faced during their teaching experience, and the solutions they had produced to overcome them.

To enhance the trustworthiness of the findings, the researcher requested a colleague to analyse a set of data. Later, the researcher and her colleague discussed the coding until they reached "intercoder agreement" (Nunan & Bailey, 2009, p. 428). Moreover, two of the student teachers were also invited to comment on the interpretation of the data, and their feedback was taken into consideration during the refinement of the final analysis. If there was any misunderstanding or

missing information, student teachers were also able to comment on them in person. To ensure confidentiality, for the student teachers' names, pseudonyms have been used throughout the paper.

### **Findings**

Based on the analysis of the reflective journals and the open-ended questionnaires, two main categories emerged; challenges students faced and benefits they have gained. The sources of perceived challenges were mainly related to classroom management problems. These are getting and maintaining young learners' attention and dealing with noise level. Although the topics have been covered under a different heading for convenience of exposition, there is overlap between each theme. For example, getting students' attention was difficult because they did not perceive the student teachers as their real teachers. Moreover, although the experience was challenging for most student teachers, the findings revealed that they were able to benefit from the experience.

### **Challenges**

#### Getting/maintaining young learners' attention

Classroom management is a perennial problem not only among student teacher teachers, but also for novice and even experienced teachers. The most frequently encountered classroom management problem that the student teachers reported in this study was related to student misbehaviour. Student teachers explained their classroom management problems, by and large, as managing students' behaviour, getting their attention, and maintaining the flow of the lesson. The following comment from Berry was typical of the concern raised:

*I faced several difficulties that I didn't expect as difficult as they were. For instance, keeping students under control was quite difficult, because they can immediately get out of control. When I checked my activities even for a minute, they may start yelling at each other, fighting with each other, getting on the table, running around the class, teasing each other and so on. (Berry, Pre-primary, Overall reflective paper)*

Another student teacher, while observing her co-operating teacher, became aware in her first week that managing student behaviour even for experienced teachers was difficult.

*Although the content of the lessons and the topics are easy, controlling young learners in class, catching their attention and having discipline are too hard. I saw that a primary school teacher should always be in her/his good mood because students are easily affected from the teacher's reactions. (Emily, Primary School year 5, Reflection 1)*

Olga also realized that controlling students was difficult. However, she became aware of what she had to do to overcome the problem. Her solution to the problem was as the following:

*I very much liked teaching in primary school even though it is very tiring and kids are harder to control compared to adults but I have seen that once you set rules that are possible to follow for them you can control them (Olga, Primary School year 5, Reflection 4)*

Additionally, related to these problems, the two student teachers explained what had happened and how they dealt when faced with a problem:

*In this lesson, my weakness was not to be able to manage the classroom. The children were **dynamic** and it was hard to **get their attention**. I should develop my classroom management skill. (Irene, Kindergarten, age 3-5, Reflection paper Week 8)*

*...maintaining the flow of the lesson and attracting students' attention as much as possible were tough for me. As the weeks have passed, we, as teachers have learned how children behave when they get bored or what kind of activities they like. In time, I have learned how to manage the children and how to maintain the flow of the lesson. (Irene, Kindergarten, age 3-5, Overall reflection paper)*

*The biggest difficulty that we encountered was the **attention span of the children**. When they were working on an activity, they were bored and they were starting to deal with other things such as bothering their friends or asking permission to go outside and drink water. To deal with this problem, I tried to draw the students' attention by transforming the activities into a play. For example, while a student was colouring, he/she could get bored and I asked him to race about finishing colouring early. Most of the time it worked and I could deal with attention problems. Also, clapping and raising voice were a good way to direct the students' attention to the activities. (Mike, Kindergarten, age 3-5, Overall reflection paper)*

As the student teachers' group of learners were between the ages of three to five, keeping them under control was not an easy task for these student teachers. However, as they have spent more time with the children they were able to find the right teaching approach.

Lisa teaching 5-6 years old students at the pre-primary school mentioned that she sometimes lost students' attention due to boredom or tiredness. This is how she solved her classroom management problem:

*In order to make them engaged with the lesson, I suddenly told them to sit down, stand up, touch your "....". TPR works while getting attention. (Lisa, Pre-primary school, Reflective paper 4)*

Student teachers who were teaching older grades seemed to have fewer problems which resembled the problems reported by student teachers at kindergarten. Both groups of student teachers identified the problem of getting students' attention, however, their way of dealing with the problems differed slightly. Below is Celine's explanation:

*I was worrying about my classroom management skills but I didn't face any problems other than wandering around, speaking without getting permission, and going to toilet. I overcame these problems by explicitly warning the students and getting the attention of the wandering students by asking them to do the next exercise. (Celine, Primary school years 3, 4 and 5, Overall reflective paper)*

#### *Dealing with the Noise level*

All student teachers complained about the level of noise in their classes while observing their cooperating teacher as well as while doing practice teaching. Due to high noise level, coordinating teachers and student teachers were unable to carry out activities and also maintain classroom discipline. While observing his coordinating teacher, George explained that the noise level was sometimes intolerable. He explains:

*We observed 2 lessons and they were 40 minutes long. To be honest, it was like 40 years! Screams and other noises were distracting me badly. (George, Pre-primary school, Overall Reflection Paper)*

One student teacher wrote that although she used her own way of making the students quiet, at times she had to employ the strategy that her co-operating teacher used. The excerpt below illustrates her approach to dealing with the noise level:

*When they made noise, I tried to shout because they are used to it because of their teachers. Therefore, I had to shout at them. However, I usually used “1 2 3 tip” and this really worked. (Tracey, Kindergarten, Reflection paper 4)*

Student teachers stated that the noise level in their classes increased while they were forming groups. This finding is in line with previous studies (Merç & Subaşı, 2015; Carless, 2004) study. Tom expresses his approach as follows:

*So I made them 3 big groups according to their seating, rather than smaller groups of 4. I realized that they could be very hostile against the other group members when there is a chance to fail the game, because they were throwing things to each other when the other groups achieved. (Tom, Primary School year 3-4, Reflection 3)*

Related to noise level, student teachers realized that they needed to be more patient towards young learners. This was a solution strategy that was also used by student teachers in Merç & Subaşı's study. The student teachers in the current study also stated that they have actually learnt to be patient and more understanding while teaching young learners. Michael's comment represents student teachers' patience developed in time:

*I wasn't a patient person, but I learned how to be a patient and supportive teacher towards these students. (Michael, Kindergarten, Overall reflection)*

In addition, several student teachers mentioned that they were not taken seriously by the students, as they were not their 'real teacher' and that they were not seen as 'the authority'. As a result, students in their classes felt free to act as they wished. Thus, such behaviour lead to an increase in the noise level and not paying attention to the student teachers' lessons.

## **Benefits**

### *Effects of early field experience*

At the end of the semester, student teachers were asked to reflect upon how they felt and whether this experience contributed to their development. They all stated that the experience was beneficial

in terms of developing their classroom management coping strategies, teaching approaches, and also preparing their own activities and materials. The following extracts are typical of the comments made:

*During this experience, I have changed in a good way because I have developed some classroom management strategies (mostly in order to deal with misbehaviours) and some skills such as to be creative while preparing new materials. (Fiona, Questionnaire)*

*I saw how to manage young learners. And the theories and assumptions that we did in the classroom did not stay there; we practiced them and saw which theories work and which ones do not work. (Irene, Questionnaire)*

*I can't deny the fact that theories that I learned from my courses actually helped me a lot. As the time passes I somehow succeeded at adapting myself to this new teaching experience. (Simon, Questionnaire)*

It is also interesting to note that although many of the student teachers found the experience valuable, most student teachers said that they would not consider taking up teaching young learners as a profession in the future:

*Frankly, I do not want to teach at kindergarten in the future because their learning styles do not interest me so much. In addition, I do not conceive that I can handle them, their misbehaviours or problems. (Irene, Questionnaire)*

*Before this experience I was just prejudiced about the teaching young learners, however after this I am sure that I don't want to be a primary, secondary, or kindergarten teacher at all. (George, Questionnaire)*

Only four student teachers stated that they might want to teach young learners in the future. This is how Olga explains she became aware of her admiration towards young learners:

*To me this internship contributed a lot because I believe that I have gained some management skills and made me realize that I actually liked to work with kids and I could consider working with them even though it requires lots of energy and lots of work. (Olga, Questionnaire)*



## **Discussion and implications**

The present study investigated student teachers first field experience of teaching English to young learners. The findings of the study mirror, to some extent, themes highlighted in previous studies. First, the student teachers identified classroom management problems as challenges and they were able to deal with these problems successfully. Second, the student teachers perceived the experience of observing cooperating teachers and teaching real classrooms both beneficial and enjoyable.

A common problem that student teachers and novice teachers face is classroom management. Student teachers in this study also had difficulty in dealing with classroom management problems. This finding is in keeping with Al-Hassan et al., (2012) and Merç and Subaşı's (2015) findings that various classroom management problems are inevitable in young learners' classes. However, one potentially significant finding is that each student teacher in this study seems to have had clear ideas about how to manage young learners, and this awareness led them to develop their own strategies to overcome classroom management problems. Thus, this finding suggests that student teachers in this study were not passive recipients of knowledge, but were able to 'practicalise theoretical knowledge' (Tsui, 2009), which involves making personal interpretations of formal knowledge. Although the student teachers were not asked to reflect on the link between theory and practice, they often made reference to its usefulness in their teachings. This finding agrees with the results of Smith and Hodson (2010) that in addition to learning from 'hands on' experience, theory that was introduced at university sessions is beneficial.

Linked to the abovementioned finding, teacher education programmes could provide as many 'hands on' teaching opportunities as possible. Additionally, in keeping with previous research on observing cooperating teachers (Ng, Nicholas, & Williams, 2010; Seferoğlu, 2006), this study found that observation of cooperating teachers contributed to student teachers' learning. The twenty-four student teachers in this study considered their teaching experiences and observations highly valuable. In other words, the real teaching contexts provided student teachers with first-hand experience and a better understating of how young learners acquire a foreign language. Thus, they were able to develop professional knowledge in areas of student learning, and materials

development. This finding resonates with the research of Ekşi and Aşık (2015) who found that involving pre-service teachers in real classroom atmosphere enriched their knowledge of how children think, learn, and act. It is important that student teachers are supported and also provided with teaching experiences in various contexts so that they develop skills and confidence in teaching.

An unexpected and important finding in the study was related to student teachers' decisions related to not wanting to go into teaching young learners in the future. In contrast to Al Hassan et.al's (2012) student teachers who reported having satisfaction of teaching young learners, the student teachers in this study realized that they would not be satisfied teaching young learners in the future. Perhaps, had they not be given this opportunity they would have had made a wrong career decision. In this respect, teacher education programs play a critical role in providing as many teaching opportunities as possible to better guide student teachers in their final career decisions. These findings should be explored in further studies.

### **Conclusion**

The present study investigated third year TEFL student teachers' experiences in real classroom settings. The study contributes to the literature by shedding light on the value of student teachers' teaching experiences in young learners' classes.

The student teachers in this study were successfully able to internalize and incorporate the theory they have acquired in their education into practice. Based on these findings, it is suggested that field experience that involves both observing experienced teachers and practicing teaching in real classrooms should be incorporated in young learners' courses. This implementation would provide students with the opportunity of applying what they have learned from the language teacher education programmes in real classroom settings.

In conclusion, the present study shows that preparing student teachers to meet the needs of all of their prospective students is essential. If they are not offered to experience teaching in various contexts, they will not be adequately prepared for their teaching profession, and they may make a wrong choice regarding the age group they may be able to teach in the future. Thus, it is crucial that such opportunities are provided. Although the findings of this study relate particularly to student teachers in Northern Cyprus, the recommendations may be relevant to other educational and training contexts. Thus, a similar study can serve to enrich our understanding of student

teachers' experiences teaching experience with young learners. However, this study calls for more research into student teachers experiences in various teaching contexts in order to further our knowledge of how they develop their professional knowledge and skills, and how the gap between theory and practice be strengthened.

## References

- Al-Hassan, O., Al-Barakat, A & Al-Hassan, Y. (2012). Pre-service teachers' reflections during field experience, *Journal of Education for Teaching*, 38(4), 419-434.
- Cameron, L. (2003). Challenges for ELT from the expansion in teaching children. *ELT Journal*, 57(2), 105-112.
- Carless, D. (2004). Issues in teachers' reinterpretation of a task-based innovation in primary schools. *TESOL Quarterly*, 38, 639–662.
- Copland, F., & Garton, S. (2014). Key themes and future directions in teaching English to young learners: Introduction to the special issue. *ELT Journal*, 68(3), 223-230.
- Çakır, A., & Güngör, M.N. (2017). Pre-service teachers' evaluations of practices in teaching English to young learners in terms of 21st century teacher qualifications. *Journal of Language and Linguistic Studies*, 13(1), 244-259.
- Da Silva, M. (2005). Constructing the teaching process from inside out. How student teacher teachers make sense of their perceptions of the teaching of the four skills. *TESL-EJ*, 9(2), 1-9.
- Ekşi, Y, G.,& Aşık, A. (2015). Enriching microteaching in teaching English to young learners: an action research. *International Online Journal of Education and Teaching (IOJET)*, 2(1), 26-41.
- Eröz-Tuğa, B. (2013). Reflective feedback sessions using video recordings. *ELT Journal*, Volume 67, 175–183.
- Harrison, J., & Lakin, J. (2018). Student teacher teachers' implicit and explicit beliefs about English language learners: An implicit association test study. *Teaching and Teacher Education*, 72, 54-63.
- Johnson, B, R. (1997). Examining the validity structure of qualitative research. *Education*, 118(2), 282–292.
- Mattheoudakis, M. (2007). Tracking changes in student teacher EFL teacher beliefs in Greece: A longitudinal study. *Teaching and Teacher Education*, 23(8), 1272-1288.
- Merç, A.,& Subaşı, A. (2015). Classroom management problems and coping strategies of Turkish student EFL teachers, *Turkish Online Journal of Qualitative Inquiry*, 6(1).
- Ng, W, Nicholas, H & Williams, A. (2010). School experience influences on student teacher teachers' evolving beliefs about effective teaching. *Teaching and Teacher Education*, 26(2), 278-289.
- Nunan, D. & Bailey, K.M. (2009). *Exploring second language classroom research: A comprehensive guide*. Boston. Heinle Cengage Learning.

- Rixon, S. (2013). *British Council Survey of Policy and Practice in Primary English Language Teaching Worldwide*, London: British Council.
- Seferoğlu, G. (2006). Teacher candidates' reflections on some components of a student teacher English teacher education program in Turkey. *Journal of Education for Teaching*, 32(4), 369–378.
- Shin, J. K., & Crandall, J. (2014). *Teaching Young Learners English*. Heinle CENGAGE learning.
- Smith, K., & Hodson, E. (2010). Theorising practice in initial teacher education. *Journal of Education for Teaching*, 36(3), 259–75.
- Smith, K & Lev- Ari, L. (2005). The place of the practicum in pre- service teacher education: the voice of the students, *Asia- Pacific Journal of Teacher Education*, 33(3), 289-302.
- Stoughton, E. H. (2007). 'How will I get them to behave?': Pre-service teachers reflect on classroom management. *Teaching and Teacher Education*, 23, 1024-1037.
- Tillema, H. H. (2000). Belief change towards self-directed learning in student teachers: immersion in practice or reflection on action. *Teaching and Teacher Education*, 16(5), 575-591.
- Tsui, A. B. M. (2009). Distinctive qualities of expert teachers. *Teachers and Teaching: Theory and Practice*, 15(4), 421e439.
- Yuan, R., & Lee, I. (2014). Student teacher teachers' changing beliefs in the teaching practicum: Three cases in an EFL context. *System*, 44, 1-12



DOI: 10.22559/folklor.945

Folklor/edebiyat, cilt:25, sayı: 97-1, 2019/1

## **The Use of Drama in Overcoming Anxiety in English as a Foreign Language Class: An Action Research**

Yabancı Dil Sınıfı Olarak İngilizcede Kaygıyı Gidermede Dramanın Kullanımı:  
Bir Eylem Araştırması

**Çelen Dimililer\***

**Nurdan Atamtürk\*\***

### **Abstract**

One of the purposes of foreign language teaching is to help students to be communicatively competent so that they can use the language both in and outside the class. Traditional English as a foreign language (EFL) classes are limited in giving the opportunity to the students to use the language effectively in order to develop fluency. There are many graduated students who are unable to speak in public or engage in real communication as they lack confidence in using the language. They can understand the language that is spoken around them, but in practice they fail to use the language they have learned effectively. The impetus for this study raised when such shortcomings were detected in an undergraduate class called Literary Terminology. Eight junior students who were studying in English Language and Literature (ELL) Department of a private university in north Cyprus participated in the study. Drama activities were incorporated into the course as an intervention which lasted sixteen weeks. The data were collected through semi-structured interviews with all the participants to be analyzed qualitatively. The qualitative analysis revealed that a great majority of the participants benefited from the intervention in terms of speaking anxiety, personal development and socialization.

**Keywords:** *English as a foreign language, tertiary education, drama, fluency, social and personal development*

### **Öz**

Yabancı dil öğretiminin amaçlarından biri, öğrencilerin o yabancı dili hem sınıf içinde hem de dışında kullanabilmeleri için etkili iletişim adına yetkin olmalarını sağlamaktır. Yabancı dil olarak geleneksel İngilizce (EFL) sınıfları, öğrencilerin yabancı dili akıcı olarak kullanmalarını geliştirmek için dili etkin kullanma fırsatını vermede sınırlıdır. Toplumumuzda pek çok yabancı dil eğitimi almalarına rağmen o yabancı dilde konuşamayan ya da dili kullanma konusunda güvensizlik gösteren ve dolayısı ile gerçek

---

\* Department of English Language Teaching, Near East University, Nicosia, Mersin 10, Turkey

\*\* Department of SE, Near East University, North Cyprus, Mersin 10, Turkey

iletişim içine giremeyen pek çok üniversite mezunu birey bulunmaktadır. Bu bireyler çevrelerinde konuşulan dili anlayabilmekte ancak pratikte öğrendikleri dili etkili bir şekilde kullanamamaktadırlar. Yabancı dil öğretiminde karşılaşılan bu zorluklar uzun yıllardan beri yaşanmaktadır ve gerek öğretmenler gerekse de araştırmacılar tarafından farklı farklı yöntemler denenmektedir. Okulda okutulan İngilizce'nin kitap İngilizcesi olduğu, gerçek hayatta kullanılan İngilizce'nin farklı olduğu ve İngilizce'nin sınıf ortamında öğrenilemeyeceği gibi fikirler İngilizce öğretmenlerinin sıklıkla karşılaştığı şikayetlerden bazılarıdır. Görüldüğü üzere öğrencilerin günlük hayatta kullanılan İngilizce'ye ilgileri kitap İngilizce'sine kıyasla daha fazladır. Günlük İngilizce'yi sınıfa getirmek yabancı dil olarak İngilizce'yi öğrenen öğrencilerin İngilizce konuşma becerilerini geliştirmek ve akıcı konuşmalarına katkıda bulunması açısından drama aktiviteleri değerli bir araç olabilmektedir. Bu çalışmanın başlangıç ivmesi, Edebi Terminoloji adı verilen bir lisans sınıfında bu tür eksiklikler tespit edildiğinde ortaya çıkmıştır. Çalışmaya, kuzey Kıbrıs'ta özel bir üniversitenin İngiliz Dili ve Edebiyatı (ELL) Bölümü'nde eğitim gören sekiz genç öğrenci katılmıştır. Drama etkinlikleri, on altı hafta süren bir çalışma olarak ders planına dahil edilmiştir. Veriler, nitel olarak analiz edilmek üzere tüm katılımcılar ile yarı yapılandırılmış görüşmeler yoluyla toplanmıştır. Nitel analiz, katılımcıların büyük çoğunluğunun konuşma kaygısı, kişisel gelişim ve sosyalleşme açısından drama aktivitelerinden yararlandığını ortaya koymuştur.

**Anahtar sözcükler:** *Yabancı dil olarak İngilizce, yüksek öğretim, drama, akıcılık, sosyal ve kişisel gelişim*

## **Introduction**

One of the most important contributions drama can make to the classroom is to help overcome learners' shyness and hesitation to speak in the target language. Putting on the role of "being another person" can help get rid of shyness and encourage greater communicative ability, and thus fluency. Risk taking is a very important aspect of learning a language. If a student is afraid to make mistakes, this will hold them back. When learners start to take risks, and express themselves imperfectly, greater results can be obtained. Confidence is an important part of language learning, and drama is a great way to help students in this regard (Chalmers, 2007, p.5). Incidentally, the teacher too benefits in a similar way from adopting roles (Wajnryb, 1992).

Another aspect to drama in the classroom is the way it facilitates implicit language learning. This is picking a language up without conscious effort. The script must be read and understood, and learners will read and digest this with great care as they will put a considerable personal investment in performing in front of others. The students can also write their own dialogues and stage directions, or, more usefully, can redraft scripts to suit their personal, cultural and environmental situations. As their book's title suggests, grammar, spelling and punctuation can be taught and learnt unconsciously through drama. Resources can be created faster with learner participation than by just the teacher; prompts can be written

to be stuck on walls; lists of word to be used in performance can be drawn up; words can be grouped according to word endings etc; words for use in dialogues can be looked up in dictionaries. The fact that the language is to be performed will motivate the learners greatly (Pound, Hughes, 2007). According to VanPatten and Williams (2015) implicit learning is “input processing without such an intention.”. With drama in the classroom, this is facilitated well. When peers are rehearsing their lines, putting up parts of scripts on walls etc. there is a language rich environment, and learners will pick up language without seeming to be in a situation of formal instruction. Also, part of this is spectacle, noise, silence, and so on (Lazar, 1993), which are an integral part of all language. Drama can reflect this aspect of language effectively.

Furthermore, learners of language can have the chance to express ideas and emotions in situations of real communication. This can be seen as real life communication insofar as in the context of drama the emotion or the idea precedes the language employed to express it (Richards, Rogers, 1986). This is the reverse of traditional language teaching practice in which the language is first presented to learners who then use it to express pre-selected ideas. Drama can also reflect real life in that it means learners play and interact with each other (Pound, Hughes, 2008). Fun is a big element in learning. As Holt (1983) puts it, “The spirit behind such games should be a spirit of joy, foolishness, exuberance, like the spirit behind all good games, including the game of finding out how the world works, which we call education.” Drama in the classroom can provide all of these things.

Moreover, drama in the classroom is a bonding activity, with learners forming close relationships which can enhance learning of the cooperative sort. Another beneficial result of drama in the classroom in this respect is the matter of sharing. An atmosphere of “I had to learn this the hard way; I don’t see why so and so should get anything from it,” is not a good learning atmosphere. Drama helps build far better relationships than this, “common humanity,” (Byram, Fleming) and when learners share, all will benefit.

Drama also helps learners to have a positive attitude to the target language in general. As Rinvoluceri (1984, p6) puts it, “[drama can produce] an evolution of feeling towards the target language...” This is very important in relation to motivation. A positive feeling towards the language can be the key in mastering it (p142).

### **Background of the study**

This action research was planned by the two researchers but conducted by the first researcher who was the lecturer of the course called Literary Terminology. The course is a three credit course offered as a compulsory course for junior English Language and

Literature (ELL) students. The course is offered in the third year, second semester. Three class hours are allocated for it. The researcher has taught the course for several years and experienced some challenges related to speaking concerning the course. The major problem with the course was that as the title of the course suggests, the course content is literature, and was based on written tasks in lieu with the course outline of the course. Based on the lecturer's experience, it can be said that students find the course difficult and boring due to the fact that written tasks are very demanding and not interactive. In order to overcome the above mentioned challenges, the course is redesigned and script writing, acting out and staging of selected plays are added to the course outline in the hope that students will be more active in class, work collaboratively, communicate more in English and thus experience joy of learning.

### **Aim of the study**

The aim of this study was to investigate the impact of a six week drama intervention with an experimental group of eight junior English Language and Literature students. In order to accomplish the aim of the study the following research question is posed: What are the perspectives of undergraduate ELL students on the impact of drama – acting out - staging on their language development?

### **Participants**

Eight junior students who were taking Literary Terminology during the first term of 2015-16 academic year consisted in the participants of this research study. All of them were ELL students. Five of them were male and three of them were female. The age range was 19-23. None of them was native speakers of English. Four were Turkish Cypriots with Turkish as their mother-tongue and one from Saudi Arabia and three from Turkmenistan.

### **Materials and procedure**

With regard to materials, the graded readers of *The Merchant of Venice* and *Macbeth* were used. One class hour was allocated to drama activities each week. The students were assigned to read *The Merchant of Venice* at home. When they come to class, we had a discussion on the most influential scenes of the play. We agreed that Shylock's court scene and Portia's casket scene were more interesting than the others. Then, we had a discussion on the characters of the play so that the students shared the roles. As there were only eight students in class, we did not divide them into two but had all of them in one group. As a group, they were asked to develop a script covering Shylock's court scene and Portia's casket scene. In doing so, they were free to add additional scenes to relate these two scenes. Through



script writing the students practised collaborative writing. An English only approach was adopted throughout all class, which meant that they were not allowed to speak Turkish with each other. The script writing took one class hour but they were unable to finish the script. They were told to complete it by next class. The next class was allocated to reading aloud, intonation and pronunciation practice of the script. Then, they were ready to stage the play in class in the third class hour for drama.

The other material used in this intervention was *Macbeth*. The same procedure as that of *The Merchant of Venice* was applied. Duncan's murder scene and the witches' scene were identified to be developed into a script. Once the roles were assigned, they were ready for collaborative writing. Following collaborative writing, they read aloud and practised acting out and then staged the play in class.

### **Data collection procedures**

The data were collected through in-depth individual interviews with eight students who underwent the intervention. Semi structured interview questions were posed to the students during the interviews. They were asked questions about the advantages and disadvantages of the intervention in general and the effects of drama on their English language development in particular. Each interview lasted about fifteen minutes and took place in the lecturer's office. The interviews were recorded to be transcribed.

### **Ethical issues**

Before the intervention the participants were told about the nature of the intervention. Their performance was going to be marked. They were thus told that their participation was optional and that if they did not want to participate, they would be given some other task, such as writing an essay or giving a presentation. All participants were told that they would take place in the study with their pseudonyms, and all participant interviews were recorded upon their consent.

### **Data analysis**

Thematic analysis was performed to analyse the data gathered from the interviews. The data were coded and sorted under certain categories. A detailed examination of these categories revealed the emerging themes.

### **Findings**

The findings of this study suggested that the incorporation of drama had positive impacts on the participants' overall oral competence, social and personal development. More specifically, through the intervention, the participants who underwent the drama experience demonstrated improvements in their speaking skills, better social skills and improved self-

confidence. It seemed that the intervention significantly affected the participants' language development along with social and personal development. The emerging themes and their frequency distribution were illustrated in Table 1 below.

**Table 1** Frequency distribution of the themes emerged from the interviews

Themes	n	Total number of participants	%
Developed speaking skills	6	8	70
Improved social skills	4	8	50
Improved self-confidence	3	8	40

As Table 1 illustrated, more than half of the participants reported that they believed their speaking skills improved. With regard to developed speaking skills, Ali, for instance, stated that *“I sometimes have difficulty in remembering the word I want to say while speaking. It does not come to my mind. At that time I feel angry because I am not fluent but when we were doing drama because we memorized the answers it was like I was speaking fluently and I like it”*. Another participant who was called Burak said, *“I am not good at vocabulary. For this reason, I cannot speak good enough. This activity was useful because now I think I can speak better if I prepare my answers.”* As noted by another participant, drama *“helped with pronunciation and intonation which were not taught before”*.

With regard to social skills, four participants reported that their social skills improved. Ahmet told that *“I have very good friends in this class but not everyone is my friend. With these activities we had to mix with the ones whom we do not usually mix and that was good.”* Another noted *“I liked writing the script with my friends and sharing ideas and helping each other. I do not like writing at all but this was really good and helped.”* Cansu said that *“It was fun working together and helping each other. We learned a lot from each other.”*

The other theme emerged from the interview data was improved self-confidence. Banu noted that *“These activities are really useful for shy students like me. When I do not have to, I prefer not to speak. I just listen. In these activities everyone has to speak. I was not much into it first but later I changed my mind.”* Ceyda mentioned that *“I like it when the class is told by the teacher and when we do activities it is like waste of time but these activities were*

*really useful. I do not usually talk in class because I make mistakes but I liked participating in drama.”*

### **Discussion**

This present study examined qualitative aspects of drama on undergraduate EFL learners. The findings indicated significant improvements in the participants' oral competence, social and personal development. The finding that personal development was fostered went in line with the finding of Atamturk, Dimililer and Atamturk (2017). The participants of this research study practised collaborative script writing and noted that drama enhanced social relations, which confirmed Dimililer's (2017) finding. One of the main strengths of teaching language through drama is that it is learner centered. This means that learners take responsibility for their own learning. In a very traditional classroom, the teacher is firmly in control, and imparts knowledge to students. This has long been seen by many as an unsatisfactory approach. The idea that the teacher has "control of knowledge" (Collins, 2014) is widely seen as outdated. As Jolliffe (2007) points out, it is the interaction of learners with a teacher who fosters in them a sense of independence that leads to effective learning through interpersonal skills. An excellent teacher can facilitate a "relationship driven classroom" (Marlowe, 2013). This learner centered approach is at the heart of teaching through drama. The teacher facilitates the learning experience, but relinquishes a lot of control, allowing the learners to take control of their own learning experiences. The fact that students express their feelings also overcomes a problem that John Haycraft (1978) points out, namely that learners are often demotivated in the language classroom because the teacher is "not interested as them as people." With drama in the classroom the learners can express their personalities, and the teacher and the fellow learners can share and celebrate each others' personalities. Through drama learners can express their own ideas, not just those of the playwright, and develop themes and concepts in ways relevant to their own lives (Chalmers, 2013). This also helps to bridge the divide between the classroom and the outside world, as real life situation and emotions are acted out.

### **Conclusion**

Using drama activities such as script writing, acting out and staging in EFL classes has many advantages. EFL learners may sometimes feel intimidated due to low proficiency levels or at times this inhibition is because of their own personality. Drama enables learners to be someone else, which is quite beneficial. In addition, drama enables learners to work collaboratively, which learners find fun. Since learners are more active, they have to communicate in the target language more and thus practise speaking more.

## References

- Atamturk, N., Dimililer, C. & Atamturk, H. (2017). Play extracts in English as a foreign language class in higher education: An action research. *International Journal of Economic Perspectives*, 11 (1), 645-652.
- Byram, M. & Fleming, M. (1998). *Language learning in intercultural perspective*, Cambridge University Press, Cambridge.
- Chalmers, D. (2013). *Teaching grammar, punctuation and spelling through drama*. Brilliant Publications, Dunstable.
- Dimililer, C. (2017). The impact of the stream of consciousness technique and collaborative writing on writing. ( Unpublished PhD thesis), Near East University.
- Fleming, M. (2012). *The art of drama teaching*. Routledge, New York.
- Haycraft, J. (1978). *An introduction to English language teaching*. Longman, Harlow.
- Holt, J. (1983). *How children learn*. Pitman Publishing Company, New York.
- Jolliffe, W. (2007). *Cooperative learning in the classroom*. Paul Chapman Publishing, London.
- Lazar, G. (1993). *Literature and language teaching*. Cambridge University Press, Cambridge.
- Marlowe, M. (2013). *Teaching children who are hard to reach*. Corwin, Thousand Oaks.
- Pound, L.& Hughes, C. (2008). *How children learn*. Step Forward Publishing, London.
- Richards, J. & Rogers, T. (1986). *Approaches and methods in language teaching*. Cambridge University Press, Cambridge.
- Rinvoluceri, M. (1984). *Grammar games: Cognitive, affective and drama activities for EFL students*. Cambridge University Press, Cambridge.
- VanPatten, B & Williams, J. (2015). *Theories in second language acquisition*. Routledge, New York.
- Wajnryb, R. (1992). *Classroom observation tasks*. Cambridge University Press, Cambridge.



DOI: 10.22559/folklor.946

Folklor/edebiyat, cilt:25, sayı: 97-1, 2019/1

## Foreign Language Anxiety Among Prospective Language Teachers

### Öğretmen Adaylarının Yabancı Dil Kaygısı

Danyal Öztaş Tüm\*

#### Abstract

Considerable research on language anxiety has accumulated over the last 30 years indicating negative correlations between language anxiety and target language performance and overall success achieved in the target language. However, very little research has been conducted on teacher language anxiety. This study investigates the causes and effects of language anxiety experienced by anxious non-native student teachers. The findings indicate the participants experience feelings of anxiety due to their fear of negative evaluation and concern over errors. Language anxiety also appears to have a number of negative impacts on foreign language instruction which have not been investigated before such as teachers' avoiding speaking the target language and teachers' reluctance to use classroom activities that require spontaneous and active target language use. Recommendations for helping student teachers overcome potential feelings of foreign language anxiety are made as well as recommendations for researchers interested in conducting future studies on teacher foreign language anxiety.

**Key words:** *foreign language anxiety, teacher language anxiety, non-native teachers, student teachers, pre-service teacher education*

#### Öz

Son otuz yılda, yabancı dil kaygısı ve hedef dil performansı ile hedef dilde elde edilen başarılar arasında negatif korelasyon olduğunu gösteren kayda değer araştırmalar yapılmıştır. Bu kaygının sebepleri ve sonuçları derinlemesine incelenmiştir. Ancak, öğretmen yabancı dil kaygısı konusunda çok az araştırma yapılmıştır. Bu çalışma, yabancı dil kaygısı yüksek ana dili İngilizce olmayan öğretmen adaylarının yaşadığı dil kaygısının nedenlerini ve etkilerini araştırmaktadır. Bulgular, katılımcıların olumsuz değerlendirme korkusu ve hatalar konusundaki endişeleri nedeniyle kaygı duygularını yaşadıklarını göstermektedir. Dil kaygısının, öğretmenlerin hedef dili ve öğretmenlerin spontane ve aktif hedef dil kullanımı gerektiren sınıf etkinliklerini kullanma konusundaki isteksizliği gibi daha önce araştırılmamış yabancı dil eğitimi üzerinde bir takım olumsuz etkileri olduğu görülmektedir. Ayrıca, yabancı dil kaygısı yüksek olan öğretmen adayları kendi sınıfların kendi öğrencilerinin dil hatalarını düzeltme

konusunda daha ısrarcı olduklarını söylemektedirler. Yabancı dil kaygısı düşük olan öğretmen adayları ise kendi sınıflarında kendi öğrencilerinin dil hataları üzerinde daha az durmakta ve daha çok öğrencilerini yabancı dilde iletişime geçme konusunda destekleyici bir tutum sergilediklerini söylemektedirler. Bu makale öğretmen adaylarının potansiyel yabancı dil kaygısını aşmalarına yardımcı olmak için öneriler yapmakta, ayrıca öğretmenlerin yabancı dil kaygısına ilişkin gelecekteki çalışmaları yürütmek isteyen araştırmacılara yönelik tavsiyeler de yapmaktadır.

**Anahtar sözcükler:** *yabancı dil kaygısı, öğretmen yabancı dil kaygısı, ana dili İngilizce olmayan öğretmenler, öğretmen adayları, hizmet öncesi öğretmen eğitimi*

## **Introduction**

For many years now, language teachers and researchers have generally accepted that language anxiety interferes with the “acquisition, retention, and production of the new language” (MacIntyre and Gardner, 1991, p.86). Considerable research investigating foreign language anxiety has consistently shown language anxiety not only has a undesirable effect on target language performance but also on the overall success achieved in the target language (for reviews, see, MacIntyre and Gregersen, 2012; Horwitz, 2010). Therefore, it is not a surprise that foreign language courses may be the most anxiety-provoking for various students (Horwitz, Tallon, and Luo, 2010).

In the light of such findings, language teachers are sincerely concerned about their students’ language anxiety and have thus placed great importance on making the foreign language classroom a more comfortable and supportive environment to minimize anxiety. However, despite their concern for their students’ well-being, non-native language teachers have unfortunately not considered that they too may also experiences foreign language anxiety with similar negative effects on themselves and how they go about teaching the language in the classroom.

Despite being higher-level target language users, many non-native teachers might have uncomfortable moments when speaking the target language. When such experiences are repeated, often, and without an accurate evaluation of target language capability, they could readily engender chronic language anxiety similar to that of novice language learners. Teacher foreign language anxiety carries several serious implications for the foreign language classroom. As Horwitz (1996) conceptualized, anxious language teachers might avoid speaking the target language in front of their students during lessons, preventing the teacher from effectively teaching the target language. Also, teachers suffering from language anxiety

will not be the best model for novice language learners to be exposed to. It is questionable how we could expect students to take risks in the target language when their own teacher is reluctant to speak the target language himself-herself. Anxious language teachers may also avoid utilizing instructional strategies and learning activities which entail intensive and free target language use in order to shield themselves from unpredictable classroom interactions in the target language. Additionally, it is quite possible that the students could sense their teacher's nervousness while speaking the foreign language. Thus, this might consequently engender comparable anxiety amongst the students, too. Yet, despite such considerable negative impacts on foreign language instruction, and although a considerable number of studies on *learner* language anxiety have accumulated during the last 25 years, *teacher* foreign language anxiety still needs further study.

However, when a number of studies on foreign language anxiety are closely analysed, it can be seen that a few studies have in fact indicated that teachers and student teachers may experience significant levels of foreign language anxiety. For example, Gregersen and Horwitz, (2002) as well as Rodriguez and Abreu (2003) did in fact include non-native student teachers as participants and recorded that they suffered from significantly high levels of language anxiety. Yet, the study merely included student teachers as participants as high-level target language users. The study did not investigate the possibility of whether such feelings of language anxiety amongst prospective teachers of the language could influence how the target language could be taught in future language classrooms. In another recent study, Bekleyen (2009) found that high levels of foreign language listening anxiety amongst non-native student teachers, but again the consequences of this anxiety on classroom instruction were not considered.

However, when the possible negative impact of teacher language anxiety is considered on the language classroom, it is clear that teacher language anxiety warrants further study. This article investigates teacher language anxiety, its sources, and whether such feelings could influence how anxious student teachers approach foreign language instruction. Specifically, the article addresses the research questions below on foreign language anxiety of non-native student teachers:

- (1) What do anxious student teachers perceive to be the sources of their feelings of language anxiety?

- (2) What effects do anxious student teachers believe their feelings of language anxiety can have on their teaching of the target language in the classroom?

## Method

### Participants and instruments

For this case study, eight non-native student teachers were selected from a larger group of 12 student teachers. The 12 student teachers made up a full cohort of student teachers studying in an English-medium Turkish university to become teachers of English as a foreign language. When the study was being conducted, the student teachers were in the last year of their four-year teacher education program. In other words, they were rapidly approaching the end of their education and the beginning of their active teaching careers. The sample of eight student teachers was selected according to their Foreign Language Classroom Anxiety Scale (FLCAS) scores. Specifically, the four student teachers with the highest FLCAS score and the four student teachers with the lowest FLCAS scores were selected as the sample under the assumption that the student teachers with the highest scores were the most anxious and the student teachers with the lowest scores were the least anxious. The FLCAS was created by Horwitz, Horwitz, and Cope in 1986 and is widely recognized as the most utilized instrument for measuring foreign language anxiety. Its internal reliability is an alpha coefficient of 0.93 (Horwitz, 1986). Thus, it was decided that the FLCAS would be the most efficient and reliable way to initially group the participants. All participants were informed that it was entirely voluntary to participate in the study and their anonymity would be protected if they should decide to participate in the study. In Table 1, the mean FLCAS scores for the 12 student teachers are presented as well as the individual scores for the eight student teachers who participated in the qualitative study reported here.

**Table 1: Summary of FLCAS scores**

FLCAS Mean Score	94.25
FLCAS Standard Deviation	26.04
<hr/>	
<b>Participant</b>	<b>FLCAS Score</b>
Highly Anxious Participant 1	132
Highly Anxious Participant 2	129
Highly Anxious Participant 3	117



Highly Anxious Participant 4	113
Less Anxious Participant 1	78
Less Anxious Participant 2	67
Less Anxious Participant 3	62
Less Anxious Participant 4	53

---

All of the participants spoke Turkish as their native language and had been begun learning English at least ten years ago, which can be seen as characteristic in the setting of the study. Each participant was preparing to be high school or middle school EFL teachers. During their studies at university, the student teachers took an extensive variety of courses in the field of language teaching including courses on teaching methodology, second language acquisition, linguistics, English literature and educational sciences. Appendix 1 breaks down the courses student teachers study by year throughout the teacher education program. In terms of gender and age, seven of the participants were female and one was male while their ages ranged from 22 to 24, consistent with the gender ratio and age-group of the general population of student teachers at the university.

After completing the FLCAS, these eight student teachers were invited to participate in one-to-one interviews with the researcher, and consequently each participant accepted to be interviewed.

Thus, in the last phase of the study, a semi-structured interview was carried out to gain more detailed data on their feelings of foreign language anxiety. The interview questions can be seen in Appendix 2. All interviews were conducted on a one-to-one basis by the researcher and each interview was also audio recorded. The consent of each participant was obtained before the audio recording began. Each interview lasted approximately six to seven minutes. In order for the participants to feel at ease, the interviews were carried out in Turkish (the participants' native language). After the interviews, the researcher transcribed each interview and then translated the transcription into English. All translations were later verified by an experienced bilingual EFL instructor.

### **Analysis of the interview data**

In order to analyse the interview data, themes were identified in the interview data on the participants' experiences of foreign language anxiety. When analyzing the interview data,

the author first fully transcribed each interview. Subsequently, a content analysis (Creswell, 2003) was conducted in order to obtain codes. These codes were then ordered into themes from the statements made by the interviewees. This article discusses the themes which are related to the research questions stated above.

## **Findings**

### **Fear of errors and consequent negative evaluation**

For each of the anxious student teachers, target language errors were a source of significant concern. All of them were highly sensitive towards target language errors and each explained how they routinely find themselves scanning their target language productions for any possible errors. Importantly, when explaining their concern over errors, all four of the high anxious student teachers traced their anxiety to their apprehension of being undesirably evaluated by people they speak with and, interestingly also, their students. The fear of negative evaluation and the subsequent possibility of appearing foolish are trademarks of *learner* foreign language anxiety (Horwitz, 2001). When describing the anxiety he felt when using the target language with his peers, high anxious student teacher No 4 commented, “I really worry about what my friends think of my English. I don’t want them to think that I don’t know English well, so I really worry about making errors in front of them.” Similarly, high anxious student teacher No 2 worried:

“I really worry about making errors in front of my students. It happened a couple of times during practice teachings. I used to get really nervous before the lesson and that feeling wouldn’t go away during the lesson either. I constantly worried about making errors and worried what the students would think. I made quite a few errors while speaking. I felt really embarrassed when it happened and worried that the students had noticed. I just wanted the lesson to end when I felt like that.”

Furthermore, highly anxious participant No. 1 worried:

“I always worry about errors when speaking. I think they make me appear stupid. As a teacher, I shouldn’t be making simple errors when speaking. That’s why I worry about errors. I constantly listen to my language while I am speaking and I worry what people will think if I make errors.”

Importantly, the FLCAS responses of the anxious student teachers also corroborated their interview responses. In the FLCAS, all of the high anxious student teachers also agreed or strongly agreed with items reflecting a concern over errors and negative evaluation such as “I always feel like others speak the foreign language better than I do”, “I feel very self-conscious about speaking the foreign language in front of others”, and “I am afraid that the others will laugh at me when I speak the foreign language”. Thus, their FLCAS responses were also in line with the statements they made during interviews.

On the other hand, the low anxious student teachers did not appear to be that concerned with making errors. They did not appear to fear errors like their anxious counterparts did. For the low anxious student teachers, being able to effectively and efficiently communicate in the target language appeared to be more important, as can be seen in the comments of Low Anxious Participant No.1 below:

“Everyone makes errors while speaking. No one is perfect. Even in your native language, it is natural to have slips of the tongue and inconsistencies. In English, I focus on being able to speak fluently and effectively. I think that this is more important than simple verb errors.”

Moreover, not even one of the low anxious student teachers commented on perceived evaluation by peers or future students. These student teachers’ FLCAS responses also substantiated this as all of the low anxious student teachers disagreed with the items “I always feel like others speak the foreign language better than I do,” “I feel very self-conscious about speaking the foreign language in front of others,” and “I am afraid that the others will laugh at me when I speak the foreign language”. Thus, while the possibility of appearing foolish seems to remain a source of noteworthy worry for anxious student teachers, it does not appear to be a concern for student teachers not facing anxiety, making the fear of evaluation and subsequent apprehension of appearing foolish a factor clearly distinguishing high anxious and low anxious student teachers.

### **Potential impacts of teacher language anxiety on foreign language instruction**

Teacher target language avoidance

The last question under investigation was whether teacher language anxiety affects anxious

student teachers' approach to teaching the target language. As was conceptualized by Horwitz (1996), the student teachers experiencing feelings of foreign language anxiety in the present study explained their intention to avoid speaking limits the amount of time they actually spend speaking the target language in the classroom in order to be able to cope with their anxiety. Based on her findings, Horwitz hypothesized that anxious language teachers would avoid speaking the foreign language in the presence of their students as much as possible, which could significantly hinder their teaching skills.

Similarly, all four high anxious student teachers in the present study explained they actively avoid using the target language with their students because of anxiety in the target language. High anxious student teacher No 2 explained how she thinks "speaking English in front of the students everyday is a nightmare turned into a reality"; and thus, intends to rely much more on written classroom materials when teaching while high anxious student teacher No 3 offered:

"I'm always very careful when planning my lessons. I don't enjoy speaking English. I find it makes me very nervous. For my practice teachings, I always try to design the lessons so that the focus isn't always on me. I don't want to speak English that much because I think I feel even more nervous when speaking in front of my students."

Likewise, anxious student teacher No 1 offered:

"I really don't want to speak English in front of my students. Especially if I've got a class full of chatterboxes. I can give them instructions and tell them how to do the activity, but apart from that, I really don't want to speak a lot."

#### *Avoiding target language-intensive instructional strategies*

Each of the high anxious student teachers in this study explained avoiding using linguistically-demanding foreign language teaching activities because of their anxiety. For instance, high anxious student teacher No 1 explained how she decided against using an activity in a recent practice teaching as she felt she "wouldn't be able to control what the students might say and that was enough to decide not to use that activity" while high anxious student teacher No 4 commented:

“There are some things I don’t feel confident doing in lessons. Things like whole class discussions and free writing. I want to be able to answer the questions my students might ask me. In free situations like that, they could ask me anything. They could use words I’m not familiar with or they might suddenly ask me how to say something in English and I might not know what to say. When I’m nervous, I can hardly remember anything anyway. These are definitely situations I want to avoid. What would they think if I can’t answer their questions? So, I think I’ll focus more on straightforward activities that I can prepare well for beforehand. I don’t think I’d be able to live under so much pressure otherwise and I don’t trust myself to be able to stay calm when I’m pressured like that.”

Similarly, high anxious student teacher No 2 explained:

“When getting ready for my practice teachings this year, I had a lot of ideas that I wanted to try out in the classroom. I wanted to do things that the students would find fun, but were also effective in teaching the point that I wanted to cover. While I was planning the lessons, I didn’t have any trouble coming up with ideas like that. I think they were really effective lesson plans. However, I couldn’t bring myself to actually use them in the classroom. I just felt too worried to use them. Things like role-plays and interesting games which really got the students to practice the grammatical rule I had to teach. Even though I think the students would enjoy them and they would be effective, I didn’t use them because I know myself and it would just be too much.”

### **Discussion and implications**

The results show non-native student teachers do indeed suffer from foreign language anxiety, which is noteworthy because it validates the intuition that non-native teachers may struggle with foreign language anxiety. The responses of the student teachers also point to a significant difference in how high anxious and low anxious student teachers are different in the way they react to errors. In terms of error recognition, consistent with past findings on *learner* foreign language anxiety indicating that highly anxious learners tend to negatively rate their target language proficiency and performance (see, Dewaele, Petrides, and Furnham, 2008; Gardner and MacIntyre, 1993; Gregersen, 2003; MacIntyre, Noels, and Clement, 1997; Perales and Cenoz, 2002), the high anxious student teachers in the present study in fact appear

to exaggerate the imperfections in their target language productions. Specifically, the high anxious student teachers exhibited much more concern over their errors than the low anxious participants. While the high anxious student teachers appeared to be quite disturbed by the errors that they made, the low anxious student teachers appear to take these errors in their stride and instead of dwelling over their errors, and focus on fluency and being able to continue to communicate. Anxious student teachers may readily subscribe to the notion that only flawless target language performance is acceptable, especially if their previous educational experiences emphasizing accuracy and perfect pronunciation. Teacher trainers and educators must convey to both preservice and in-service teachers that errors are both natural and acceptable even for language professionals and help them recognize and appreciate their current achievements and levels of success in the target language while helping them to set realistic goals for continual target language development throughout their teaching careers.

In addition, one of the main variances between anxious and low anxious student teachers was the fear of evaluation and subsequent apprehension of appearing foolish which was brought up consistently by the high anxious student teachers. Each of the high anxious student teachers traced their concern over errors to their apprehension of losing face in the presence of others, especially their peers and future students. Conversely, the low anxious student teachers tended to evaluate their overall performance positively and not even one of the low anxious participants brought up the topic of concern over the perceived evaluation of others.

Trial and error has been recognized as expected in learning in the foreign language classroom for some time now and students are encouraged to engage in communication as frequently as possible about topics they find relevant and interesting (Gregersen, 2003; Hendrickson, 1987; Phillips, 1999). Thus, risk-taking, experimenting, and readiness to face errors need to be viewed seen as vital aspects of learning foreign languages (Wilson, 2001).

Although students are not expected to produce perfect sentences, the literature on foreign language anxiety experienced by beginning language learners indicates that learners facing anxiety appear to lack error tolerance as they seem to feel constantly tested when using the target language and perceive making errors as a threat and error correction as a failure (Horwitz, Tallon, and Luo, 2010). Interestingly, this study's high anxious student teachers also described their desire to avoid target language errors just as novice language learners do. While worry over target language errors is one reason why learners abstain from classroom

participation or even for avoiding foreign languages all together (Young, 1991; 1999), the high anxious student teachers described that they restrict the amount of time they spend both speaking the target language and also using linguistically free and demanding classroom activities requiring spontaneous target language usage as much as possible due to language anxiety. Thus, teacher language anxiety may be one of the reasons the native language is used frequently in classrooms throughout EFL contexts and could restrict not only the amount but also the quality of target language exposure future generations of language learners receive especially in EFL contexts where the students have little to no exposure to the target language outside of the classroom.

Furthermore, it is unrealistic to expect learners to be willing to take risks in the target language and develop confidence in their target language competence while their teacher is uncomfortable in using the language. The high anxious student teachers in the present study were clearly reticent to use the target language freely and to take risks in the foreign language classroom. Learners could easily sense the teacher's reluctance to speak the target language, which may, in time, engender anxiety among students, too.

Although foreign language anxiety has been a much researched topic for the last four decades, teacher language anxiety presents a new window of research opportunity for researchers interested in language anxiety. Similar future studies could be conducted in different contexts or with more experienced teachers to see whether the findings reported here hold true.

### **Steps towards helping student teachers overcome feelings of language anxiety**

In light of these findings, teacher trainers could consider the following steps in aiding student teachers beat, or as a minimum, manage their language anxiety. As a first measure, teacher educators and trainers may try to express to student teachers that we all experience feelings of anxiety in the target language every now and then, and that this is quite understandable and normal. For student teachers, these feelings may be even more frequent and severe – especially as they draw nearer the completion of the training program and the start of their active teaching careers. According to Philips (1992), merely realizing that one is not alone in experiencing anxiety can help in coping with and ultimately overcoming feelings of anxiety. Additionally, teacher trainers may need to help student teachers react to their anxiety more effectively and appropriately. The most distinguishing difference between the high and low anxious student teachers in this study was the way they reacted to target

language errors. As teacher trainers, we could try to get student teachers to value their existing achievements in the target language while identifying their weak areas in the target language that need to be improved. Thus, teacher trainers can work with student teachers in developing a lasting plan for continual target language development for after graduation and help them to establish accurate hopes and aims in terms of target language performance. In addition, student teachers may need to know that as foreign language teachers. Lastly, it goes without saying that as teacher trainers we must be as supportive of our student teachers as possible so that they may develop confidence both in their proficiency in the target language and their ability to beat their overcome their language anxiety and have long and productive teaching careers.

## References

- Bekleyen, N. (2009). Helping teachers become better English students: Causes, effects, and coping strategies for foreign language listening anxiety. *System, 37*, 664-675.
- Creswell, J. W. (2003). *Educational research: Planning, conducting, and evaluating qualitative and quantitative research*. Thousand Oaks, CA: Sage.
- Daly, J. (1991). Understanding communication apprehension: An introduction for language educators. In E. K. Horwitz & D. J. Young (Eds.), *Language anxiety: From theory and research to classroom implications* (pp. 3-13). Englewood Cliffs, NJ: Prentice-Hall.
- Dewaele, J.-M., Petrides, K. V., & Furnham, A. (2008). The effects of trait emotional intelligence and sociobiographical variables on communicative anxiety and foreign language anxiety among adult multilinguals: A review and empirical investigation. *Language Learning, 58*, 911-960.
- Gardner, R. C., & MacIntyre, P. D. (1993). On the measurement of affective variables in second language learning. *Language Learning, 43*, 157-194.
- Gregersen, T. S. (2003). To err is human: A reminder to teachers of language-anxious students. *Foreign Language Annals, 36*, 25-32.
- Gregersen, T. S., & Horwitz, E. K. (2002). Language learning and perfectionism: Anxious and non-anxious language learners' reactions to their own oral performance. *The Modern Language Journal, 86*, 562-570.



- Hendrickson, J. M. (1987). Error correction in foreign language teaching: Recent theory, research, and practice. In M. Long & J. Richards (Eds.), *Methodology in TESOL* (pp. 355-369). New York, NY: Newbury House Publishers.
- Horwitz, E. K. (1986). Preliminary evidence for the reliability and validity of a foreign language anxiety scale. *TESOL Quarterly*, 20, 559-562.
- Horwitz, E. K. (1996). Even teacher get the blues: Recognizing and alleviating non-native teachers' feelings of foreign language anxiety. *Foreign Language Annals*, 29, 365-372.
- Horwitz, E. K. (2001). Language anxiety and achievement. *Annual Review of Applied Linguistics*, 21, 112-126.
- Horwitz, E. K. (2010). Foreign and second language anxiety. *Language Learning*, 43, 154-167.
- Horwitz, E. K., Horwitz M., & Cope. J. (1986). Foreign language classroom anxiety. *The Modern Language Journal*, 70, 125-132.
- Horwitz, E. K., & Young, D. J. (1991). *Language anxiety: From theory and research to classroom implications*. Englewood Cliffs, NJ: Prentice-Hall.
- Horwitz, E. K., Tallon, M., & Luo, H. (2010). Foreign language anxiety. In J. C. Cassady (Ed.), *Anxiety in schools: The causes, consequences, and solutions for academic anxieties* (pp. 95-105). New York: Peter Lang.
- MacIntyre, P. D., & Gardner, R. (1991). Methods and results in the study of anxiety and language learning: A review of literature. *Language Learning*, 41, 85-117.
- MacIntyre, P. D., & Gregersen. T. (2012). Affect: The role of language anxiety and other emotion in language learning. In Mercer, S. Ryan, S., & Williams, M. (Eds.), *Psychology for language learning: Insights from research, theory, and practice* (pp. 103-118). New York, NY: Palgrave MacMillan.
- MacIntyre, P. D., Noels, K. A., & Clement, R. (1997). Biases in self-rankings of second language proficiency: The role of language anxiety. *Language Learning*, 47, 265-287.
- Onwuegbuzie, A. J., Bailey, P., & Daley, C. E. (2001). Self-enhancement versus self-derogation biases in learning a foreign language. *Education Research Quarterly*, 25, 3-12.
- Perales, J., & Cenoz, J. (2002). The effect of individual and contextual factors in adult second language acquisition in the Basque country. *Language, Culture, and Curriculum*, 15, 1-15.

- Phillips, E. A. (1999). Decreasing language anxiety: Practical techniques for oral activities. In D. Young (Ed.), *Affect in foreign language and second language learning: A practical guide to creating a low-anxiety classroom atmosphere* (pp. 124-143). Boston: McGraw-Hill.
- Rodriguez, M., & Abreu, O. (2003). The stability of general foreign language classroom anxiety across English and French. *The Modern Language Journal*, 87, 365-374.
- Saito, Y., & Samimy, K. (1996). Foreign language anxiety and language performance: A study of learner anxiety in beginning, intermediate, and advanced-level college students of Japanese. *Foreign Language Annals*, 29, 239-251.
- Wilson, M. (2001). The changing discourse of language study. *English Journal*, 90, 31-36.
- Young, D. J. (1991). Creating a low-anxiety classroom environment: What does language anxiety research suggest? *The Modern Language Journal*, 75, 426-437.
- Young, D. J. (1999). *Affect in foreign language and second language learning: A practical guide to creating a low-anxiety classroom atmosphere*. Boston: McGraw-Hill.

#### **Appendix 1: Breakdown of teacher training courses according to year of study**

<b>Year of Study</b>	<b>Courses Studied</b>
Year One	<ul style="list-style-type: none"> <li>○ Contextual Grammar</li> <li>○ Advanced Reading and Writing</li> <li>○ Listening and Pronunciation</li> <li>○ Oral Communication Skills</li> <li>○ Effective Communication Skills</li> <li>○ Introduction to Educational Sciences</li> <li>○ Educational Psychology</li> <li>○ Computer</li> </ul>
Year Two	<ul style="list-style-type: none"> <li>○ English Literature</li> <li>○ Linguistics</li> </ul>

	<ul style="list-style-type: none"> <li>○ Approaches to English Language Teaching</li> <li>○ Presentation Skills</li> <li>○ Principles and Methods of Instruction</li> <li>○ Language Acquisition</li> <li>○ Instructional Technology and Materials Design</li> <li>○ Research Methods in English Language Teaching</li> </ul>
Year Three	<ul style="list-style-type: none"> <li>○ Teaching Language Skills</li> <li>○ Classroom Management</li> <li>○ Teaching Methodology</li> <li>○ Teaching English to Young Learners</li> <li>○ Measurement and Evaluation</li> <li>○ Literature and Language Teaching</li> <li>○ Language and Society</li> <li>○ Turkish-English Translation</li> </ul>
Year Four	<ul style="list-style-type: none"> <li>○ Materials Development and Adaptation</li> <li>○ School Experience</li> <li>○ Counseling</li> <li>○ Special Education</li> <li>○ Testing and Evaluation in English</li> <li>○ Language Teaching</li> <li>○ Comparative Education</li> <li>○ History of Turkish Reforms</li> </ul>

**Appendix 2: Interview questions for student teachers**

1. Do you enjoy speaking English?

2. How do you feel when speaking English? / Do you generally feel confident or nervous?
3. (If the answer to the previous question is “I feel nervous”) Do you think your feelings of nervousness or anxiety may affect your teaching of the target language? If so, how?
4. How do you normally plan your lessons? What do you consider to be important when planning your lessons?
5. What are your opinions of error correction?



DOI: 10.22559/folklor.947

Folklor/edebiyat, cilt:25, sayı: 97-1, 2019/1

## Apology Strategies among EFL Postgraduate Learners

### İngilizce Lisansüstü Öğrencilerinin Özür Dileme Stratejileri

Farida Aboud\*

#### Abstract

This current study aimed at exploring the varieties of Apology Strategies (AS) used by EFL postgraduate learners. Besides, it investigated the relationship between AS and the gender variable. The Discourse Completion Test questionnaire (DCT) was employed as an instrument to utilize the purposes of the study. The DCT was adopted from Harb's study (2015). The respondents who participated in the study were 84 EFL learners, 42 Males (M) and 42 Females (F) respectively, who were enrolled in the master's and Ph.D. programs at Eastern Mediterranean University (EMU). The participants were from different departments and nationalities. The findings revealed that Illocutionary Force Indicating Devices (IFIDs), the accounts and reparation, were the most AS used by the respondents. Additionally, there was not a significant relationship between AS and the gender variable among EFL postgraduate learners. Based on the results, the current study provided limitations and implications for future researches.

**Keywords:** *speech acts, apology, apology strategies, pragmatic competence, DCT*

#### Öz

Bu çalışmanın amacı, Doğu Akdeniz Üniversitesi'nde öğrenim gören EFL Yüksek Lisans öğrencileri arasında kullanılmakta olan Özür Dileme Strateji çeşitlerini incelemektir. Buna ek olarak, bu çalışmada Özür Dileme Stratejileri ve cinsiyet arasındaki ilişki incelenmektedir. Çalışmanın amacına uygun olarak, Söylem Tamamlama Testi anketi kullanılmıştır. Söylem Tamamlama Testi, Harb'in çalışmasından alınmıştır (2015). Çalışmaya katılan öğrenciler, Doğu Akdeniz Üniversitesi'nde master ve doktora programlarındaki 42 bay ve 42 bayan olmak üzere toplam 84 EFL yüksek lisans öğrencisidir. Katılımcılar farklı bölümler ve farklı uyruktandır. Katılımcılar arasında en sık kullanılan stratejileri bulabilmek amacıyla, içerik analizi tekniği kullanılmıştır. Sonuçlar, Edimsel Eylem Gösteren

---

\* Ph.D. Candidate at the Foreign Language Education Department, Eastern Mediterranean University  
aboudfarida18@gmail.com

Aletlerin, açıklamaların ve telafilerin EFL yüksek lisans öğrencileri arasında en çok kullanılan Özür Dileme Stratejileri olduğunu göstermektedir. Geriye kalan stratejiler, katılımcılar tarafından fazla kullanılmamaktadır. Buna ek olarak, Özür Dileme Stratejileri ve cinsiyet arasında anlamlı bir fark bulunamamıştır. Hem bay hem de bayan katılımcılar Özür Dileme Stratejileri’ni benzer şekilde yoğun olarak kullanmaktadır. Sonuçlara dayanarak, bu çalışma EFL yüksek lisans öğrencilerinin özür dileme söz eylemi hakkındaki bilgilerini arttırmaktadır. Buna ek olarak, bu onların ilgisini kültür ve içeriğin hedef dildeki etkilerine yönlendirmektedir. Çalışmanın sınırlandırmaları gözönünde bulundurulduğunda, ilk olarak bu makale Söylem Tamamlama Testi’ni çalışmanın amaçlarına ulaşmak amacıyla veri toplama aracı olarak kullanmıştır. İleri çalışma için, daha fazla veri elde etmek amacıyla yarı yapılandırılmış görüşmeler kullanılabilir. İkinci olarak, bu çalışmadaki katılımcılar, farklı bölüm ve uyukslardan olan lisans üstü öğrencilerdir. Daha sonraki araştırmacılar, ileriye dönük çalışmaların sonuçlarının daha belirli olabilmesi için, Özür Dileme Stratejileri’nin belirli bir uyuksa ait EFL yüksek lisans öğrencileri tarafından kullanımını inceleyebilirler.

**Anahtar sözcükler:** *Konuşma eylemi, özür dileme, özür dileme stratejileri, pragmatik yetkinlik, Söylem Tamamlama Testi*

## **Introduction**

Scholars in the field of language teaching have been interested in studying speech acts such as apology, request, refusal, etc. Specifically, researchers investigated the speech act apology across varied contexts and cultures. Bataineh and Bataineh (2006) identified the apology as a part of speech act that should be as a reflection of inner feelings. Considering the different cultures and backgrounds of foreign language learners, there has been a significant focus on teaching and improving EFL learners’ skills regarding their speech act production (Saleem et al., 2014). Consequently, more focus is placed on non-native speakers’ need to master different types of competence such as the pragmatic competence to be native like. According to Kasper (1997), it is defined as the efficiency of comprehending and producing the appropriate speech act (as cited in Saleem et al. 2014).

However, in the foreign contexts, mastering the pragmatic competence might be difficult for the learners. Jalilifar et al. (2011) concluded although EFL students do have the grammatical competence, they lack the pragmatic performance. Moreover, El Hiani (2015) found that EFL learners faced difficulties in producing types of speech acts due to their restricted language competence. Moreover, a study revealed that EFL learners transferred their speech from Arabic into English due to their limited knowledge of the target language culture (Alharbi, 2017). However, Cedar, (2017) confirmed that the proficiency level did not impact the apology production between the EFL respondents. Further, Saleem et al. (2014) revealed the similar AS used by female and male EFL learners. Consequently, the current

research is significant in that it examined the use of AS among EFL postgraduate learners (Master's and Ph.D.) in the context of EMU. Further, it focused on examining the influence of the gender variable on the production of speech act apology. Therefore, this study was conducted to answer the following two questions

1. What varieties of apology strategies do EFL postgraduate learners use in the DCT?
2. Are there differences in the production of the apology strategies between male and female participants?

### **1. Literature review**

A few decades ago, scholars were interested in the way people apologize to each other, specifically the foreign language learners in varied contexts. This act (apology) was considered as a main factor that maintains good relationships in any society. The literature of this current research provided two categorizations of AS presented in earlier studies by the following scholars Olshtain and Cohen (1983) and Trosborg (1995). In 1983, Olshtain and Cohen established five varieties of AS used by people as following “an Illocutionary Force Indicating Devices (IFIDs), an expression of the speaker’s responsibility for the offense, a statement or account of the cause; which brought about the violation, an offer of repair, and a promise of forbearance” (Olshtain & Cohen, 1983; as cited in Bataineh & Bataineh, 2006, p.1904). A further categorization of AS was presented in Trosborg’ study (1995), it consisted of four strategies, respectively: “minimizing the degree of offence, acknowledgement of responsibility, explanation or account, and expression of apology” (Trosborg, 1995; as cited in Jebahi, 2011, p.649).

Considering the use of AS among EFL learners, various scholars have investigated the use of AS in different contexts. For example, Jebahi (2011) found that EFL learners used the statement of remorse most frequently as a strategy to express their apology to others. Another study by Bataineh and Bataineh (2005) revealed that EFL learners presented different AS such as statement of remorse, accounts, and repair. Equally, Bayat (2013) contended in the study that EFL learners used the feeling of regret, offering of repair and level of responsibility as the most used techniques in their apology. Furthermore, Salih and Elhassan (2016) illustrated that offer of repair was the most frequent AS used among EFL learners. Also, EFL learners employed obvious patterns of apology such as feeling of regret toward the hearer (Ugla & Abidin, 2016). Abedi (2017) argued that the EFL learners used IFIDs to apology beside offer of repair. Also, Ghanbari et al. (2015) stated that EFL learners employed the following AS: explanation, taking responsibility, and offering of repair to confirm their

apology.

Regarding the relationship between AS and gender, the gender is considered as a factor impacts the speech act apology among the EFL learners. Salman and Krish (2016) found that boys preferred using direct strategies while interacting with others; for instance, they blamed the victim in some cases. On the other hand, girls endeavored to use the indirect techniques to minimize the damage in any scenario (Bataineh and Bataineh, 2006). In her research, Parsa (2012) stated that, unlike men, women noticeably exploited AS because they were concerned for maintaining the relationship with others. Additionally, the statement of remorse was the most used strategy by female EFL learners (Tehrani et al., 2012). On the other hand, Saleem et al. (2014) revealed the similar AS used by female and male EFL learners. Likewise, according to Harb (2015) and Ghanbari et al. (2015), they concluded that gender did not affect the choices of AS among EFL female and male learners.

## **2. Method**

### **2.1. Instrumentation**

The current study intended to explore the varieties of AS used by EFL postgraduate learners in the context of EMU. It also focused on investigating the relationship between AS and the gender. Therefore, the DCT questionnaire had been employed as an instrument to fulfill the mentioned purposes. According to Mackey and Gass (2005), DCT is the most frequently employed tool by researchers aiming at examining speech acts. DCT is a written questionnaire containing different scenarios related to investigating a particular speech act (Kasper & Dahl, 1991, p.14). It allows respondents to read given situations as open-ended questions and answer them based on their competence and knowledge of a particular situation (Kasper & Dahl, 1991).

For the current study, the DCT was adopted from Harb's study (2015) after confirming his permission regarding using the mentioned instrument. It was divided into two parts; the first contained the demographic information such as gender, level of education, department, and nationality. While the second included ten varied situations related to AS. Each statement represented a different scenario and a social class, as following statement one "damaging a friend's book"; statement two "being late to a classmate"; statement three "being late to the exam"; statement four "being late to a teacher"; statement five "delaying a friend's invitation"; statement six "missing a friend's ceremony"; statement seven "pushing a lady"; statement eight "forgetting a promise to children"; statement nine "forgetting to return a book to a librarian"; and the last statement "forgetting to return a friend's CD."



In regards with the validity and reliability measurements of the DCT, both were obtained in Harb' study (2015). Harb stated that the expert linguists in English and native speakers of Arabic language attained the reliability and validity of the DCT. Therefore, the DCT tool employed in this current study is both valid and reliable.

## 2.2. Research context and participants

The participants of this research were EFL postgraduate learners who were enrolled in the master's and Ph.D. programs at EMU, Famagusta, North Cyprus. They were chosen from different departments (namely: foreign language education, civil engineering, electrical engineering, industrial engineering, computer engineering, architecture, economics, finance, business, tourism, mathematics, physics, chemistry, international relation, and communication and media) and nationalities (Syrian, Jordanian, Palestinian, Nigerian, Iranian, Libyan, Pakistani, Afghani, Sudanese, Turkish, Turkish Cypriot, Yemeni, and Iraqi). The total number of the participants was 84 EFL postgraduate learners (M=42, F=42) (see Table 1, for the participants' profile).

Table 1

### *Participants' Profile*

Gender	Level of education			
	Ph.D.	Master	Total	%
Male	19	23	42	50%
Female	25	17	42	50%

All the respondents spoke the English as a foreign language, and they were judgmental sampling. This method enabled the researcher selecting the particular participants based on specific criteria (Karatepe, 2013a). The researcher focused on selecting EFL postgraduate learners based on the gender and the level of education as certain standards in this study.

## 2.3. Data collection procedures

During the spring of 2018, the data was collected from EFL postgraduate learners at EMU. Respondents from different departments and nationalities participated in this study. They were given a consent form in order to answer the DCT. The form explained the aims of the study and ensured the confidentiality of the samples. The time to complete the DCT prompts ranged between 20 to 30 minutes.

## 2.4. Data analysis

The current study pursued exploring the varieties of AS used by EFL postgraduate learners. Besides, it investigated the relationship between AS and the gender variable. Numbers and percentages were counted to clarify the highest and lowest AS reported by the participants in each situation. The categorization was constructed following Olshtain's and Cohen's (1983) classification of AS. Therefore, the current part focused on providing answers to the research questions.

Q1) what varieties of apology strategies do EFL postgraduate learners use in the DCT?

The results indicated the percentage of the most AS used among the whole participants (see as Table 2, for the percentage of AS used by EFL postgraduate learners). IFIDs (with a percentage of 36.5%), accounts (with a percentage of 36.1%), and repairing (with a percentage of 16.1%) were the most common used strategy among the respondents. However, the expression of the speaker's responsibility for the offence reported a low percentage of use (8.5%). The last technique of apology, a promise of forbearance was the least used between the participants (3.3%).

Table 2

*Percentage of AS Used by EFL Postgraduate Learners*

Strategy	Percentage
1. IFIDs	36.5%
2. Expression of the speaker's responsibility for the Offense	8.5%
3. A statement or account of the cause, which brought about the violation	36.1%
4. An offer of repair	16.1%
5. A promise of forbearance	3.3%

Q2) Are there differences in the production of the apology strategies between male and female participants?

The number and percentage of each AS used between male and female participants were calculated. Table 3 clarified the percentage of AS used by EFL female postgraduate learners. The qualitative analysis showed that female employed three basic techniques of apology in different situations. The percentages of the most strategies were as following IFIDs (36%), accounts (35.6%), and repairing (16.9%). However, the respondents' responsibility for the offence reported with a less percentage of (8.4%). Lastly, the promise of forbearance was the least AS used between the female participants (2.7%).

Table 3

*Percentage of AS Used by EFL Female Postgraduate Learners*

Strategy	Statements										Total	%
	S1	S2	S3	S4	S5	S6	S7	S8	S9	S10		
1. IFIDs	32	28	15	35	24	24	37	20	21	36	272	36%
2. Expression of the speaker's responsibility for the Offense	0	5	4	2	1	1	7	4	24	16	64	8.4%
3. A statement or account of the cause which brought about the violation	23	35	38	39	37	41	9	19	13	15	269	35.6%
4. An offer of repair	28	0	3	0	14	4	26	33	5	15	128	16.9%
5. A promise of forbearance	0	2	1	1	0	0	2	6	6	3	21	2.7%

Table 4

*Percentage of AS Used by EFL Male Postgraduate Learners*

Strategy	Statements										Total	%
	S1	S2	S3	S4	S5	S6	S7	S8	S9	S10		
1. IFIDs	33	34	16	33	23	16	31	24	22	27	259	37.5%
2. Expression of the speaker's responsibility for the offense	1	2	0	4	0	2	17	1	22	11	60	8.5%
3. A statement or account of the cause, which Brought about the violation	16	29	40	34	36	35	13	10	16	27	256	36.6%
4. An offer of repair	28	1	0	2	10	6	22	32	3	2	106	15.1%
5. A promise of forbearance	0	2	1	3	0	0	0	4	5	2	17	2.4%

At the same time, the qualitative analysis of the male participants marked three main AS used among them as in Table 4. The strategies were as following IFIDs (37.5%), accounts (36.6%), and repairing (15.1%). But, they did not show a high degree of responsibility for the offence in that the percentage was (8.5%). Also, the male participants reported the least used of a promise of forbearances technique (2.4%).

Table 5. Compared the percentage of AS used between male and female EFL postgraduate learners and it showed the insignificant relationship between the use of AS and the gender variable, in that both male and female selected and produced the same AS in varied statements.

Table 5

*Percentage of AS Used between EFL Male and Female Postgraduate Learners*

Strategy	Groups' frequency					
	Male	%	Female	%	Male and female	%
1. An Illocutionary Force Indicating Devices (IFIDs)	259	37.5%	272	36%	531	36.5%
2. Expression of the speaker's responsibility for the offense	60	8.5%	64	8.4%	124	8.5%
3. A statement or account of the cause, which brought about the violation	256	36.6%	269	35.6%	525	36.1%
4. An offer of repair	106	15.1%	128	16.9%	234	16.1%
5. A promise of forbearance	17	2.4%	21	2.7%	38	3.3%

### 3.Results and Discussion

This section was divided into two parts; the first discussed the use of AS among the EFL postgraduate learners. While the second, examined the relationship between the AS and the gender variable. Numbers and percentage were counted to determine the most and least AS used between the participants. Later, the responses were categorized based on Olshtain and Cohen (1983).

#### 3.1.The use of AS between EFL postgraduate learners

For the first research question “what varieties of apology strategies do EFL postgraduate learners use in the DCT?” The analysis showed that the participants mostly used IFIDs, accounts, and repairing to produce their apology. While the least applied AS were the speaker's responsibility for the offence and a promise of forbearance.

##### 3.1.1. IFIDs

The IFIDs strategy scored the highest percentage by the respondents, with an average of 36.5%. This result was similar to the findings in a study conducted by Abedi (2017). Different norms were provided such as “sorry, excuse me, pardon me, forgive me, and accept my apology.” For instance, in statement four: “being late to a teacher” some of the participants reported the following: “I am very sorry for being late, I apologize, excuse me, please accept my apology, a thousand apology.” Using different apology expressions confirmed the participants' awareness toward the offence that happened in various situations.

##### 3.1.2. A statement or account of the cause, which brought about the violation

The second most AS reported by the participants was the accounts with an average of 36.1%. This finding is in line with Bataineh and Bataineh (2005) and Jebahi (2011). In order to apology, the participants directed to explain the reasons beyond the current situation. This

confirmed their desire to mitigate the offence or the damage in varied situations. For example, in statement four: “being late to a teacher,” one of the participants stated, “forgive my late coming, I got caught in the traffic, I appreciated the fact that you waited for me.”

#### 3.1.3. An offer of repair

The reparation was reported among the EFL postgraduate learners with a percentage of 16.1%. Ghanbari et al. (2015) and Salih and Elhassan (2016) found that EFL learners used the strategy of repairing while apologizing. For example, in statement ten: “forgetting to return a friend’s CD,” one of the respondents mentioned, “I am so sorry for that! I forgot it, let us go to my place so I can return it and you can enjoy my homemade cheesecake.” To some degree, the participants did not only offer their apology, however they attempted to compensate for the offense.

#### 3.1.4. Expression of the speaker’s responsibility for the offense

This strategy was the less used among the participants with a percentage of 8.5%, not in line with Bayat’s (2013), and Ghanbari’s et al. (2015). The respondents did not show a high degree of responsibility for the offense. However, some of them admitted their fault, it was clearly found in statements seven and nine. For example, in statement seven: “pushing a lady,” one respondent stated, “I am so sorry madam, I was not careful enough.”

#### 3.1.5. A promise of forbearance

The percentage of this technique was 3.3%. It was the least reported strategy by the entire participants. To some extent, they did not provided responses confirming to not repeat the offense. But some participants utilized this technique specifically in two situations, statement eight (forgetting a promise to children) and statement nine (forgetting to return a book to a librarian). For instance, one participant in statement eight mentioned, “sorry kids, I had to work, and I promise it will not happen again.”

### 3.2. The relationship between AS and the gender variable

In regards to the second research question “are there differences in the production of the apology strategies between male and female participants?” The qualitative results revealed that the gender was not considered a significant factor that affected the participants’ selection and production of AS, similar to the findings of Harb (2015), Saleem et al. (2014), and Ghanbari et al. (2015).

#### 3.2.1. IFIDs

IFIDs were found to be the most frequently used techniques among female participants, with an average of 36%. They offered varied expressions of apology (such as sorry, forgive me, excuse me, apologize, accept my apology) in different scenarios. For

example, in statement one, which represented “damaging a book,” one female participant stated, “I am sorry.” In statement nine “forgetting to return a book to a librarian,” another female mentioned “please, forgive me, excuse me this time.” The females presented their apology towards the victim by using more than one apology expression, besides they used the intensification (such as I am so sorry) to show a high level of regret and apology in different situations. At the same time, IFIDs were founded to be the most frequently used AS among the male participants with a percentage of 37.5%. They produced varied expressions in different scenarios to express their apology (such as sorry, forgive me, apology, accept my apology, and excuse me). The IFIDs strategy approximately occurred in the entire situations. However, it was mostly used in situations like “damaging a book, being late to a classmate, being late to a teacher, and pushing a lady.” For instance, in statement one: “damaging a book”, a male participant stated “please accept my apologize.” Similarly, in statement four: “being late to a teacher,” one man said, “I am sorry.” Moreover, the intensification (such as so sorry, truly sorry, really sorry, terribly sorry, etc.) was provided between the male participants to minimize the offense in certain situations.

### 3.2.2. A statement or account of the cause, which brought about the violation

The second major AS used among the female respondents was the accounts with average of 35.6%. This strategy approximately occurred in all the scenarios, specifically in statements two, three, four, five, and six. For example, in statement four: “being late to a teacher,” a female said, “I am so sorry, there was a traffic jam. I tried my best to come here as early as possible.” On balance, the female participants provided the causes of the damages or the offenses in different scenarios to express their apology towards the offense. This result was comparable with the male respondents. They used the accounts with a percentage of 36.6%. This technique considerably occurred in situations such as “being late to the exam, being late to a teacher, missing a friend’s ceremony.” For example, in statement three: “being late to the exam,” one male stated, “hello professor, I am sorry. Here is my doctor’s note, this is why I could not attend the exam.” To sum, both male and female realized the offense and endeavored to explain the causes beyond it.

### 3.2.3. An offer of repair

This strategy was reported among the female participants with a percentage of 16.9 %. It was most commonly used in three scenarios: “damaging a book, forgetting a promise to children, and pushing a lady.” For instance, in statement seven: “pushing a lady,” one girl stated “oh my God! I am so sorry it was not on purpose. I hope you are ok. Do you want to go to a hospital for a check?” At the same time, the male reported their use of repairing with an

average of 15.1%. The strategy basically noticed in situations like “damaging a book, pushing a lady, and forgetting a promise to children.” For example, in statement seven: “pushing a lady scenario,” one participant stated “I am truly sorry, I am in rush, let me help you.” To some extent, the male and female participants recognized the offense they made in some situations; therefore, they attempted to compensate the victims kindly.

#### 3.2.4. Expressions of the speakers’ responsibility for the offense

The mentioned strategy found to be less offered by the female participants with an average of 8.4%. The females noticeably showed their responsibility for the offense in specific situations like “pushing a lady, forgetting to return a book to a librarian and forgetting to return a friend’s CD.” For example, in statement nine: “forgetting to return a book to a librarian,” a girl mentioned, “I am sorry, I was busy. If I have to pay more money for that I will pay.” Besides, the male respondents produced their responsibility for the offense with a percentage of 8.5 %. In scenarios such as “pushing a lady and being late to a librarian,” some participants showed their responsibility towards the offended. For example, in statement seven “pushing a lady” a respondent stated “oh! I am sorry, it is all my fault.” In short, the degree of the responsibility for the offense between the male and female participants was not highly remarked. However, a few number of the participants admitted their fault in specific situations, while the other ignored it.

#### 3.2.5. A promise of forbearance

It was the least reported strategy with a percentage of 2.7% among the female participants. It highly occurred in situations eight and nine. For example, in statement eight: “forgetting a promise to children,” one female mentioned, “I apologize for forgetting my promise, it will never happen again.” Similar to the male percentage, they used it with an average of 2.4%. It was reported in cases such as “forgetting to return a book to librarian and forgetting a promise to children”. For example, in statement eight: “forgetting a promise to children” a respondent stated, “guys, sorry I forgot that we have a meeting; I brought some ice cream to eat together. I will never forget in the next times.” A limited number of male and female participants used a promise of forbearance as a technique to confirm their apology, while the others did not.

### **Conclusion**

The current study intended to explore the varieties of apology strategies used by EFL postgraduate learners in the context of EMU. Besides, it investigated the relationship between apology strategies and the gender variable. The research questions were as following 1) what

varieties of apology strategies do EFL postgraduate learners use in the DCT? 2) Are there differences in the production of the apology strategies between male and female participants? The findings revealed that IFIDs, accounts and reparation were the most reported AS among all of the participants. Moreover, there was not a significant relationship between the gender and AS. Both male and female participants intensively used AS in a similar way. While, the rest of the strategies did not highly occur among the whole participants.

Considering the Implications, the current study investigated varieties of AS used by EFL postgraduate learners in relation to gender in the context of EMU. Therefore, it increases EFL postgraduate learners' knowledge toward the concept of the speech act apology. Besides, it directs their attention to the cultural and contextual influence on the target language.

In regards to the limitations of this study, there were a few limitations, which needed to be considered for the future researches. First, the researcher in this paper used the DCT as a data collection tool to achieve the aims. For further investigations, semi-structure interviews could additionally be utilized to gain more data about the study. Second, the participants in this study were EFL postgraduate learners from different departments and nationalities. Future researchers might want to focus on investigating the use of AS among EFL postgraduate learners from a specific nationality, so that the results can be more specified and generalized

## References

- Abedi, E. (2017). An investigation of apology strategies employed by Iranian EFL learners. *International Journal of Research Studies in Education*, 6(3), 27-37. doi: 10.5861/ijrse.2016.1626
- Alharbi, R. (2017). *Responses of female non-native speakers to English compliments: A cross generational study of Saudi Arabian university students and lecturers* (Doctoral dissertation, Auckland University of Technology). Retrieved from <http://aut.researchgateway.ac.nz/bitstream/handle/10292/10954/AlharbiR.pdf?sequence=4&isAllowed=y>
- Bataineh, R., & Bataineh, R. (2006). Apology strategies of Jordanian EFL University students. *Journal of Pragmatics*, 38(11), 1901-1927. doi:10.1016/j.pragma.2005.11.004
- Bataineh, R., & Bataineh, R. (2005). American university students' apology strategies: An intercultural analysis of the effect of gender. *Journal of Intercultural Communication*, 9, 1-19. Retrieved from <https://immi.se/intercultural/nr9/bataineh.htm>.



- Bayat, N. (2013). A study on the use of speech acts. *Procedia-Social and Behavioral Sciences*, 70, 213-221. <https://doi.org/10.1016/j.sbspro.2013.01.057>
- Cedar, P. (2017). Apology strategies used by EFL undergraduate students in Indonesia. *International Journal of Applied Linguistics and English Literature*, 6(6), 214-222. doi:10.7575/aiac.ijalel.v.6n.6p.214.
- El Hiani, K. (2015). Performing speech acts among Moroccan EFL advanced learners. *Procedia-Social and Behavioral Sciences*, 199, 479-485. <https://doi.org/10.1016/j.sbspro.2015.07.535>
- Ghanbari, H., Jamalinesari, A., Gowhary, H., & Azizifar, A. (2015). Investigating apology strategy among male and female Kurdish bilinguals at Ilam. *Procedia-Social and Behavioral Sciences*, 190, 477-484. <https://doi.org/10.1016/j.sbspro.2015.05.029>
- Harb, M. (2015). On gender and apology strategies: The case of Arabic. *Gender Studies*, 14(1), 224-265. doi: 10.1515/genst-2016-0014
- Jalilifar, A., Hashemian, M., & Tabatabaee, M. (2011). A cross-sectional study of Iranian EFL learners' request strategies. *Journal of Language Teaching & Research*, 2(4), 790-803. doi:10.4304/jltr.2.4.790-803
- Jebahi, K. (2011). Tunisian university students' choice of apology strategies in a discourse completion task. *Journal of Pragmatics*, 34, 648-662. doi: <https://doi.org/10.1016/j.pragma.2010.09.008>
- Karatepe, O. (2013a). High-performance work practices and hotel employee performance: The mediation of work engagement. *International Journal of Hospitality Management*, 32, 132-140. <https://doi.org/10.1016/j.ijhm.2012.05.003>
- Kasper, G., & Dahl, M. (1991). *Research methods in interlanguage pragmatics*. Honolulu: University of Hawaii.
- Mackey, A., & Gass, S. (2005). *Second language research: Methodology and design*. Lawrence Erlbaum.
- Parsa, H. (2012). *Apology strategies of Iranian ESL students* (Doctoral dissertation, University of Malaya). Retrieved from <http://studentsrepo.um.edu.my/3971/>.
- Saleem, A., Azam, S., & Saleem, A. (2014). The use of apology strategies in English by Pakistani EFL university students in Pakistan. *Journal of Education and Practice*, 5(34), 142-148. Retrieved from <http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.735.1494&rep=rep1&type=pdf>
- Salih, R., & Elhassan, I. (2016). Apology strategies used by Sudanese EFL learners. *Journal*

- of *Humanities*, 17(4), 193-203. Retrieved from <http://repository.sustech.edu.sd/bitstream/handle/123456789/17129/Apology%20strategies%20used.....pdf?sequence=1&isAllowed=y>
- Salman, Q., & Krish, P. (2016). Politeness in email communication among Syrian postgraduate students in a Malaysian Public university. *Journal of Social Sciences and Humanities*, 11(2), 174-198. Retrieved from <http://ejournals.ukm.my/ebangi/article/view/15941/4952>
- Tehrani, M., Rezaei, O., Dezhara, S., & Kafrani, R. (2012). Apology strategies of Iranian undergraduate students. *English Language Teaching*, 5(2), 93-100. doi:10.5539/eltv5n2p93
- Ugla, R., & Abidin, M. (2016). A study of apology strategies used by Iraqi EFL university students. *International Journal of Evaluation and Research in Education*, 5(1), 32-38. Retrieved from <https://files.eric.ed.gov/fulltext/EJ1094582.pdf>



DOI: 10.22559/folklor.948

Folklor/edebiyat, cilt:25, sayı: 97-1, 2019/1

## **Comprehension of Conversational Implicatures by Students of the ELT Department**

### **İngilizce Öğretmenliği Öğrencilerinin Konuşma Sezdirimlerini Anlama Becerileri**

**Behbood Muhammedzadeh\***

**Özge Razi\*\***

**Mehmet Ali Yavuz\*\*\***

#### **Abstract**

This study investigates the extent to which Turkish ELT student teachers comprehend conversational implicatures concerning Grice's theory of co-operative principle (1989). The act of communication speech acts can be either direct or indirect. In the case of indirect speech acts, an addressee has to comprehend the addresser's meaning, which means comprehending the implicature. Implicature is the meaning of the speaker's utterance that is not part of what the speaker says. The inference of the meaning in an utterance by participants mostly depends on the contextual clues in a particular situation. The listener has to differentiate between the literal (semantic) meaning and non-literal (pragmatic) meaning. Developing ELT students' pragmatic competence is significant for successful communication in the target language. Although there is much research into EFL pragmatic competence focusing on conversational implicatures, in the Northern Cypriot ELT context there is still a need to examine the issue. This study was designed to investigate the extent to which prospective teachers of English comprehend conversational implications.

**Keywords:** *Pragmatic Competence, Comprehension of implicatures, Turkish ELT students*

---

\* Cyprus International University, ELT Department behbudm@ciu.edu.tr

\*\* Cyprus International University ELT Department, orazi@ciu.edu.tr

\*\*\* Cyprus International University, ELT Department, mayavuz@ciu.edu.tr

## ÖZ

Bu çalışma, Grice'in işbirlikçi kuramına göre (1989) Türk İngiliz dili öğretmen adaylarının İngilizcedeki konuşma sezdirimlerinin kavramalarını incelemektedir. İletişimde söz edimi eylemleri ya doğrudan ya da dolaylı olabilir. Dolaylı söz edimi durumlarında muhatap konuşmacının ne ima ettiğini anlamalıdır, bu da konuşma sezdirimlerini kavrama anlamına gelir. Konuşma sezdirimleri konuşmacının söylediklerinin bir parçası olmayan bir konuşma ifadesidir. Bir konuşmada katılımcıların anlamların çıkarımı büyük ölçüde bağlamsal ipuçlarına bağlıdır. Dinleyici edebi (anlamsal) anlamı ile edebi olmayan (edimbilimsel) anlamı birbirinden ayırması gerekir. İngiliz dili öğretmen adaylarının İngilizcedeki konuşma sezdirimlerinin başarılı iletişim için çok önemlidir. KKTC'de İngiliz dili öğretmen adaylarının İngilizcedeki konuşma sezdirimlerinin kavramalarını incelemeye yönelik çok sayıda araştırma olmasına rağmen bu alanda daha fazla araştırmaya gerek duyulmaktadır. Bu çalışma, İngiliz dili öğretmen adaylarının İngilizcedeki konuşma sezdirimlerinin kavramalarını araştırmak için tasarlanmıştır. Araştırma sonuçlarına göre Türk İngiliz dili öğretmen adaylarının İngilizcedeki konuşma sezdirimlerinin kavramaları ortalama olarak düşük düzeydedir.

**Anahtar sözcükler:** *Edimbilim Yetkinlik, Sezdirimlerin kavranması, Türk İngiliz Dili Öğretmen Adayları*

## Introduction

Developing language learners' pragmatic competence is significant for successful communication in the target language. Although there are many well-written articles on the importance of pragmatic competence in the target language, we still need to do more in order to eliminate the uncertainties in relation with the pragmatic competence in the target language. There is a close relationship between pragmatics and EFL/ESL in many researches Rintell (1981), Scarcella and Brunak (1981), Brown & Levinson (1987), Koike (1992, 1996), Saito & Beecken (1997), Félix-Brasdefer (2003, 2006), Huth (2006), Yavuz & Rızaoğlu, and Taghizade (2017).

One of the focal points of pragmatic competence is the implicatures in which learners of English need to gain capabilities for successful communication. Comprehending conversational implicatures concerning Grice's theory of co-operative principle (1989) is one of the issues that ELF/ESL scholars are interested in as a research area. The act of communication speech acts can be either direct or indirect. In the case of indirect speech acts, an addressee has to figure out the addresser's meaning, which means comprehending the implicature. Implicature is the meaning of the speaker's utterance that is not part of what the speaker says.

Although there is much research into EFL pragmatic competence focusing on conversational implicatures, in the Northern Cypriot ELT context there is still a need to examine the issue. This study was designed to investigate the extent to which prospective teachers of English comprehend conversational implications. The study seeks to find answers to the following research questions:

1. Is there any difference in pragmatic comprehension regarding implicature types?
2. Is there any gender-based difference regarding comprehending implicatures?
3. Is there any grade-based difference regarding comprehending implicatures?
4. Are there any age-based differences regarding comprehending implicatures?

## 2. Theoretical Background

Linguistic competence introduced by Chomsky (1965) focuses mainly on grammatical knowledge, and there is a general belief that the speaker who has linguistic competence speaks in a perfect way. Linguist later introduced pragmatic/communicative competence which started a new page in the TL theory and methodology. The first scholar who used the term communicative

competence was Hymes (1972, 1974). He claimed that teaching a foreign language is more than teaching grammar and lexical systems. He highlighted the sociolinguistics aspects of linguistics competence by giving importance to the ability to use grammatical competence in different communicative situations. Regarding the importance of communicative competence in language development Hymes argues that:

The importance of concern with the child is partly that it offers a favourable vantage point for discovering the adult system, and that it poses neatly one way in which the ethnography of communication is a distinctive enterprise, i.e., an enterprise concerned with the abilities the child must acquire beyond those of producing and interpreting grammatical sentences, in order to be a competent member of its community, not only what may possibly be said, but also what should and should not be said (Hymes, 1972, p. 26).

Cultural interference in second language acquisition is another crucial issue introduced by Hymes in which he claims that different cultures have different speech patterns. Hymes argues that:

Even the ethnographies that we have, though almost never focused on speaking, show us that communities differ significantly in ways of speaking, in patterns of repertoire and switching, in the roles and meanings of speech. They indicate differences with regard to beliefs, values, reference groups, norms and the like, as these enter into the ongoing system of language use and its acquisition by children (Hymes, 1972, p. 33).

Later, Grice (1957) focused on the differences in meanings between lines. He claimed that there is a difference between what the speaker says and intends to communicate. Hymes (1972, 1974) and Grice's (1957) studies later inspired ESL/EFL scholar to conduct more research on linguistic and communicative competence to develop language learners' pragmatic competence. Since then many research has been conducted by many ESL/EFL specialist to enhance and improve pragmatics competence of language learners (Thomas, 1983; Kasper, 1989; Bardovi-Harlig, 1996; Bardovi-Harlig, 1996; Kasper and Rose, 2001; Bardovi-Harlig and Griffin, 2005; Ishihara & Cohen 2010; Rızaođlu and Yavuz, 2017; and Taghizade, 2017).

Recently, many other types of research on conversational implicature have been conducted by many different scholars all over the globe. Taguchi (2007) conducted a study on native speakers Japanese learners of English to find out how capable students are in implied meaning in dialogues. The results of the study proved that "development of pragmatic knowledge and processing capacity of using the knowledge may not coincide perfectly in L2 development" (Taguchi, 2007: 313). Parmata et al. (2017) investigated the most problematic implicatures and the factors influencing the students' competence to comprehension implicature in Indonesia EFL context. The study findings depicted that indirect criticism implicatures were the most problematic implicatures. The second part of the findings supported Bouton's and Roever's arguments. Rızaođlu & Yavuz conducted a study on Turkish EFL students' comprehension and production of implicatures. The findings of the study showed that students had a moderately high ability in implicature comprehension and production.

### **3. Method**

This study adopts a descriptive research design and applies a quantitative data analysis method to analyse and interpret the collected data. The quantitative data analysis method is used to "establish

the relationship between variables and look for and sometimes explain the causes of such a relationship" (Fraenkel, Norman, & Hyun, 2012: 11).

### 3.1. Participants

Eighty-five first, second and third year Turkish ELT student teachers (52 female, 33 male) majoring at the ELT department, Faculty of education, Cyprus International University participated in this study.

### 3.2. Instrument

In order to collect the data, we used a shortened version of a questionnaire developed by Bouton (1988- 1994). Before the adoption of the questionnaire, we got permission from Rızaoğlu (2017) who adapted it to the Turkish setting. Bouton's original test has high-reliability coefficient (i.e., 28 items, 0.74) (Bouton, 1994), the shortened version because of the limitations of the study has a lower reliability coefficient (KR-20 = 0.48).

### 3.3. Data Collection and Analysis

The instrument was distributed to students in different classes, and they allocated almost 20 minutes to complete the questionnaire. The collected data were analysed by SPSS 24.

## 4. Findings of the Study

### 4.1 Implicature comprehension regarding implicature type

The first research question of the study was to find out to what extent can the ELT student teachers comprehend implicatures in the target language regarding implicature types. In order to understand the differences in pragmatic comprehension regarding implicature types, we calculated the data according to the four maxims of conversations. As shown in table 1. the overall success rate is 38.17 which is the low, moderate level of achievement.

**Table 1: Implicature comprehension regarding implicature type**

Implicature type	Explanation	Success Rate (%)
Quantity	Understated negative criticism, Be sufficiently informative	29.97
Relevance	Be relevant, Irony/Sarcasm	66.55
Quality	Conventional expression	25.98
Manner	Be orderly	30.2

Additional analysis of the implicature regarding sub-categories depicted that the highest level of success was in Relevance implicatures with a rate of 67% (Table 1). The next percentage is 30% which belongs to the Quantity and Manner implicature. The Quality implicature showed a 26% success rate which is relatively low.

**Table 2: Correct response rates per item**

Items	Implicature Type	Success Rate (%)
5	Relevance	62.8
8	Relevance	82.6
13	Relevance	51.8
14	Relevance	69.0
1	Quantity-understated negative criticism	16.3
3	Quantity-understated negative criticism	14.0

6	Quantity-be sufficiently informative	26.7
11	Quantity-understated negative criticism	20.0
12	Quantity-be sufficiently informative	52.9
2	Quality-irony/sarcasm	43.5
4	Quality-set conventional expression	29.1
9	Quality-set conventional expression	36.6
10	Quality-irony/sarcasm	10.7
7	Manner-be orderly	30.2

Table two shows the success rates per item in which the highest rate belongs to item eight in the category of Relevance. The lowest item is item 10 which belongs to the Quality.

#### 4.2. A comparison of implicature comprehension regarding gender

The second research question of the study was to find out if there is any difference between female and male. Table three depicts statistical data about gender-based differences regarding comprehending implicatures.

**Table 3: Gender-based differences regarding comprehending implicatures**

Gender	N	Mean	SD	Sig.
Female	52	20.85	8.35	0.55
Male	33	22.79	9.02	

As shown in table 3, there are no statistically significant differences between group means regarding gender. However, a comparison of the mean of the two groups revealed that male subjects have a slightly higher mean (M=22.79, SD=9.46) than that of female subjects (M=20.85, SD=8.35).

#### 4.3. A comparison of implicature comprehension regarding age

The third research question of the study was to find out if there is any difference between different age groups in comprehending implicatures. Table four shows the statistical data about gender-based differences regarding comprehending implicatures.

**Table 4: Aged-based differences regarding comprehending implicatures**

Age	N	Mean	SD	Sig.
18-20	47	20.68	8.27	0.38
21-23	29	22.48	9.46	

As shown in table 5, there are no statistically significant differences between different ages among participants. However, a comparison of the mean of the two groups revealed that 21-2 group have a slightly higher mean (M=22.48, SD=9.48) than that of 18-20 age group (M=20.85, SD=8.35).

#### 4.4. A comparison of implicature comprehension regarding year of students

The third research question of the study was to find out if there is any difference between different levels in comprehending implicatures. Table five shows the statistical data about level-based differences regarding comprehending implicatures.

**Table 5: Level-based differences regarding comprehending implicatures**

Comprehension Score	N	Mean	SD	P	Post Hoc Test
Year 1	37	20.97	6.76	0.01	Y1 vs Y3= 0.13
Year 2	31	19.35	8.33		
Year 3	18	26.44	10.72		
Total	86	21.53	8.59		

As shown in table 5, there were statistically significant differences between group means in favour of third graders as determined by one-way ANOVA regarding the grade level of subjects. The mean score of third-year students revealed that they were more successful in comprehending implicatures.

#### Discussion and conclusion

The results of this study revealed that subjects' implicature comprehension competence is moderately low. However, the achievement rate regarding different implicature types was high or low. The findings overlap with the outcomes of previous researches conducted in different countries (Taghizade, 2017; Alagözlü & Büyüköztürk, 2009; Bialystok, 2003; Garcia, 2004). However, the results are not in line with other studies that depicted moderately high success rates (Rızaoğlu, 2017; Ergüven, 2001; Lee, 2002). The findings of the study depicted differences on the implicature types in which students were more successful in some specific types. Students were more successful in Relevance Implicatures and less successful in Quality Implicature. The results of this study were a replication of related previous studies (Bouton, 1992; Taguchi, 2005; Rızaoğlu & Yavuz, 2017; and Parmata et al., 2017). Lack of knowledge of the cultural values of the target language is the main reason for the related results. This study was an attempt to highlight the problems encountered by the Turkish Cypriot student teachers in understanding English implicature and find out some solutions to those problems. Further studies can be conducted on Turkish students at different levels and contexts in order to create more solutions for ambiguities and problems students encounter. Experimental studies can be applied to Turkish students to examine the effectiveness of teaching implicatures to Turkish students.

#### References

- Alagözlü, N., & Büyüköztürk, Ş. (2009). Aural pragmatic comprehension. *Novitas Royal Youth Journal*, 3(2), 83-92.
- Bardovi-Harlig, K. (1996). Pragmatics and language teaching: Bringing pragmatics and pedagogy together. In L. Bouton (Ed.), *Pragmatics and language learning* (pp. 21-39). Urbana-Champaign: the University of Illinois, Division of English as an International Language.
- Bardovi-Harlig, K., & Griffin, R. (2005). L2 pragmatic awareness: Evidence from the ESL



classroom. *System* 33 (3), 401-415.

Bialystok, E. (2003). Symbolic representation and attentional control in pragmatic competence. In G. Kasper & S. Blum-Kulk (Eds.), *Interlanguage pragmatics* (pp. 43-57). Oxford: Oxford University Press.

Brown, P., & Levinson, S. (1987). *Politeness: Some Universals in Language Usage*. Cambridge: Cambridge University Press.

Bouton, L.F. (1988). A cross-cultural study of the ability to interpret implicatures in English. *World Englishes*, 17(2), 183-96.

Bouton, L.F. (1994). Conversational implicature in the second language: Learned slowly when not deliberately taught. *Journal of Pragmatics*, 22, 157-67.

Ergüven, T. (2001). Interpreting implicatures: A study on upper-intermediate level EFL students. Yayınlanmamış yüksek lisans tezi, Ortadoğu Teknik Üniversitesi, Ankara.

Félix-Brasdefer, J. C. (2003). Declining an invitation: A cross-cultural study of pragmatic strategies in Latin American Spanish and American English. *Multilingua*, 22(3), 225-255.

Félix-Brasdefer, J. C. (2006). Linguistic politeness in Mexico: Refusal strategies among male speakers of Mexican Spanish. *Journal of Pragmatics*, 38(12), 2158-2187.

Fraenkel, J, Norman E.W., and Hyun, H. H. (2012). *How to Design and Evaluate Research in Education*. New York: McGraw-Hill. 111.

Garcia, P. (2004). Pragmatic comprehension of high and low-level language learners. *TESL – EJ*, 8 (2).

Grice, P. (1975). Logic And Conversation. In S. Davis (Ed.). *Pragmatics: A Reader*. (1991). (305- 315). New York: Oxford.

Kasper, G. (1989). Interactive procedures in interlanguage discourse. In W. Olesky (Ed.), *Contrastive pragmatics* (pp. 189-229). Amsterdam: Benjamins.

Kasper, G., & Rose, K. R. (2001). Pragmatics in language teaching. In K. R. Rose & G. Kasper (Eds.), *Pragmatics in language teaching* (pp. 1-9). Cambridge, UK: Cambridge University Press.

Koike, D. A. (1992). Brazilian Portuguese directives and a hierarchy of strategies for politeness. In D. A. Koike & D. Macedo (Eds.), *Romance Linguistics: The Portuguese Context* (pp. 121-140). Westport, CT: Bergin and Garvey.

Koike, D. A. (1996). Transfer of pragmatic competence and suggestions in Spanish foreign language learning. In Gass, Susan & Neu, Joyce (Eds.), *Speech Acts Across Cultures: Challenges to Communication in a Second Language* (pp. 257-281). Berlin/New York: Mouton de Gruyter.

Lee, J. S. (2002). Interpreting conversational implicatures: A study of Korean learners of English. *Korea TESOL Journal*. Vol. 5 Fall/Winter, 1-25.

Hymes, D. H. (1974). *Foundations in sociolinguistics: An ethnographic approach*. Philadelphia: University of Pennsylvania Press.

- Hymes, D. (1972). On communicative competence. In J. B. Pride and J. Holmes (Eds.), *Sociolinguistics* (pp. 269-93), Harmondsworth: Penguin.
- Ishihara, N. & Cohen, A. D. (2014). *Teaching and Learning Pragmatics: Where Language and Culture Meet*. New York: Routledge.
- Huth, T. (2006). Negotiating structure and culture: L2 learners' realization of L2 compliment response sequences in talk-in-interaction. *Journal of Pragmatics*, 38, 2025-2050.
- Rafieyan, V. (2016). The relationship between language learners' Attitudes toward cultural Instruction a pragmatic Comprehension and Production. *Advances in Language and Literary Studies*, V.7/4, 68-75.
- Rintell, E. (1981). Sociolinguistic variation and pragmatic ability: A look at learners. *International Journal of the Sociology of Language*, 27, 11-34.
- Rızaoğlu, F. & Yavuz, M.A. (2007). English Language Learners' Comprehension and Production of Implicatures. *Hacettepe Üniversitesi Eğitim Fakültesi Dergisi*, 32(4): 817-837.
- Scarcella, R., & Brunak, R. (1981). On speaking politely in a second language. *International Journal of the Sociology of Language*, 27.
- Saito, H., & Beecken, M. (1997). An Approach to the instruction of pragmatic aspects: implications of pragmatic transfer by American learners of Japanese. *The Modern language journal* 81(3), 363-377.
- Taghizadeh, R. (2017). *Pragmatic Competence in the Target Language: A Study of Iranian Learners of English*. Unpublished PhD Dissertation. University Of Salford, Manchester, UK
- Taguchi, N. (2007). Development of speed and accuracy in pragmatic comprehension in English as a foreign language. *TESOL Quarterly*, 42, 313-338.
- Thomas. J. (1983). Cross-cultural pragmatic failure. *Applied linguistics*, 4(2), 91-112.



DOI: 10.22559/folklor.949

Folklor/edebiyat, cilt:25, sayı: 97-1, 2019/1

## Dil Öğreniminde Öğrenci Bağışıklığının Dinamik Gelişimi

### The Dynamic Development of Student Immunity in Language Learning Motivation

Semiha Gürsoy\*

Şehnaz Şahinkarakaş\*\*

#### Abstract

In a study, the distinguishing professor Hiver (2015) introduced a new concept to the education field called “teacher immunity”, proposing that it emerges through the broad experiences of coping with the uncertainties and potential problems of teaching occupation which functions as an indispensable armor to survive as a teacher. As a matter of fact, many foreign language (FL) learners are struggling to continue their learning journey despite the numerous damaging factors which can have an effect upon their desire to learn. Some of these students have the ability to cross over these hurdles via their own self-motivation and self-organizing strategies, while others find themselves inadequate to deal with such problems possibly because they are unaware of their sense of self and identity. The other area which is open to a question is that whether this concept can raise students’ consciousness and make the necessary transformative change on their motivation so that it redevelops more productively to carry on their language learning journey despite its adversity. To do this, a data-driven case study was designed to investigate whether there is the emergence of any stages which can be termed as “*student immunity*” (the coping strategies students acquire in time) through the lens of CT and to reveal those factors which constitute student immunity. The qualitative interview data suggested that an emergent outcome, *student immunity*, was developed in return for disturbances which were confronted by the subject student in her/his school-life experience. The new emergent outcome became visible to function as a defense system to be able to sustain on an ongoing basis to deal with relatively ongoing academic difficulty.

**Keywords:** *complexity theory, self-organization, sense of self, student identity, student immunity, motivation*

## Öz

Hiver (2005) uyguladığı çalışmalardan bir tanesinde, eğitim alanına “öğretmen bağışıklığı” adında yeni bir kavram sunmuştur ve bu bağışıklığın öğretmenlik mesleğinde belirsizlikler ve potansiyel sorunlarla baş edebilme tecrübesiyle zamanla kazanıldığı ve bu mesleği devam ettirebilmek için elzem bir unsur olarak işlev gösterdiği yargısına varmıştır. Zamanla gelişip yerleşen bu bağışıklık sistemi biyolojik bağışıklık sistemi ve psikoloji alanındaki yerleşik temeller çıkış noktası olarak alınıp, Kaos Teorisinden “öz örgütlenme” çerçevesine dayandırılarak açıklanmıştır. Bir çok yabancı dil öğrencisi de öğrenme motivasyon ve isteklerini etkileyebilecek sayısız negatif etkene rağmen dil öğrenmeye devam edebilmek için uğraşmaktadırlar. Bu öğrencilerin bir kısmı, bu engelleri kendi öz motivasyonları ve kendi kendini organize eden stratejiler aracılığıyla geçebilme yeteneğine sahipken, diğerleri bu tür problemlerle başa çıkma konusunda kendi öz ve kimliklerinden habersiz olduklarından kendilerini yetersiz bulmaktadırlar. Bu bağlamda, bu çalışma aynı bağışıklık sisteminin öğrenciler açısından da öğrenme sürecinde var olup olmadığı, varsa nasıl işlediği ve hangi faktörlerin öğrenme bağışıklığı oluşturma sürecinde etkili olduğu konusunu araştırmada merak uyandırmıştır. Ucu açık olan diğer bir soru da, bu kavramın öğrencilerin bilinçlerini arttırabilmelerinin ve motivasyonları üzerinde gerekli dönüştürücü değişimi yapabilmelerinin, bu yüzden de olumsuzluklara rağmen dil öğrenme yolculuğunu sürdürebilmek için daha üretken bir şekilde yeniden geliştirebilmelerinin mümkün olup olmadığıdır. Araştırma sonucunda *öğrenci bağışıklığı* öğrencinin okul hayatında karşılaştığı sorunlar veya rahatsızlıklar karşısında bir nevi öğrenmeye devam edebilmek için yeni özellikler edinmiştir. Ortaya çıkan bu yeni durum, devam eden akademik zorluklarla başa çıkabilmek ve bu durumu devam ettirebilmek için bir savunma sistemi olarak işlev görmeye başlamıştır. Yeni ortaya çıkan sonuç, devam eden akademik zorluklarla başa çıkabilmek ve bu durumu sürekli bir şekilde sürdürebilmek için bir savunma sistemi olarak işlev görmeye başladı.

**Anahtar sözcükler:** karmaşıklık teorisi, öz-örgütlenme, benlik algısı, öğrenci kişiliği, öğrenci bağışıklığı, motivasyon

## Introduction

Motivation of human beings has its roots in distinctive disciplines along with science, sociology, psychology, and education as well. In simplified terms, motivation gives behavior its energy and direction (Reeve, 2005, as cited in Gregersen & McIntyre, 2013). Admittedly, it is the key concept in the Second Language Acquisition (SLA) which influences the desire to learn. In his distinguishing study, Hiver (2015) strived to find out the secret of surviving as a teacher despite its uncertainties, work load, emotional and physical stress and heavy pressure. In his own term, he outlined the theoretical features of “*teacher immunity*” with its four stages (1-triggering, 2-coupling, 3-re-alignment, and 4-stabilisation) through the lens of complexity theory (CT) and discussed its contribution to understand their sense of self and identity by means of the *self-organization process* which keep them away from quitting their teaching profession.

However, apparently no published reports of subsequent research with “student immunity”, in other words, the motivating factors that keep them continue their learning journey exists. If the so called “*teacher immunity*” can be materialized and reorganized in a productive and robust manner as shown by Hiver (2015), then it could also be possible to follow a similar procedure in terms of students’ perspectives. Therefore, the intent of this research is to explore the issue of precisely what psychological qualities set apart L2 learners who are motivated, committed, productive, and emotionally well-adjusted and who struggle to keep on learning from those who are just the opposite. Instead of generalizing the results and assuming that they fit each learner any time, we utilized the information about what is going on at a particular moment in time through the Dynamic System Theory (DST) which “allows researchers in L2 motivation to simultaneously abandon the notion of single and linear causality and frees them from the implicit demand in conventional research for large subject studies” (Schumann, 2014 in Dörnyei, McIntyre & Henry, p. 16). While investigating individuals, DST principles serve as a useful tool that “allows us to see our research enterprise in terms of complex systems, not just as the phenomenon of motivation...” Hopefully, the findings might serve as a guideline to determine how learners can achieve optimal learning effectiveness.

### *Student Immunity*

Immunity refers to the condition of resistance against something or exemption from something (e.g., as with diplomatic immunity, or judicial immunity (Chiapelli & Liu in Hiver, 2016). Biologically, the immunity system “is a network of cells, tissues, and organs that work together to defend the body against attacks by “foreign” invaders (National Institute of Allergy and Infectious Diseases, 2003, p.1). It is responsible for avoiding or minimizing the impact of attacks from inside and outside the human body through fighting with infections and destroying abnormal cells (Hiver, 2016). It can be defined as a defense system that protects the organism against the negative, undesirable or harmful impact of the external environment. In this regard, great numbers of valuable studies in the past 40 years have revealed the relationship between negative emotions and its effects on the immunity system as excessive psychological stress has augmenting impact on the body. As a matter of fact, it could be useful to investigate the “existence of psychological parallels to biological immunity” (Hiver, 2016, p.52).

### **Literature review**

Research on language learning motivation was first initiated by Gardner and Lambert (1972) and the issue was extended by many other associates later on (e.g. Clement and Gardner,

2001; Gardner and McIntyre, 1991, 1993; Tremblay and Gardner, 1995). The researchers developed a motivational theory which was adopted from a social-psychological view using standardized assessment instruments derived from empirical data through their scientific research. The key component of Gardner's (1985b) motivation theory was *integrative motivation* which is explained as the state that when a learner has the desire to learn a language to communicate with people who speak it. *Instrumental motivation*, on the other hand, refers to the situation when a learner benefits from second or foreign language. Learners have more operational aims such as getting a good job, passing an exam or visiting a foreign country. Nevertheless, this characterization of instrumental and integrative duality has later been accepted as too simplistic as the definition does not account the dynamic nature of the motivation issue. Gardner's model has been questioned as it is only limited to general motivation and criticized as being concerned with the social environment of L2 learning. Dörnyei (1994) pointed out that Gardner and his colleagues' studies were mostly conducted in the SLA context where there is a direct interaction with the target language community. However, this is not the case for Foreign Language Acquisition (FLA) contexts as the target language is taught as a school subject in a school environment. As it is pointed out by Dörnyei (1994), "the exact nature of the social and pragmatic dimensions of L2 motivation is always dependent on who learns what languages where" (p.275). Hence, by the end of 1990's, there was a shift from general motivation perspective to a more broadened, different motivational dimensions with a variety of new models and approaches which was resulted in Gardner and Tremblay's (1994) own word, "*motivational renaissance*" (Dörnyei, 2005). These new approaches attempted to study the motivation issue in learners' immediate learning environment which influences their overall state as well. With this new eclectic approach, motivation research has found more fertile ground for theoretical developments, which Dörnyei (2005, p. 10) considers as "three particularly forward-pointing: the process-oriented conceptualization of motivation, the reinterpretation of the integrative motive and finally the reframing of L2 motivation as part of the self system". This also supports the notion that each learning environment and context should be regarded specific and treated accordingly. Yet, Gardner's model is still a useful tool to characterize the motivational structure and also can be taken as a starting point to move on to identify further directions in the field. To achieve this aim, "complexity is a meta-theory which provides powerful conceptual tools for investigating complex outcomes and dynamic patterns of change" (Hiver, 2015, p. 116).

### *Dynamic motivation*

The Dynamic System (DST) is a theory of development which has its roots from complex and non-linear systems in physics and mathematics. Dynamic systems try to understand the elements that cause change over time. DST gives an insight about the theoretical principles to conceptualize and regulate the complex and interrelations of time and process. When Dörnyei and Otto (1998) conceptualized their process model to define the dynamic character of motivation, they focused on the language related event before, during, and after it takes place. They identified numbers of stages in this model which gives a person his/her energy to begin the action and then other complex adjusting processes that are responsible for controlling learners' action mechanisms (Gregersen & McIntyre, 2013).

The significance which distinguishes the process model from that of Gardner's model is that "it describes ways in which motivational adjustments are made on a continuous basis" (Gregersen & McIntyre, 2013, p. 110) as DST tries to see the notions from a number of different causes with non-linear causality and mutable categories (Schuman, 2014). As a matter of fact, the motivation issue is no longer out of the scope of dynamic systems as it paves the way for uncovering the process that describes such system.

The terms *self-organisation and emergence* are the concepts which usually appear together in dynamical systems. Self-organisation is the central process of DST, and it refers to a change in the system without the help of an external agency and formation of a novel outcome (Banzhaf, 2009). Emergence, on the other hand, is an essential quality of self-organising systems. Brunner and Klauninger (2003) suggest that "the notion of emergence means that a system is more than the sum of its parts and that a developing system has new qualities that cannot be reduced to old states or prior existing systems" (p. 10). Although these two concepts show some similarities in terms of being dynamic and robustness, they do differ in the way they refer to. "Emergence is robust with respect to the flexibility in the specific parts that cause the emergent properties while self-organisation is robust with respect to the adaptability to change and its ability to maintain the increased order" (De Wolf & Holvoet, 2005, p. 9). What we should keep in mind is that, although they occur in isolation, the combination of both is often present in complex dynamical systems, and it is an encouraging approach to regulate multi-agent systems.

Even though we have gained deep and invaluable insights from experimental methods and single-causal variable investigations that extended our knowledge, studies conducted

through DST framework could make it more available to see the intra-individual variation in L2 learning rather than focusing only on inter-individual variables between groups and can also eschew us accepting averages as the truth (Schuman, 2014).

### *Constructs of Student Immunity*

The psychological constructs which were thought to have some parallels to student immunity were specified as “*academic resilience*”, “*academic hardiness*”, “*academic buoyancy*”, and “*students’ coping strategies*”. *Academic resilience* is a psychological construct observed in some individuals that accounts for success despite adversity. It reflects the ability to bounce back, to beat the odds and considered an asset in human characteristic terms. *Academic hardiness*, on the other hand, refers to students’ state of being flexible to academic failure. Those hardy students are generally eager to take part in challenging academic works, they show self-dedication to academic activities and pursuits, and they usually have control over their academic performance and outcomes (Benishek & Lopez, 2001). The study of hardiness in academic settings is particularly relevant as the academic environment can be damaging and competitive for students (Creed, Conlon, & Dhaliwal, 2013). *Academic buoyancy* is basically, dealing with everyday academic setback in the ordinary course of school life such as poor performance, competing deadlines, performance pressure, difficult task, and it has also been described as one factor that assists students to deal with academic risks which particularly occur relatively frequently and on an ongoing and everyday basis (Martin & Marsh, 2009). The last construct, *Students’ coping strategies* (SCOPE), refers to the styles and strategies of students that they try and use to deal with setbacks and adversities they face in their academic environment so that they can manage things better and be more successful (Struthers, Perry, & Menec, 2000).

### **Research design**

This study followed exploratory case study, a qualitative approach, as our purpose was to gain a deeper understanding of psychological qualities of motivated and committed students. Qualitative research methods allow researchers to have a better comprehension of any social phenomenon in the natural setting of a participant (Bryman, 2004) and they also provide detailed and elaborated information about the phenomenon under investigation (Schmidt, 1983). In the following section the participants, the techniques, and the data analysis process will be presented.



### *Research Question*

Although sustained motivation lies in the heart of learning a foreign language, achieving sense of stability and the underlying factors that keep that stability under control to handle the learning process has gained very little attention. Concerning this issue the research question was then formulated as follows:

*What are the factors that constitute student immunity?*

### *Participants*

This study was carried out in a Private University in Turkey. The participant student for the Case Study was a 21 year-old motivated and committed university student, Rosie (the real name of the participant has been changed throughout the whole article), in a beginner level of a Preparatory School. Rosy was chosen because her resilience and success were verified by her teachers, her exam results and also by the high results from four relevant quantitative questionnaires which were thought to have effects on student immunity. She had some hard times in the past and also at the time of the case study in learning a foreign language but obviously, she has never given up studying for that. With her own strategies and endurance, she got over the hardship of language learning. As a matter of fact, she was thought to have gained some kind of language learning immunity which has kept her go on her learning journey. Rosie's participation was voluntary and she agreed to share her language learning experiences with her feelings.

In casing Rosie, four relevant questionnaires, which were thought to identify immune student, were also determined from the literature. The selected questionnaires were;

- 1- The Academic Buoyancy Scale (ABS; Martin & Marsh, 2008).
- 2- The Academic Resilience Scale (ARS-30) (Cassidy, 2016).
- 3- The Academic Hardiness Scale (AHS; Benishek & Lopez, 2001).
- 4- Students' Coping Strategies (SCOPE; Struthers, Perry, & Menec, 2000).

The Academic Buoyancy Scale is comprised of five different aspects including *self-efficacy, uncertain control, anxiety, academic engagement, and teacher-student relationship*. The Academic Resilience Scale, on the other hand, comprises *perseverance, reflecting and*

*adaptive help-seeking* and *negative effect and emotional response* parts. The areas covered by The Academic Hardiness scale are *commitment*, *challenge*, and *control*. Students' Coping Strategies scale included *problem focused coping* and *emotion focused coping*. All the answers to the scales ranged on a scale from 1 (Strongly Disagree) to 5 (Strongly agree). Each scale was given to three different levels (beginner, elementary, pre-intermediate) of Preparatory School of a University in Turkey (51 students). The results were calculated using PASW Statistics 20 Predictive Analysis Software – formerly SPSS. When the mean scores were taken into account (Table 1), it was found that Rosie had considerably high scores from each of the scales compared to other students' scores. Hence, Rosie, who got higher points from the scales, was also requested to participate in the Case Study part of the survey.

**Table 1**

*Descriptive statistics of Rosie's scales*

	Range	MEAN	SD
<i>Buoyancy</i>	2.18 – 4.88	4.36	.475
<i>Resilience</i>	1.55 – 4.51	4.41	.612
<i>Hardiness</i>	2.12 – 4.41	4.26	.638
<i>SCOPE</i>	1.61 – 4.29	4.29	.729

### *Data Collection Methods*

As it was mentioned before, qualitative methods serve as useful tools to have a better understanding of the motivation behind human behaviors (Barbour, 2008). After Rosie was determined for the case study part, personal semi-structured interview and narrative essays were selected as instruments to identify the factors or features which constitute her immunity to language learning. Narrative essays were written after the semi-structured interview was conducted during the fall semester of 2017-2018. This narration technique usually allows language learners to express their experiences and also their feelings about those experiences more smoothly (Oxford, 1995), as well as giving researchers the opportunity to go into participants' personal and private world to gain prosperous data (Pavlenko, 2007), which is the

focus of this study. As a matter of fact, it is thought that this instrument would suit the findings best through identifying the factors constituting student immunity to language learning.

Semi-structured interview from Rosie recorded and after that, it was transcribed to be able to analyze the data. Personal narrative essays were also analyzed to explore any possible emergent issues which were not considered by the researchers but the participants.

*Data Analysis*

To identify and integrate the nodes around the possible emerging qualities of motivated student, semi-grounded theory approach with loose expectations and qualitative comparative analysis was followed using Atlas.ti software. Grounded Theory approach allows researchers to follow analytic procedure of analyzing data which makes it possible to render process, action or interaction theory of a phenomenon under investigation (Glaser & Strauss, 1967). The data analysis was divided into two stages. First, narrative essays were read segment by segment to identify any events or feelings which enhanced or triggered the process of gaining immunity to language learning. The data were analyzed to understand the self-motivation that led Rosie to deal with language learning problems. Then, interviews were transcribed and analyzed to verify whether some of those patterns were also present in the interviews as well. Units of texts were also grouped under categories and each of them was given a title that comprised Rosie’s emergent features that could be attributed to an immune student.

**Findings**

Based upon the above description of data analysis, Rosie’s immunity to language learning emerged in four sections with their corresponding sub-categories (see Table 2). The results indicated that Rosie is a highly academically buoyant, resilient and hardy student who has enhanced coping strategies towards academic setbacks. The emerging features of the employed strategies by the case participant were shown in Table 2.

**Table 2**

*Features of Immune Student*

<b>Academic buoyancy</b>	<b>Academic hardiness</b>	<b>Academic resilience</b>	<b>SCOPE</b>
--------------------------	---------------------------	----------------------------	--------------

- <i>Academic engagement</i> - <i>Self-efficacy</i> - <i>Teacher-student relationship</i>	- <i>challenge</i> - <i>commitment</i> - <i>control</i>	- <i>perseverance</i> - <i>reflective &amp; adaptive</i> <i>help-seeking</i>	- <i>problem-focused coping</i> - <i>emotion-focused coping</i>
---	---	--	--

### *Academic Buoyancy*

Rosie was found out to be an academically buoyant student who can easily deal with everyday academic setback in the ordinary course of school life such as poor performance, competing deadlines or difficult tasks. *Academic engagement, self-efficacy, teacher-student relationship, uncertain control* and *anxiety* were the sub-categories of the investigated features of The Academic Buoyancy Scale. As expected, Rosie revealed no signs of *anxiety* or *uncertain control* features during the interview, as these were usually considered signs of an anxious, unwilling, unimmunized kind of learner. *Academic engagement* and *self-efficacy* were revealed as strong characteristic traits of the case participant which is thought to act as the driving force to overcome the problem of continuing language learning.

Rosie's *academic engagement* manifested itself as an effort and investment to her own learning not to get good marks but to learn and master the skills or knowledge that the schoolwork is intended to promote:

*I think studying just for the exams to get high marks is not a good thing, especially while learning English! A person must study to learn something, not to get good marks (interview).*

Her engagement to learn English possibly promotes her school related performance and hence, invests on the formation of her immunity to language learning. This made her realize what really important is as a language learner and also reflect upon her primary objective.

Rosie's self-belief in her capacity and chances of accomplishing her goals successfully gave her a strong sense of *self-efficacy*:

*The grade I needed to get from the final exam wasn't very high...I knew I was going to pass easily... I studied just in case...however, I was very confident (interview).*

Passing English final exams has always been a difficult, sometimes impossible and stressful task for most of the language learners in university settings in Turkey. However, Rosie's enhanced self-efficacy

feelings contributed her to reduce possible feeling of anxiety and insecurity as well as giving her kind of confidence in order to achieve her final exam.

*Teacher-student relationship* manifested itself adversely. However, her disappointing relations with her teachers acted as disturbing factor which led her to ace at English:

*At high school, we had an English teacher who was only interested in only those she liked in the class. Their marks were always high, and she would only help them! One day I expressed my feelings in front of the class, and then decided to improve my English, just to prove that I would learn without her anyway (narration 5).*

Teacher-student relation has an important role both on academic and social environment. Usually, negative relationships bring about stressful and undesirable feelings. However, it became clear that her negative relation with her teacher obviously triggered her to do better. This also shows her buoyant reaction towards the difficulties she faces in her learning process.

To sum up, Rosie's buoyancy grew out of her engagement in her academic schoolwork and keeping up with her main purpose of language learning as well as her self-efficacy to accomplish the necessary tasks in this process. Teacher-student relationship factor also had a great effect on forming her buoyancy on the way to build her student immunity. Although it seemed to have a negative effect on Rosie, obviously, she gained a positive learning outcome.

### *Academic Hardiness*

Academic hardiness, on the other hand, refers to students' state of being flexible to academic failure. Rosie was generally eager to take part in challenging academic works, showed self-dedication to academic activities and pursuits, and she usually perceived she had control over her academic performance and outcomes. *Challenge, commitment, and control* were the sub-categories of the Academic hardiness scale and all these expected features of a hardy student were also observed in Rosy through the interview.

Rosie has always been striving for the best and also enhancing active learning. Feeling insufficient or lack contradicts with her hardy character. This state manifests itself on Rosy as below:

*we had a teacher who couldn't teach properly...I didn't feel like learning anything from her classes....she couldn't teach properly! You are there to learn something but you get nothing!...it was just a waste of time...So, I didn't want to attend the classes those times (interview).*

Feeling that she was not making any progress or not contributing to her language learning process depicted her challenging character in the academic setting demanding high achievement.

As for the commitment construct, Rosie can be considered as a committed student who is able to evaluate the outcomes of her actions and is usually successful at confronting the negative outcomes and finding alternative ways of attaining goals.

*I would like to see myself in a good position in the future! I want to make my dreams come true. I try to get the things I want and go to all lengths for that (interview).*

Rosie's will to achieve her dreams has obviously made her a committed student to her academic tasks. Obviously, she is willing to take alternative actions until she accomplishes her goals.

University education brings about some academic demands such as having autonomy, heavy pressure to excel, changing social environment as well as new roles and responsibilities. (Respondek, Seufert, Stipnusky & Nett, 2017). Besides being challenging and committed, having control over the success or failure of achievements is another important characteristic which influences Rosie's beliefs in her capacity to be academically hardy. Rosie seemed to have gained her self-control to fulfill and to achieve all these demands whatever it takes. As she pointed out:

*When I get bad marks....well, nothing is definite yet...who knows what will happen?? I will still do my best, try hard....maybe I'll take some extra help, make use of other things (interview).*

Even when things go wrong, she does not feel disappointed in the first place as most of other students do. Her control over her capabilities makes her a strong character who can handle academic adversities and possibly gives her the necessary fuel to stick to her purposes.

#### *Academic Resilience*

Among the *perseverance, reflective and adaptive help seeking, and negative effect and emotional response* elements of academic resilience scale, the factors which have constituted Rosie's resilience manifested itself in terms of *perseverance* and *reflective and adaptive help-seeking* constructs but not *negative effect and emotional response*. It was not unexpected because as in the *uncertain control* and *anxiety* elements of the academic buoyancy construct, *negative effect and emotional response* features include, as it can also be inferred from the name, negative feelings such as anxiety, destruction, avoiding negative emotional responses

and hopelessness (Cassidy, 2016). One of the reasons of selecting Rosie as the case participant was her strong and mostly positive characteristic. Both quantitatively and qualitatively, through interviews, her responses generally revealed positive constructs, which was expected to call her an immune student.

Cassidy (2016) identifies the features of *perseverance* factor as being hard working sticking to the plans that have been made and also not giving up easily. Rosie is a kind of student who can turn the crisis into opportunities. As can be viewed from her interview, risks, adversities or even failure for once do not keep her away from her goals, or cause despair:

*If I failed the class...well, I would go to the summer school...or go to an English course, or take some extra courses, or get some help from a tutor...I don't know...BUT NO, I wouldn't lose my interest into the course, I wouldn't give up!* (Interview).

She neither accepts failure easily nor feels anxious in the case of negative events. Rather, she can easily adjust herself in her new position and tries to manage the process as is required.

As for the *reflective and adaptive help-seeking* factor, Rosie is able to reflect on her strengths and weaknesses as well as looking for support and help or seeking alternative ways to study. She excels at monitoring the efforts she puts and also steering possible outcomes for her achievements:

*I have been keeping a vocabulary notebook since the high school. I sometimes write their meanings and their pronunciations then, I try reading them during breaks...I think knowing more vocabularies is something advantageous. Sometimes you understand an English passage or a text from its vocabularies even if their grammatical structure is difficult to understand* (narration 3).

Her reactions towards stressful events and returning back to her normal functioning with her ability to reflect on her capabilities shows her resilience feature in an academic context.

### *Students' Coping Strategies*

The aim of the semi-structured interview was also to investigate the signs of strategies and to find out whether they really exist within the features of an immune student. The interview also revealed that an immune student has some kind of self-strategies that she enhanced to be able to function in an academic environment and manage stresses. Rosie revealed two kinds of strategies in the interview, *problem-focused* and *emotion-focused coping strategies*.

Her *problem-focused coping* is the type of coping in which she tries to get over or alter negative or stressful emotions either by steering her feelings into a more positive, helpful direction or trying different strategies to neutralize the source of that problematic event. This kind of coping strategy was observed in Rosie:

*My roommate was very anxious about her English class. She thought that she would be unsuccessful as her classmates knew some English and they were better than her. She was affected by the environment too much! This is not the solution! I think she should have focused on her own problems, deal with her own learning, like getting help from the teacher, or may be changing the level of her class (interview).*

As it has been the case all through the interview, obviously, whenever she faces a stressful event, Rosie has enhanced some kind of coping strategies to deal with that. Unlike most of the other students would do, she does not accept failure easily, get upset or look for a support from family or friends. Instead, she thinks it should be taken an action directly towards the source of the problem to resolve any distracting feeling or event.

*Emotion-focused coping* was manifested on Rosie as managing her feelings, actions and strategies in a distressful mood and event. Rosie was found out to be managing such kind of events successfully and taking the necessary action wisely to control and secure her feeling not to be affected emotionally.

*When things go wrong, I never study at first place until my mood changes. I try to pull myself together and try to get rid of those negative feelings first...I go out, read a book, and see my friends...when I feel better, I get back studying again (interview).*

By the help of her avoidance oriented strategies, she can easily diminish the impact of an academic problem she faces and detracts herself from the source of the problem easily:

*what keeps my temper...well I tend to think that everything will be OK...I mean, I always tend to think that things are going to be better, I tell to myself; it's something temporary...and try to show empathy towards my teachers when they act angrily to me...actually, it might be because s/he is angry at someone else... I never take it personally (interview).*

This kind of distraction from a possible problem helps her to reduce her stress level and makes her feel emotionally better and healthy. Rosie seemed to have developed these strategies as she is aware that it is possible to encounter numerous negative events during her language learning



process. By the help of these features, she feels ready and prepared to face those difficulties and get over them successfully. Although all these problems show up as stressors and possible damaging factors in an academic environment, Rosie has successfully changed these negative feelings into a positive outcome and experience so that she has promoted her own language learning process.

## **Discussion**

Keeping the language learning motivation stable is different and also much more challenging than the other forms of learning motivation as it involves diverse range of skills, dispositions, goals and beliefs as well as a set of knowledge. In all of the data so far discussed, it is visible that the participant student's system is dislodged in response to disturbances and she had to overcome by the sense of despondency through developing some kind of resistance, which is called student immunity. This immunity allows the student to deal with the actual learning situations with its complex backgrounds, necessities and conflicting goals and motives. Developing such kind of attribution seems vital for the participant learner in terms of language learning context to contribute to her success and sustainability and it also has a facilitative role on making the necessary transformation on her belief system to control her own learning so that she can keep her personal equilibrium in the face of threats and adversities.

In an educational context, self-concept theory makes it possible to observe one's past, now and possible future potentials to make the necessary predictions about his/her future. The theory helps to have an idea about who "the person one was in the past, is now, and can become in the future, including social roles and group memberships" (Lee & Oyserman, 2008; p.1). An individual's *possible selves* function as the indicator of the current view of the "self" and it also has a facilitative power on the formation of one's future behavior (Marcus & Nuriious, 1986). As a matter of fact, it could be concluded that L2 motivation is not a fixed attribute which can be inherited and lived by through the life (Henry, 2015).

In a study, Prasangani (2014) searched for the factors that motivate learners to learn English in Malaysia and aimed at identifying the motivational factors of these students in terms of their goals and selves while learning English. His results revealed that language learners in this context value the sense of being a member of their society and they regulate their goals accordingly so as to function successfully in it. Their motivation stemmed highly from the social norms and values of their community.

In another study, Sternberg (2002) has found considerable relationship between motivation and language aptitude. The results showed that Belgian students were far more motivated to learn second or even a third language than French students and this is most probably not because of the language learning aptitude but because of the need for another language(s). So, Belgian students (Flemish-first language) are taught additional languages with this social demand and this reveals that although language aptitude is an effective individual variety in language learning, “motivational factors can override the aptitude effect” (Dörnyei, 2005, p.65).

In a nutshell, these studies point out that each learning environment and context is specific and should be treated accordingly. How a learner perceives and interprets the physical and emotional environment has great effect on the formation of his/her self-efficacy beliefs (Bandura, 1997). Dealing with academic adversities, the ability to lower the anxiety, having enough strength to perform highly on a task, being aware of the self and his/her own learning strategies and applying them to the learning process, and putting the necessary effort to achieve are all the features of a student who has high self efficacy belief. On the contrary, a student who has low self- efficacy will reveal the entire opposite aforementioned features and it can be predicted that this will have a negative effect on his/her capabilities, and hence on the academic success. (Mills, 2014). What is more, rather than a built-in trait, these constructs should be seen as emergent ones which are situated in the system of an immune student after dealing with certain type of conflicts in the process which are specific in educational field.

## **Conclusion**

The argument for *student immunity* metaphor and the features of this immunity has evolved itself in different angles, as a part of defensive reaction to the states of adversities in an academic environment. This kind of functioning is also parallel to the development of a biological adaptive immunity. Student immunity does not come built in the system but emerges through a self-organized process as a defense system which enables an immune student to function at the peak of her effectiveness in language classrooms and do not drop out easily.

Rather than being localized, student immunity arises as kind of a situated construct which emerges and is activated in response to adversities in language learning environment. Conceptualized this way, the factors that constitute student immunity to language learning have the following features:

*Academic Buoyancy*: developing academic buoyancy helps immune students to enhance the capacity to survive the hardship and challenges (e.g., poor performance, difficult tasks, exam pressure) which is an ordinary course of academic life. *Academic engagement, self efficacy, and teacher-student relationship* were revealed as outstanding features of academically buoyant student.

*Academic Hardiness*: student immunity contains a facet of hardiness which capitalizes on the *commitment, challenge* and *control* dimensions of personality characteristics. Having Academic Hardiness personality helps immune student to be involved in the event, no matter it is negative or positive (committed), gain the power to go on to influence the outcome even the situation is difficult (control), and change a crisis into an opportunity to improve the learning capacity.

*Academic Resilience*: having academic resilience is a distinguishing feature of an immune student as it gives him/her the capacity to strive against the major threats in an academic setting. Resilient feature of an immune student helps to turn those poor performances into successful ones and impact positively on her/his performance. *Perseverance* and *reflective and adaptive help seeking* were observed features of resilient and immune student. Although *negative effects* and *emotional responses* were possible outcome of a resilient student, these constructs appeared as having no effects upon the construction of student immunity.

*Students' Coping Strategies*: The coping strategies that an immune student has enhanced and used have been revealed in terms of *problem-focused* and *emotion-focused* oriented. Re-planning an action plan, getting some support from tutors, sticking to objectives were viewed as *problem-focused* stress management while re-framing feelings into positive ones and trying to avoid negative emotions in the case of a stressful, unwanted event were observed as *emotion-focused* coping strategies.

As such, the constructs comprising the student immunity reflect the conceptual areas of motivation theory together with the range of traits, factors, and features commonly associated with *Academic Buoyancy, Hardiness, Resilience, and Students' Coping Strategies*. Findings from this study suggest that enhanced student immunity has a significant role in language learning process. L2 student immunity develops into its respective outcomes through a dynamic and emergent process. L2 student immunity may influence learners' commitment, self-efficacy, their engagement, persistence and desire to learn. This may allow them to survive and also help to raise their awareness about how to enhance self-motivation and self-organizing strategies.

These findings also have the implication that what set apart the successful student could be that she has developed an outcome, *student immunity*, which other students may not have. It can be inferred that the primary function of this student immunity is to allow learners to keep up with the language learning process.

## References

- Bandura, A. (1977). *Social learning theory*. Englewood Cliffs, NJ: Prentice Hall.
- Banzhaf, W. (2009). Self-organizing systems. In R. Meyers (ed.) *Encyclopedia of Complexity and Systems Science* (pp. 8040-8050). New York: Springer.
- Barbour, R. (2008). *Introducing qualitative research: A student guide to the craft of doing qualitative research*. London, uk: Sage.
- Benishek, L. A., & Lopez, F. G. (2001). Development and initial validation of a measure of academic hardiness. *Journal of Career Assessment*, 9, 333-352.  
doi:10.1177/106907270100900402
- Brunner, K., & Klauninger, B. (2003). "An integrative image of causality and emergence". In V. Arshinov & C. Fuchs (eds.), *Emergence, Causality, Self-Organization*, ISBN 5956200065, pp. 23-35.
- Bryman, A. (2004). *Social research methods* (2nd ed.). Oxford, uk: Oxford University Press.
- Cassidy, S. (2016). The Academic Resilience Scale (ARS-30): A New Multidimensional Construct Measure. *Frontiers in Psychology*, 7, 1787.  
<http://doi.org/10.3389/fpsyg.2016.01787>
- Chiapelli, F., & Liu, Q. N. (2000). Immunity. In Hiver, P. (2016). *Tracing the signature Dynamics of lanhuage teacher immunity*. (Unpublished doctoral dissertation). University of Nottingham.
- Clément, R. & Gardner, R. (2001). Second language mastery. In H. Giles and W.P. Johnson

- (Eds.), *The new handbook of language and social psychology*. (pp. 489-504). New York, NY: John Wiley & Sons.
- Creed, P. A., Conlon, E. G., & Dhaliwal, K. (2013). Revisiting the Academic Hardiness Scale: Revision and revalidation. *Journal of Career Assessment*, 21, 537-554. doi:10.1177/1069072712475285
- De Wolf, T., & Holvoet, T. (2005). [Emergence versus self-organisation: different concepts but promising when combined](#), Engineering Self Organising Systems. *Methodologies and Applications, Lecture Notes in Computer Science*, 3464, 1-15
- Dörnyei, Z. (1994). Motivation and motivating in the foreign language classroom. *Modern Language Journal*, 78(3), 273-84.
- Dörnyei, Z. and Otto, I. (1998). Motivation in action: A process model of L2 motivation. *Working Papers in Applied Linguistics* 4, 43-69.
- Dörnyei, Z. (2005). *The psychology of the language learner: Individual differences in second language acquisition*. Mahwah, NJ: Erlbaum.
- Gardner, R., C., & Lambert, W.,E. (1972). *Attitudes and motivation in second language learning*. Rowley, MA: Newbury House.
- Gardner, R. (1985b). *The attitude motivation test battery: Technical report*. London, Ontario, Canada: University of West Ontario, Department of Psychology.
- Gardner, R. C., & Macintyre, P. D. (1991). An instrumental motivation in language study: Who says it isn't effective? *Studies in Second Language Acquisition*, 13(1), 57- 72.
- Gardner, R. C., & Macintyre, P. D. (1993). On the measurement of affective variables in second language learning. *Language Learning*, 43(2), 157-194.
- Gardner, R. & Tremblay, P. (1994). On motivation, research agendas, and theoretical frameworks. *The Modern Language Journal*, 78(3), 359-368.

- Glaser, B. G., & Strauss, A. L. (1967). *The discovery of grounded theory: Strategies for qualitative research*. Chicago, IL: Aldine.
- Gregersen, T. & MacIntyre, P. (2013). *Capitalizing on Language Learners' Individuality. From Premise to Practice*. Bristol: Multilingual Matters.
- Henry, A. (2015). The dynamics of possible selves. In Z. Dörnyei, P. MacIntyre & A. Henry (eds.), *Motivational Dynamics in Language Learning*, 83-94. Bristol: Multilingual Matters.
- Hiver, P. (2015). Once Burned, Twice Shy: The Dynamic Development of System Immunity in Teachers. In Z. Dörnyei, P. MacIntyre, & A. Henry (eds.) *Motivational Dynamics in Language Learning*. (pp. 214-237) Multilingual Matters.
- Hiver, P. (2016). *Tracing the signature Dynamics of language teacher immunity*. (Unpublished doctoral dissertation). University of Nottingham.
- Lee, S. & Oyserman, D. (2008). Possible selves theory: *Key terms and Processes*. 695-698.
- Markus, H., & Nurius, P. (1986). Possible selves. *American Psychologist*, 41(9), 954-969.
- Martin, A. J., & Marsh, H. W. (2009). Academic resilience and academic buoyancy: Multidimensional and hierarchical conceptual framing of causes, correlates, and cognate constructs. *Oxford Review of Education*, 35, 353-370. <http://dx.doi.org/10.1080/03054980902934639>.
- Mills, N. A. (2014). "Self-efficacy in Second Language Acquisition. In M. Williams and S. Mercer (ed.). *Multiple Perspectives on the Self*. (pp. 6-22). Multilingual Matters.
- National Institute of Allergy and Infectious Diseases (2003). Retrieved from: <https://www.niaid.nih.gov>
- Oxford, R. L. (1995). When emotion meets (meta) cognition in language learning histories. *International Journal of Educational Research*, 23(7), 581-594.
- Pavlenko, A. (2007). Autobiographic narratives as data in applied linguistics. *Applied Linguistics*, 28(2), 163-188.
- Prasangani, K. S. N. (2014). Malaysian L2 learners' English learning motivation: a study of goals, attitudes, and self. *Issues in Language Studies* 3(1), 24-35.

- Schmidt, R. W. (1983). Interaction, acculturation, and the acquisition of communicative competence: A case study of an adult. In N. Wolfson & E. Judd (Eds.), *Sociolinguistics and language acquisition* (pp. 137-174). Rowley, MA: Newbury House
- Schumann, J. H. (2014). Foreword. In Z. Dörnyei, P. McIntyre, & A. Henry (eds.) *Motivational Dynamics in Language learning*. (pp. XV-XIX) Multilingual Matters.
- Sternberg, R. J. (2002). The theory of successful intelligence and its implications for language aptitude testing. In P. Robinson (Eds) *Individual differences and instructed language learning*. Amsterdam: John Benjamins.
- Struthers, C.W., Perry, R.P. & Menec, V.H. (2000), "An Examination of the Relationship among Academic Stress, Coping, Motivation, and Performance in College", *Research in Higher Education*, Vol. 41, No. 5, pp. 581-592.
- Tremblay, P. F., & Gardner, R. C. (1995). Expanding the motivation construct in language learning. *The Modern Language Journal*, 79, 505-518.



DOI: 10.22559/folklor.950

Folklor/edebiyat, cilt:25, sayı: 97-1, 2019/1

## Sosyal Duygusal Öğrenme Çerçevesinde Öz Düzenleme Yabancı Dil Öğrenme Ölçeğinin Geliştirilmesi

Development of a Self- Regulation Foreign Language Learning Scale Within the  
Framework of Social Emotional Learning

Senem Zaimoğlu\*

Şehnaz Şahinkarakaş\*\*

### Abstract

A growing body of research underlines the significance of self-regulation in foreign language learning (Dörnyei, 2005; Oxford, 2011; Chamot, 2014). In line with this, researchers have developed numerous instruments to help learners deal with the challenge of language learning. However, these instruments have been generally designed within the framework of language learning strategies not within the framework of social and emotional learning (SEL). From this point of view, the current study tries to fill this gap by developing an appropriate instrument to assess university students' self-regulatory competences in foreign language learning within the framework of SEL. Moreover, the effects of gender on language learners' self-regulatory competences were also examined by using structural equation model. Data was gathered using three different samples of 1439 preparatory school students from a university in total. Principal component analysis of the Self-Regulation Foreign Language Learning Scale (SRFLLS) yielded an eight-factor structure: Recognition of Strengths and Emotions, Self-Efficacy, Emotional Costs, Self-Motivation, Self-Discipline, Goal-Setting, Help-Seeking and Curiosity. In accordance with confirmatory factor analyses, it was observed that the model fit indices were acceptable and there was a significant difference based on gender in language learners' self-regulatory competences of *Self-Discipline*, *Help-Seeking* and *Curiosity*. Limitations and directions for future research are discussed.

---

\* Çağ University, English Language Teaching Department, [senemdag@cag.edu.tr](mailto:senemdag@cag.edu.tr)

\*\* Prof. Dr., Çağ University, English Language Teaching Department, [sehnazkarakas@cag.edu.tr](mailto:sehnazkarakas@cag.edu.tr)



**Key words:** *Self-Regulation, Social and Emotional Learning (SEL), Social and Emotional Competence (SEC), scale development, scale validation*

## **Öz**

Sayısı her geçen gün biraz daha artan arařtırmalar, yabancı dil öğreniminde öz-düzenlemenin önemini vurgulamaktadır (Dörnyei, 2005; Oxford, 2011; Chamot, 2014). Bu arařtırmalar dođrultusunda, arařtırmacılar, öğrencilerin dil öğrenimindeki zorluklarla başa çıkmalarına yardımcı olmak için çok sayıda araç geliřtirmişlerdir. Ancak, bu araçlar genellikle sosyal ve duygusal öğrenme çerçevesinde değil, dil öğrenme stratejileri çerçevesinde tasarlanmıştır. Bu açıdan bakıldığında, bu çalışma, üniversite öğrencilerinin yabancı dil öğrenirken, sosyal ve duygusal öğrenme çerçevesinde öz-düzenleme yetkinliklerini belirlemek için uygun bir araç geliřtirerek bu boşluğu doldurmaya çalışmaktadır. Ayrıca, cinsiyetin dil öğrenenlerinin öz-düzenleme yetkinlikleri üzerindeki etkileri de yapısal eşitlik modeli kullanılarak incelenmiştir. Ölçeklerin faktör yapısı ve iç tutarlılığıyla ilgili veriler üç farklı zamanda toplam olarak da bir üniversitenin 1439 hazırlık okulu öğrencisine uygulanarak toplanmıştır. Öz-Düzenleme Yabancı Dil Öğrenme Ölçeğinin (SRFLLS) temel bileşen analizi, sekiz faktörlü bir yapı ortaya koymuştur: Güçlü Yönlerin ve Duyguların Tanınması, Öz-yeterlilik, Duygusal Bedeller, Öz-Motivasyon, Öz Disiplin, Hedef Belirleme, Yardım Arama ve Merak. Cevapların dođrulamalı faktör analizlerine göre ise, model uyum değerlerinin kabul edilebilir olduđu ve cinsiyete bađlı olarak dil öğrenenlerin Öz-disiplin, Yardım Arama ve Merak yeterliliklerinde anlamlı bir farklılık olduđu gözlemlenmiştir. Çalışma sınırlamaları ve gelecekteki arařtırmalar için açıklamalar ele alınmıştır.

**Anahtar sözcükler:** *Öz-Düzenleme, Sosyal ve Duygusal Öğrenme, Sosyal ve Duygusal Yetkinlik; ölçek geliřtirme; ölçek dođrulaması*

## **Introduction**

There has been a considerable change in society and the life experiences of students during the last century. The economic and social pressures on families, the overuse of internet by the students in social networking, tweeting, texting messages, instant messaging, music and video download are some of the reasons for this change (Greenberg et al., 2003). As a result, they experience some problems in their academic life such as not being able to give attention to anything.

In this learning context for the 21<sup>st</sup> century, the need for social and emotional learning (SEL) emerges because this model of learning not only enhances students' performance but also prepares them to cope with the difficulties in their academic life such as overcoming ambiguous situations, managing stress, finding ways about how to learn and develop themselves, establishing positive relationships, making effective decisions and successful choices. In line with this, many researchers have tried to define the important skills and

competences underlying SEL (Kagan, Moore, & Bredekamp, 1995; CASEL, 2005; Coryn, Spybrook, Evergreen & Blinkiewicz, 2009; Durlak, Weissberg, Dymnicki, Taylor & Schellinger, 2011). However, in each study, there were some terminological differences in the classification of the social and emotional skills. Halle and Darling-Churchill (2016) revised all these studies and defined four common subdomains in relation to SEL, one of which is *Self-Regulation*, the ability to change and draw one's attention to a social situation when needed, enliven and forbid behavior when required, and regulate the behaviors and emotions in social interactions (Schunk & Zimmerman, 1998). This premise is based on Bandura's social cognitive learning theory (1986), which underlines the importance of the mutual interactions among environmental factors, personal processes, and behaviors for human functioning. With respect to this view, the agency of the learner comes into prominence. The learner makes some choices and shapes his/her way of learning considering these choices to reach his/her goals, which underpins self-regulated learning (SRL).

SRL is also very important when students at the university context are considered because the transition from high school to university is one of the biggest events in students' life. While most students are excited about the greater freedom they will enjoy, eager to make new friends and explore new and exciting experiences beyond their hometown, the reality of studying at the university quickly emerges for many as an over-excitement, anxiety, confusion, fear, and stress. These negative emotions arise from students' not adapting themselves to changes such as leaving their family, moving to a new area, being a part of a new social network, and what is more important facing unfamiliar academic studies such as foreign language learning. When students start their foreign language education, they experience the emotional and practical challenges such as feeling disconnected with the school, not getting used to learning a foreign language that may be more challenging than anticipated, comparing oneself to other students and becoming discouraged, and having difficulty managing relationships. It is really difficult for them to overcome all these challenges. While some of the students give up their education, some of them strive for being successful. In that case, teachers have an important role to help students overcome these negative feelings through not only establishing social interactions and relationships but also integrating self-regulation skills, a part of the SEL practices, which enables students to cope with the challenges that they face in learning a foreign language (Zimmerman, 1990). However, these practices are often neglected at universities as students at the university level are thought to have the needed skills necessary for their future. The thing is some university students still do not recognize their own emotions, interests,

thoughts and their impact on behaviours. Therefore, they cannot describe and understand their own emotions, weaknesses and strengths (Payton et al., 2000). Moreover, they cannot control their emotions, behaviours and thoughts under difficult situations.

From this perspective, self-regulation has a great impact on learners' progress not only academically but also socially and emotionally at the university. However, the instruments developed to understand learners' self-regulated capacity in foreign language learning have been generally designed within the framework of language learning strategies not within the framework of SEL. From this point of view, this study tries to fill this gap by developing an appropriate instrument to assess university students' self-regulation competences while learning a foreign language within the framework of SEL.

### **Self-regulation in social emotional learning**

SEL defined by Collaborative for Academic, Social, and Emotional Learning (CASEL) is the educational process of enhancing students' knowledge, skills and behaviors (Payton et al., 2000; CASEL, 2003). However, many students do not have the necessary social-emotional capacities and as a result they become less interested in the daily interactions in the classrooms. In order to develop these capacities, both teachers and students need to work together supporting each other because social-emotional skills and competences are necessary for students' participation in learning practices, students' learning capacity enhancement and academic achievement. With the help of these supportive relationships, social-emotional learning emerges, which is challenging, meaningful and engaging (CASEL, 2003).

CASEL (2013) identifies five core interrelated sets of cognitive, affective, and behavioral competences associated with SEL, which are *self-awareness, social-awareness, self-management, relationship skills and responsible decision making*. 21st century skills were also included under these categories, some of which are critical thinking, problem solving, adaptability, initiative and entrepreneurialism, creativity, curiosity and imagination. In this case, the question that comes to mind is how self-regulation is in connection with SEL competences including 21<sup>st</sup> century skills.

When SEL competences are taken into account, self-regulation overlaps extensively with the competences of self-awareness and self-management as self-regulated learners take an active role in learning by setting goals and they overcome obstacles by using the most suitable strategies to realize these goals. Moreover, they can recognize own strengths, needs and seek

help when they need to maximize their learning (Zimmerman, 2002), which are all related to self-awareness and self-management competences. From this point of view, it can be said that self-regulation harbors two competences of SEL. In terms of the 21st century skills, Wolters (2010) states that self-regulated learning also overlaps with the 21<sup>st</sup> century skills of initiation, self-direction and adaptability. For example, a self-regulated learner sets learning goals, self-manages the effective pursuit of these goals and works independently to accomplish the goals as in the 21<sup>st</sup> skills of initiation and self-direction. The 21st century skill of adaptability including the ability to make use of the feedback effectively shows similarities with the monitoring and reflection phases of self-regulated learning. Self-regulated learners are capable of using different forms of feedback to be successful in learning activities (Wolters, 2010). All in all, self-regulation has an important role in SEL as it comprises some SEL competences and 21<sup>st</sup> century skills, which enables learners to progress in their foreign language learning.

### **Method**

SRFLLS is a survey designed to assess how university students are aware of themselves as well as others and how they manage requirements throughout their lifetime such as improving learning capacity, setting goals, seeking help when needed, and recognizing emotions and strengths. In order to develop SRFLLS scale, the basic criteria for the development of a valid and reliable questionnaire were followed. The relevant literature on self-regulated learning, self-regulation skills and strategies was examined. This body of literature, scrutinized earlier, formed a theoretical basis for item construction in the questionnaire. The existing instruments designed to evaluate SRL provided information in terms of the survey style, approach and item generation. These items needed to represent the important aspects of SRL and measure of self-regulation skills accurately.

Taking all these issues into account, an original item pool regarding the content of self-regulation was formed and the necessary improvements were made. This item pool was based on the relevant literature and students' answers to open-ended questions about the self-regulation skills in foreign language learning. In addition to that, experts' opinions were taken into consideration and the number of items was reduced or the items were improved in line with the suggestions of those experts. Then, the scale was administered to university students to test the research instrument, SRFLLS, by means of two phases of piloting before starting actual data collection in the 2016-2017 Academic Year. After the pilot studies, the scale was conducted to university students in the 2017-2018 Academic Year to confirm the prior findings

of internal consistency. All in all, a total of 1439 students participated for the development of the scale. The age range of the students in the study was between 17 and 23. Although these students were all learning English in the preparatory program of a university, they were from different departments such as International Trade, Law, International Relations, Management, Psychology, Finance and Applied Translation and coming from different parts of Turkey, which increased diversity in response types. The students were given clear instructions with regard to filling out the questionnaire and they were assured that their responses would be confidential and they would be used for academic purposes. The questionnaire including the demographic question section was administered anonymously. Students rated each item using a 5-point Likert scale ranging from 1 (strongly disagree) to 5 (strongly agree).

In terms of the scales, a series of psychometric analyses including exploratory factor analysis, item-total correlations, reliability analysis, confirmatory factor analysis, and structural equation modeling were performed, which were explicated in Findings and Discussion Part. This study grounds on Hair, Black, Babin, and Anderson's (2010) suggestions in terms of the perfect and acceptable values for goodness of fit indices.

## **Results**

### **Phase 1**

In the item generation, all skills related to self-awareness and self-management competences in SEL and 21<sup>st</sup> century skills were searched extensively in the literature. Besides this, 25 students were asked to fill out an open-ended questionnaire consisting of 25 questions related to students' self-regulated competences. Students' answers to the open-ended questionnaire were categorized and also written as an item addition to the findings in the literature. Four teachers experienced in language teaching revised all items in an iterative process and then the items were sent to two native teachers who were familiar with the competences. Using these constructs as a guide, a comprehensive list of 113 items was generated. These teachers were also encouraged to provide comments and suggestions for each item. The researcher reviewed the suggestions and made revisions to several items. A total of 10 items were deleted from the initial pool as they did not have any connection with the self-regulated competences within SEL. Consequently, the instrument contained 103 items for assessing university students' self-regulated competences in keeping with CASEL categorizations, which are self-awareness and self-management. It is worth mentioning that 21<sup>st</sup> century skills were also included under these categories, some of which are critical

thinking, problem solving, self-direction, adaptability, leading by influence, initiative and entrepreneurialism, creativity, curiosity and imagination. What is more important is that these categories also formed the basis for item development.

In terms of the language of the items, the chosen items were translated into Turkish by two different faculty members experienced in their fields. The translators were chosen very carefully to provide the equivalence of the translation with the original text. Then, two experts in English specialized in the field of language translation made back-translation from Turkish to English. Moreover, the revision of the translations was carefully made by taking the opinions of two different English teachers. Then, the wording of the items was controlled to understand if there were any negative statements in the tool. The negatively worded statements were recorded before calculating the composite scale scores. After all these processes, the initial scale was ready for implementation to 647 students enrolled at a University Preparatory School context in the 2016-2017 Academic Year.

Basic statistics calculations were performed after administering the results of initial scale. Quantitative research methods were implemented in order to assess the extent of the validity and reliability of the instruments. Moreover, the Cronbach's alpha reliability technique was used for 103-item scale to understand its internal consistency. The reliability estimate for the initial scale (SRFLLS) was 0.80. Considering the ordinal nature of the data in the first-pilot-phase, this reliability coefficient for the sample was within acceptable limits. Moreover, the scale was subjected to a combination of reliability analysis by giving attention to item-to-item correlations and initial field testing (exploratory factor analysis) with varimax rotation and Kaiser Normalization. In the factor analysis, a series of meticulous analyses were done to develop a good instrument. For this analysis, as a first step, a factor analysis was run on the items within each subscale to identify the covariation among the items. As a result of factor analysis, numerous factors were identified. Questionable items which calculated at less than 0.40 were identified as a result of item-to-total correlations. Then, the factor loadings of these items were examined in accordance with the factor analysis and items which loaded weakly were deleted from the scale. As a result, 35 out of 103 items were deleted from the questionnaire at the end of the first phase of the study.

## **Phase 2**

In the second phase of the study, there were only 68 items left to be conducted to 182 university students in the 2016-2017 Academic Year. These items consisting of main categories

of SRL were reviewed by experienced teachers to get more opinions about the items (Dornyei, 2003). Quantitative research methods were again used to assess the extent of the validity and reliability of the instruments using Cronbach's alpha reliability technique. All 68 items were exposed to principal components analyses with varimax rotation. As a result of these analyses, numerous factors were identified. In order to identify the problematic items, their factor loadings were again examined. The problematic items were deleted from the scale. After this, the wording of a few items was changed based on the experts' opinions to clarify the items. Moreover, long statements were split into smaller ones or changed into two different items and some more items were added. Then, principal components analysis of standardized item scores was carried out. In accordance with the scree plot examination and item-loading patterns, the clearest interpretation of the data was provided with an eight-factor solution including 48 items, which were *Recognition of Strengths and Emotions*, *Self-Efficacy*, *Emotional Costs*, *Self-Motivation*, *Self-Discipline*, *Goal-Setting*, *Help-Seeking* and *Curiosity*. The factor loadings of the items ranged from 0.45 to 0.85. Moreover, its overall Cronbach's alpha internal consistency reliability coefficient was computed and the result, 0.85, indicated that the items had high internal consistency.

When these factors were examined, it was observed that factor 1 consisted of 6 items with factor loadings ranging from .85 (I am curious about discovering new things) to .45 (I am curious about learning new languages). Item analysis suggested that factor 1 is measuring students' desire for new information and knowledge and their general interest in gaining new information to improve themselves. Based on this, this factor was labeled as *Curiosity*. Factor 2 consisted of 10 items with factor loadings ranging from .88 (I cannot control my feelings when I get angry) to .46 (I do not mind reflecting my feelings while learning English). This factor shows the importance of students' ability to accurately assess their strengths, emotions, limitations with a well-grounded sense of confidence and optimism. Therefore, it was labeled as *Recognition of Emotions and Strengths*. It should be noted that some items in this factor are negatively worded. As a result, they were reverse scored. Factor 3 consisted of 6 items with factor loadings ranging from .85 (I can do even the hardest homework if I try) to .60 (I know there are things that I can get better on). This factor underlined the importance of "students' belief about their capabilities to produce designated levels of performance that affect their lives" (Bandura, 1994, p. 1). Therefore, it was labeled as *Self-Efficacy*. Five items with factor loadings ranging from .80 (I am scared when I do not know how to do something) to .46 (Asking questions in the class makes me feel uncomfortable) loaded on to Factor 4. In contrast to factor

3, these items deal more directly with the potential negative emotional impacts of students in the learning context such as fear, vulnerability and shyness. Several items measure students' avoidance of situations in their foreign language learning. For this reason, this factor was titled as *Emotional Costs*. Factor 5 was loaded by 5 items with factor loadings ranging from .84 (I can easily motivate myself when I fail) to .75. (I can motivate myself when I face a difficult situation). Item analysis suggested that this factor represents students' positive energy that triggers their involvement in learning activities when they face with negative situations in their learning. This factor was labeled as *Self-Motivation*. Factor 6 consisted of 5 items with factor loadings ranging from .67 (I overcome difficulties) to .46 (I concentrate on learning new skills while learning English). The items represent the ability to control desires and impulses to successfully reach a goal so this factor was labeled as *Self-Discipline*. Factor 7 was loaded by 7 items with factor loadings ranging from .84 (I shape my life in accordance with my goals) to .68 (The challenges I face never stop me to achieve my goals). The items represent the ability to set, work and behave toward personal and academic goals. They are directly-stated items. Just looking at the explanation of the items, it is easy to name the factor as *Goal-Setting*. The last factor consisted of 5 items with factor loadings ranging from .82 (I get my teachers to help me if I do not understand the lesson) to .64 (I get my family to help me when I have social problems). The items in this factor represent students' need for help when they have problems so this item was labeled as *Help-Seeking*.

Later, the 48-item SRFLLS was evaluated through confirmatory factor analysis. After examining of the modification indices of the CFA analysis for each dimension, four items from the "Goal-Setting" dimension, six items from the "Recognition of Emotions and Strengths" dimension, three items from the "Self-Efficacy" dimension, two items from the "Help-Seeking" dimension, three items from the "Curiosity" dimension, two items from the "Self-Motivation" dimension, one item from the "Self-Discipline" dimension and two items from the "Emotional Costs" dimension were deleted. The CFA was re-examined on the remaining 25 items which resulted in sound fitness of the model as shown in Figure 1. In addition to them, exploratory factor analysis was conducted again with 25-item scale. The factor loadings ranged from .54 to .89 as shown in Figure 1.

In order to confirm the prior findings of internal consistency, this 25-item scale was conducted to 610 university students in the 2017-2018 Academic Year. The crosscheck of internal consistency revealed Cronbach's alpha being .82, .77, .76, .90, .70, .87, .73, and .85

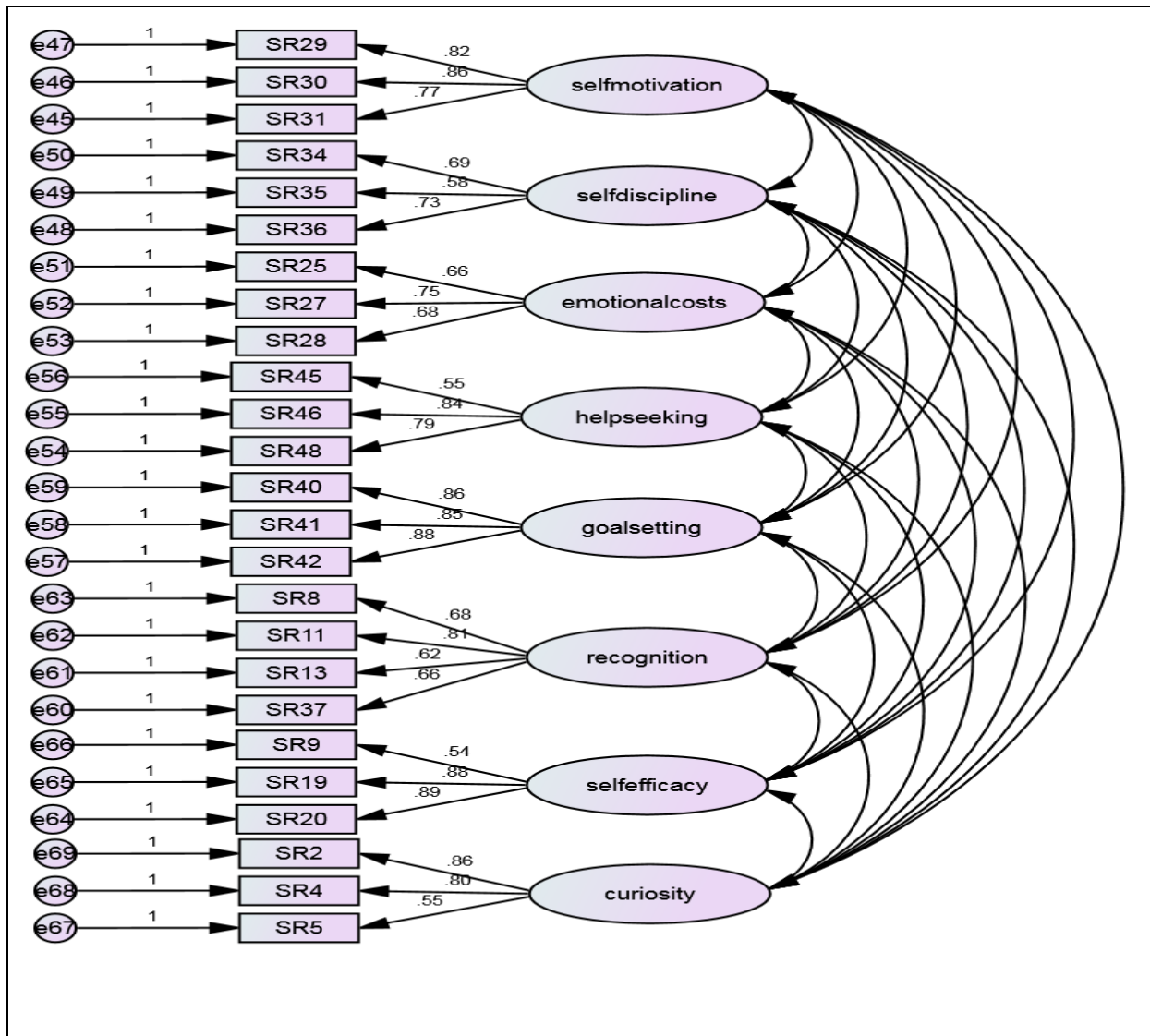


for *Recognition of Strengths and Emotions*, *Self-Efficacy*, *Emotional Costs*, *Self-Motivation*, *Self-Discipline*, *Goal-Setting*, *Help-Seeking* and *Curiosity* respectively.

**Table 1.** The Effects of Gender on the Eight Dimensions of the SRFLLS

<u>Dimension</u>	$\beta$	SE	<u>p</u>
<u>Strenghts &amp; Emotions</u>	.16	.04	.12
<u>Self-Efficacy</u>	.03	.03	.17
<u>Emotional Costs</u>	.10	.06	.14
<u>Self-Motivation</u>	.15	.07	.18
<u>Self-Discipline</u>	.12	.07	.001
<u>Goal-Setting</u>	.13	.03	.15
<u>Help-Seeking</u>	.09	.02	.03
<u>Curiosity</u>	.02	.05	.02

The last step was to understand the effects of gender on the eight dimensions of SRFLLS. In order to model this effect, gender was used as the predictor and its effects on self-motivation, self-discipline, emotional costs, help-seeking, goal-setting, strenghts and weaknesses recognition, self-efficacy and curiosity were checked in a structural equation model. As gender is a dichotomous predictor, male was coded as 1, and female as 2 in the analysis. In accordance with the results as shown in Table 1, there is a significant difference between female and male students in self-discipline ( $\beta = .12$ ,  $p = .001$ ), help-seeking ( $\beta = .09$ ,  $p = .03$ ) and curiosity ( $\beta = .02$ ,  $p = .02$ ) ( $p < 0.05$ ).



**Figure 1.** Confirmatory factor analysis (CFA) results for the eight-factor Self-Regulation Foreign Language Learning model

As shown in Figure 1, testing of the model for this group yielded a marginally good fit as indicated by the following criteria: ( $\chi^2/df = 4,17$  , RMSEA = .072, CFI = .96, GFI = .93). The reliability for this scale as calculated by Cronbach’s alpha was found .87, which indicated that the items had high internal consistency.

### Discussion

The primary goal of this study was to develop and validate an instrument to evaluate university students’ self-regulation competences while learning a foreign language within the framework of SEL. In line with this goal, numerous statistical processes were carried out. As a result, it was found out that self-regulation within the framework of SEL was a

multidimensional construct that caused self-differentiation. As for the analyses, Principal component analysis of the SRFLLS yielded an eight-factor structure: Recognition of Strengths and Emotions, Self-Efficacy, Emotional Costs, Self-Motivation, Self-Discipline, Goal-Setting, Help-Seeking and Curiosity. The confirmatory factor analysis on the 25-item version showed acceptable fit and its Cronbach's Alpha coefficient for the whole scale was satisfactory ( $\alpha$ :0.87) with the subscales ranging from .70 to .90.

Regarding the effects of gender differences on university students' self-regulation competences, the results of the study showed that female students were more aware of self-regulation competences than male students in language learning. It was revealed that female students are more disciplined to achieve their goals, they seek help when they need to overcome the problems and they are more curious about learning new things to improve themselves. The results show consistency with Tseng, Liu and Nix's study (2017). In their study, they found out that female students were more controlled in strategy use than male students in language learning. They also added that girls were better than boys in emotion, awareness and boredom control.

It is worth mentioning that the findings of this study reiterate the fact that self-regulation language learning should include not only language learning strategies or motivational factors but also social and emotional competences. However, this current study does not include all these strategies as it is limited with the responses of university students in one part of Turkey. With a larger sample of students from other cities or countries, the results will be more generalized and more validated. There is also one thing with the scale is the lack of empirical data examining its validity in term of individual differences such as age, and the school they graduated from. Keeping all these things in mind, it is believed that this scale would be helpful for teachers, researchers and even students who try to develop their self-regulation language learning competences. However, it is not sufficient to observe students' self-regulation competences only with one instrument. Multiple methods of data collection including classroom observation, think alouds, and teacher/student interviews would depict students' progress better in self-regulation.

## Conclusion

Self-regulated foreign language learning is still an under-researched area with the framework of SEL. It is possible to search a broad range of topics in this field. In today's conditions, the new technological developments are available for each student so it is impossible for parents and teachers to ignore the use of technology in children's foreign language learning. Undoubtedly, in such case, there is a need to promote learners' self-regulatory and SEL skills as they are not aware of their own self-regulation competences while learning a foreign language. Therefore, it is believed that this instrument will be useful for individuals who are in need of a valid appraisal of their self-regulation competences in terms of foreign language learning such as solving problems about social emotional development, obtaining a better understanding of self or others, finding the reasons for their poor academic performance, making use of the power of technology and so on. Moreover, students will find a chance to identify their strengths and weaknesses, which will improve their self-regulation competences with the framework of SEL. By this way, they will maximize their learning and accomplish their goals. All in all, it is hoped this research will provide some guidance for those interested in exploring self-regulation, and contribute to a clearer understanding of the self-regulation foreign language learning within the framework of SEL. This study also showed that gender has an effect on self-regulatory competences so as a future research it is important to resolve the gender gap in self-regulation foreign language learning.

## References

- Bandura, A. (1986). *Social foundations of thought and action: A social cognitive theory*. Englewood Cliffs, NJ: Prentice-Hall.
- Bandura, A. (1994). Self-efficacy. In V. S. Ramachaudran (Ed.), *Encyclopedia of human behavior* (Vol. 4, pp. 71-81). New York: Academic Press. (Reprinted in H. Friedman [Ed.], *Encyclopedia of mental health*. San Diego: Academic Press, 1998).
- Chamot, A. (2014). Developing Self-Regulated Learning in the Language Classroom. *Knowledge, Skills and Competencies in Foreign Language Education* (pp. 78-88). Singapore: Proceedings of the Sixth International CLS Conference (CLaSIC)

- Collaborative for Academic, Social, and Emotional Learning (2003). *Safe and sound: An educational leader's guide to evidence-based social and emotional learning (SEL) programs*. Chicago, IL: Author.
- CASEL (2013). *2013 CASEL guide: Effective social and emotional learning programs*. Chicago, IL: Author. Retrieved from <http://casel.org/guide/>
- Coryn, C. L. S., Spybrook, J. K., Evergreen, S. D. H., & Blinkiewicz, M. V. (2009). Development and evaluation of the Social-Emotional Learning Scale. *Journal of Psychoeducational Assessment, 27*(3), 283-295.
- Dornyei, Z. (2003). *Questionnaires in second language research: Construction, administration and processing*. Mahwah, NJ: Erlbaum
- Dörnyei, Z. (2005). *The psychology of the language learner: Individual differences in second language acquisition*. Mahwah, NJ: Lawrence Erlbaum.
- Durlak, J.A., Weissberg, R., Dymnicki, A.B., Taylor, R.D., & Schellinger, K.B. (2011). The impact of enhancing students' social and emotional learning: A meta-analysis of school based universal interventions. *Child Development, 82* , 405-432.
- Greenberg, M.T., Weissberg, R.P., O'Brien, M.U., Zins, J.E., Fredericks, L., Resnik, H., & Elias, M. (2003). Enhancing school-based prevention and youth development through coordinated social, emotional, and academic learning. *American Psychologist, 58*, 466-474.
- Hall, J.K., Vitanova, G., & Marchenkova, L. (Eds.). (2005). *Dialogue with Bakhtin on Second and Foreign Language Learning: New Perspectives*. Mahwah, NJ: Lawrence Erlbaum
- Hair, JH., Black, WC., Babin, BJ., & Anderson, RE. (2010) *Multivariate data analysis*, 7th ed. Pearson Prentice Hall, Englewood Cliffs
- Halle, T. G., & Darling-Churchill, K. E. (2016). Review of measures of social and emotional development. *Journal of Applied Developmental Psychology, 45*, 8–18
- Kagan, S.L., Moore, E., & Bredekamp, S. (Eds.) (1995). *Reconsidering children's early learning and development: Toward shared beliefs and vocabulary*. Washington, DC: National Education Goals Panel.

- Oxford, R. L. (2011). *Teaching and researching language learning strategies*. London, UK: Longman
- Payton, J. W., Wardlaw, D. M., Graczyk, P. A., Bloodworth, M. R., Tompsett, C. J., & Weissberg, R. P. (2000). Social and emotional learning: A framework for promoting mental health and reducing risk behavior in children and youth. *Journal of School Health, 70*(5), 179-185
- Ramirez, A.G. (1995). *Creating contexts for second language acquisition*. New York: Longman.
- Schunk, D.H., & Zimmerman, B.J. (1998). *Self-regulated learning: From teaching to selfregulated practice*. New York: Guilford Press.
- Tseng, W., Liu, H., & Nix, J. (2017). Self-regulation in language learning: Scale validation and gender effects. *Perceptual and Motor Skills, 124*(2), 531–548. doi: 10.1177/0031512516684293
- Wolters, C. (2010). *Self-Regulated Learning and the 21st Century Competences*. Houston: Department of Educational Psychology, University of Houston, 1–27.
- Zimmerman, B. J. (1990). Self-regulated learning and academic achievement: An overview. *Educational Psychologist, 25*(1), 3-17. doi: 10.1207/s15326985ep2501\_2
- Zimmerman, B. J. (2002). Becoming a self-regulated learner: An overview. *Theory Into Practice, 41*, 64-70.



DOI: 10.22559/folklor.951

Folklor/edebiyat, cilt:25, sayı: 97-1, 2019/1

## **A Study on the Views of English Literature Teachers about How to Teach English Literature: Libyan Higher Education Context**

İngiliz Edebiyatı Öğreten Öğretmenlerin İngiliz Edebiyatını Öğretme ile İlgili Görüşleri:Libya Yüksek Öğretim Örneği

**Almakki Rumadhan Al Sabiri\***  
**Sibel Ersel Kaymakamoğlu\*\***

### **Abstract**

This study examined the views of the English Literature teachers about how to teach English Literature in Libyan higher education context. Sixteen English Literature teachers teaching in higher education were the participants of this study. In order to collect data about the phenomena under investigation, semi-structured interviews were employed. Then, the collected data were analyzed qualitatively. The findings indicated that the teaching of English Literature still needs improvements. It was also found that basically three different approaches were followed by the participant teachers: Paraphrastic Approach, Information-based Approach and Language-based Approach. Among the preferred approaches to teach English literature, the most commonly followed approach of teaching literature was the Paraphrastic Approach. The findings also revealed that the participant English Literature teachers face some difficulties related to their teaching context and themselves. Context- specific difficulties were lack of facilities, visual aids, technology and lack of appropriate classroom environment while teacher related difficulties were lack of self-confidence in teachers and lack of establishing rapport in teachers with their students in class.

**Keywords:** *Teaching English Literature, higher education, Paraphrastic Approach.*

### **Öz**

Bu çalışma İngiliz Dili Edebiyatı'nın Libya yüksek öğretiminde İngilizce'yi yabancı bir dil olarak öğrenenlere nasıl öğretilmesi konusunda, İngiliz Dili Edebiyatı öğretmenlerinin görüşlerini araştırmayı hedeflemiştir. Bu amaçla gerçekleştirilen çalışmada on altı İngiliz Dili Edebiyatı öğretmeni yer almıştır. Söz konusu araştırmada veri toplama aracı olarak yarı yapılandırılmış mülakat uygulanmıştır. Toplanan veri daha sonra nitel olarak analiz edilmiştir. Çalışmanın bulguları Libya'da İngiliz Dili Edebiyatı öğretiminin geliştirilmesi gerektiğini göstermiştir. Verilerin analizi sonucunda İngiliz Dili Edebiyatı

---

\* Assist. Prof. Dr. Sibel Ersel Kaymakamoğlu, European University of Lefke, Faculty of Education, Department of English Language Teaching. email: skaymakamoglu@eul.edu.tr.

\*\* This article is developed from an MA thesis which was written by Almakki Rumadhan Al Sabiri under the supervision of Assist. Prof. Dr. Sibel Ersel Kaymakamoğlu and presented at ICOPFE 2018.

öğretiminde üç farklı yaklaşımın kullanıldığı ortaya çıkmıştır: Açıklayıcı Yaklaşım (Paraphrastic Approach), Bilgi Temelli Yaklaşım (Information-based Approach) and Dil temelli yaklaşım (Language-based Approach). En çok kullanılan yaklaşımın Açıklayıcı Yaklaşım (Paraphrastic Approach) olduğu tesbit edilmiştir. Buna ek olarak , araştırmamızın bulguları katılan öğretmenlerin İngiliz Dili Edebiyatı öğretirken öğretim yaptıkları ortamlar ve kendileriyle ilgili bazı güçlükler yaşadıklarını göstermiştir.Öğrenme-öğretme ortamı ile ilgili sorunların öğretimsel araç-gereç eksikliği, görsel öğrenmeyi destekleyici araç-gereç ve materyal eksikliği, teknolojik destek eksikliği ve sınıfın uygun öğrenme ortamına uygun olmaması olarak saptanmıştır. Öğretmenlerin kendileri kaynaklı olarak ortaya koydukları sıkıntılar ise Edebiyat öğretimi ile ilgili bilgi, beceri eksikliği ve dil yetersizliğinden dolayı öz-güven eksikliği yaşadıkları ve sınıf içerisinde öğrencilerle olumlu ilişkiler kurmakta zorlandıkları yönünde olmuştur.

**Anahtar sözcükler:** *İngiliz Dili Edebiyatı Öğretimi, yüksek öğretim, Açıklayıcı Yaklaşım (Paraphrastic Approach).*

## **Introduction**

The effectiveness of using literature is a debated topic in the field of EFL teaching. Some researchers believe that literature has complex aspects in regards to grammar and metaphorical diction, thus they believe that it is not an effective tool in a EFL classroom environment (McKay, 1982). In the 1980's other prominent researchers within the field of EFL teaching have also debated the use of literature by emphasizing that education into the cultural aspects of literature clouded the system of foreign language teaching. Literature can be used as a tool to improve all most all aspects of a learners' capabilities in a language from speaking to pronunciation. In the following section, the methods and ways teachers employ literature as a part of their instruction when teaching English is reviewed. Keshavarzi (2012) emphasized that “it can be claimed that the use of literature in language classes encourages more thoughtful and purposeful language learning. In this respect, the learners are not only exposed to the real use of language, but also they become critical thinkers” (p.554).

There are some approaches that can be used to teach literature. For instance, language-based approach, paraphrastic approach, information-based approach, personal-response approach and moral-philosophical approach.

## **Language-based approach (LBA)**

The language- based approach takes into account the overarching themes of a literature as a focus point and based on them a lesson plan is created. The language- based approach is to



allow students to enjoy and experience the intricacies of literature along with language instruction. It focuses on the premise

“that LBA can provide teaching literature with both literature and language, working in a symbiotic relationship... By incorporating LBA into literature classes the text becomes an interesting piece of work to be analysed as the approach allows students to go one step further in analysing its content which includes manipulation, transformation, experimentation and dissection” (Dhillon & Mogan, 2014, p.66).

The language- based approach has higher demands of students such as a greater mastery of the language as well as critical thinking skills. Due to the higher demands of the approach, it is not commonly found within EFL classrooms. To fully benefit from the approach, students must show capabilities of understanding complex literature in a foreign language, which is not present in most EFL classrooms.

### **Paraphrastic approach**

In this approach, learners try to manage the surface properties of the content (Hwang & Emby, 2007). Rosli (1995) stated that this approach allows the instructor to use simpler words and sentence structures and sometimes the instructor can make a comment on different levels. The author asserts that this approach is reasonable for the novice of the target language as the author goes on to detail the excellent verbosity as a stepping stone. The core concept of this approach is to focus on merely the meaning and re-writing of the information found within the text in much simpler form.

### **Information-based approach**

In this approach it is important to teach learners literary rules and meta-language and increase the ability of learners to use these terms and ideas in writing about speech and literature. This approach is a method for teaching literature about literature as a tool for literary students.

### **Personal-response approach**

This approach relates to the Personal Growth Model proposed by Carter & Long (1991) to inspire a single reaction and encourage self-improvement of students. This approach advocates Hirvela (1996) that who emphasizes waiting for the author's reaction to the content. Students react to what the author believes in and express their intentions and thus the results may be gained. This approach continues and claims that it also calls upon the tudents to examine their backgrounds and examine the relationship between the subjects of the texts (Rosli, 1995).

### **Moral-philosophical approach**

This approach is to find moral qualities when researching a particular literary content in concentration (Hwang & Emby, 2007). Due to the higher level of mastery of a language and advanced critical thinking skills that a moral- philosophical approach requires, this approach is very difficult to use in an EFL classroom. The moral- philosophical approach focuses on the literature as a product rather than its content and the content of literature has the grammar and diction that students can use to improve their own language. The product gives cultural insight, such as background into the author and the setting in which they were living in.

Whatever approach is being used, some challenges exist for the teachers who teach literature to the EFL learners. These challenges cannot be underestimated since they can influence both the effectiveness of instruction and motivation of learners and thus their success.

### **Difficulties in instructing literature**

There are some challenges that teachers can face when teaching literature to weaker students. Besides, language issues and cultural barriers can be a great challenge for teachers. A study done by Carter & Long (1991) state that the problems encountered in teaching literature can be avoided by using texts that fit the needs of the students and must be specifically selected.

### **Teaching literature to weaker students**

Since every student is unique, while some students excel in certain lectures other students struggle. Literature as a whole is a complex topic, without proper understanding it can harm the students more than it can provide. Students have trouble with certain aspects of literature such as characters with complex names or losing interest due to not being able to understand. McKay (1982) stated that literature has much more complex aspects that differ greatly from "Standard English". This suggests that literature is far more complex than the needs of EFL classrooms and can confuse the students rather than help.

### **Language issues and cultural barriers**

Students who have a language problem or cultural barriers to the literature in being used as a instruction tool will find it difficult to relate to the text. It is a common theory of researchers that states literature text should be related to and insight must be drawn from personal viewpoints or experiences, to receive the full benefit of literature. As stated by Maley et.al. (1989) literature concepts are difficult even for native speakers to comprehend and have difficulty understanding the significance of the text. If native speakers who already have mastery of a language have difficulty understanding the content of literature, then for students who are learning a language as a foreign language must have similar, if not greater difficulty. With a student encountering that much difficulty it is likely that students may be discouraged.

### **Lack of prepared materials**

Adaptation of literary texts for classroom use is a difficult task and to find a properly appropriate text for a specific classroom is also no easy feat. With such complex conditions teaching using literature is a very complex process, but there are great benefits. The concern for most EFL classrooms is the lack of prepared materials. McKay (1982) states that to remove the complexity of language and cultural aspects when teaching literature is to provide easy texts that fit the needs of the students. This is a difficult task much like how translations can lose a vital part of the context the same idea applies to simplifying literary texts, changing the text to simpler diction while maintaining the meaning that the author is trying to convey. With that in mind, the lack of proper materials for teaching literature is no surprise.

### **Current situation in higher education: libyan context**

Basically, in Libyan colleges literary pieces of poetry, short story, drama and novels are the genres utilized. The Libyan Ministry of Education determines the curriculum, aims, course objectives and learning outcomes about the literature departments. The students studying in Literature Departments are expected to read, understand, and react to literary texts. In general, the education of literature in Libya is highly language focused.

### **Methodology**

This study aimed to investigate the views of the EFL teachers teaching English literature regarding how to teach literature in Libyan higher education context. It also aimed to explore the difficulties the EFL teachers face when teaching English literature, if any.

For this purpose the following key research questions were designed:

What are the views of the EFL teachers about how to teach literature?

What are the difficulties that EFL teachers who teach literature in higher education in Libya face?

### **Research design**

In this study qualitative means of investigation were employed to examine the EFL teachers' views related to how to teach English literature in Libyan higher education context and to explore the difficulties the EFL teachers experience while teaching literature in their context, if there were any.

### **The participants**

In the study, 16 higher education teachers were interviewed and the responses collected. To protect the teachers identities and information, the teachers will be numbered 1-16 and their gender will be revealed to identify each teacher. The participants are well

experienced teacher in the field of EFL. The teachers were asked to participate in the study to give deeper insight to the place of literature in higher education.

### **Data collection instrument**

A semi-structured interview was conducted through the use of a set of interview questions that were used as a guide. The questions helped the interviewer to stay on topic while having the choice to move away and explore specific areas of the topic. A semi-structured interview

is the most common tool used in qualitative research studies because the interview method allows for both parties to feel comfortable and allows for deeper insight to the topic. Semi-structured interview allows exploring views and opinions and it allows for probing when needed. Due to the scope of the research, detecting the views and opinions of the instructors were crucial to the study.

The researcher used the following interview questions to collect the viewpoints of the instructors:

1. How do you think English Literature should be taught in Class? Why?
2. Can you do the tasks/ activities or exercises that you aim to teach Literature in your Classes? If not, why?
3. What difficulties do you face with your students, when you teach Literature?

### **Data analysis**

Individually the participants were interviewed and the responses were audio recorded. Later, the record responses were transcribed for qualitative analysis. The transcribed data were analyzed by thematic coding. To determine the emerging themes, the researcher employed marginal note-taking and colorful coding techniques.

### **Findings**

The findings of this study will be presented for each research question below.

*Research Question 1: What are the views of the EFL teachers about how to teach literature?*

Seven out sixteen teachers stated teaching through the paraphrastic approach which helps students to learn using simpler words and sentence structures compared to the more complicated ones as follows:

*“While I teach through this approach, it gives me opportunity to modify speech; sometimes I translate it into the mother tongue which is Arabic” T1 (M)*

*“This approach is suitable for the level of the Libyan students. It makes learning easier for them” T7 (M)*

*“I intend use this approach in teaching literature, because it fits my students’ level I paraphrase and re-word the story to make it easier and understandable” T4 (F)*

*“As you know in Libya we are a non-native country and because of the level of libyan students, I use this approach in order to meet with my students’ level and understand the story” T6 (F)*

*“Because of some literary texts are old such as: the story of Macbeth, there is a lot of old and ambiguity words which unclear to students. I use this approach as it is the best approach that fits our environment” T5 (M)*

*“As you know in the case of Libyan context, the majority of students are weak in English, their understanding and comprehension of literature maybe impeded due to their low level, so I prefer to use this approach by re-tell the story using simple words, and paraphrasing the whole text in a simple way, sometimes I use the mother tongue in order to help my students with a better understanding”. T11 (M)*

*“In my view, the languages in some literary texts difficult for weaker students, so I prefer to use the mother tongue to ensure those weaker pupils comprehend the literary text”. T16 (F)*

All the teachers that stated their preferences of using paraphrastic approach in teaching literature in classroom contexts emphasized that this approach helped them modify and simplify the original language of the literary texts to support their students’ comprehension. In this way, they managed to teach literature at an appropriate level suitable to their learners.

Two out sixteen teachers emphasized teaching through the information-based approach which helps students to obtain enough information about literature. They expressed their views as follows:

*“In my point of view, the information-based approach is the suitable as it ensures students gain adequate information on literature and therefore improve their comprehension on the subject matter” T2 (F)*

*“Such an approach allows students to access a text in a systematic and methodical way in order to exemplify specific linguistic features e.g. literal and figurative language, direct and indirect speech” T15 (M)*

Both of the teachers who favoured information-based approach in teaching literature stated that supporting their students by providing them the needed information about literature specific terms (e.g. figurative language and literal language) and helping them understand become well

aware of them helped their students understand the meaning conveyed in the literary pieces that they study in the classroom context.

Two teachers out of sixteen teachers stated that teaching through language-based approach that helps students to focus attention on the way as to how the language is used.

*“This approach that I like better, and I used it in my classes, in my view this approach aids students to emphasis attention on the way as to how the language is used” T3 (M)*

*“Despite the fact that the low level of the pupils in my class, I teach literature through this approach, I know sometimes pupils do not comprehend, but I trust 30 that this approach is the best because it forces pupils to learn and pay attention to the language” T8 (F)*

The teachers who favoured language-based approach emphasized that this approach helped them create awareness in their students about how language is used in conveying the meaning and message to the reader in literary texts. They emphasized that this awareness can ease learners’ understanding the literary pieces since it can create language awareness in the learners.

*Research Question 2: What are the difficulties that EFL teachers who teach literature in higher education in Libya face?*

The analysis of the interviews indicated that the teachers experienced difficulties related to seven main categories; absence of facilities, absence of visual aids, absence of technology, absence of classroom environment, absence of self-confidence in Libyan instructors, absence of teacher autonomy and absence of academic relationship between instructors of English literature and their pupils.

Four instructors believed that the absence of facilities is the main complication in teaching English literature in Libya.

*“We couldn't provide any language laboratories.” T5 (M)*

*“We don't have the proper equipment at university, and usually the course book comes with CDs, but they didn't give us the CDs, and they don't offer us with CD players. So, we just skip that part of the course and just focus on grammar, reading, and answer questions.” T10 (F)*

*“The students did not have the facilities that might help them learn a second language, such as language laboratories.” T3 (M)*

*“Don't have sufficient resources to improve their English.” T8 (F)*

Some of the participant English literature teachers emphasized that the lack of facilities to teach literature influenced their teaching. They stated that not having enough resources to support the learners is one of the handicaps for teaching literature in their context.

Some teachers articulated the absence of visual aids in Libyan university teaching context. For instance,

*“We did not have any factors that aided us comprehend that language such as laboratories or, even not laboratories, pictures that one might show because one of the most vital strategies for instructive the language, specifically kids, is the use of pictures. There were no pictures that might aid them to compare or to see the picture and put the word in his mind.” T16 (F)*

The lack of visual materials and the needed equipments for providing learners with visual support was articulated to be one of the difficulties that the teachers teaching English literature encountered. They emphasized that this problem influenced their students’ understanding of what they read and retaining it in their memory.

Some teachers expressed the absence of technology in Libyan universities. A majority of the participants in this study have stated that the Libyan schools do not provide the facilities required to teach literature properly.

*“In university, I didn’t use any kind of technology before. The only technology I use was the blackboard.”* This teacher also suggested *“Using the visual aids like Internet access and projectors should be available in every classroom”*. Similarly, participant 11 suggested that technology needs to *“be applied in teaching English literature and it should be applied in all classrooms.” T13 (M)*

Teacher 2 (F) recommended that *“there should be maybe more focus on providing all the materials needed for language learning, such as books, computer labs, Internet.” T2 (F)*

Because of the absence of facilities, Libyan students, as teacher 15 put forward, *“Are not actually encouraged to go to the library to do some research, to do some reading, to borrow some books because simply there’s nothing.” T15 (M)*

Some participant teachers heavily emphasized the need for technological support in teaching literature. They also pointed out that because of the contextual constraints regarding technology they could not help their students to search and reach information from other sources (e.g. Internet) with the help of technological devices (computers).

The absence of efficient classroom environment in Libyan universities were also articulated. According to Choudhury (2011), the classroom environment is very crucial for both instructors and pupils. The classrooms in Libya are too small for the number of students in each class in addition the equipment in the classroom is very dated or very low quality such as the board and the chalk. In addition, some of the equipment in even unobtainable such as an eraser for the board. It is apparent that the classroom environment of Libya requires a lot maintenance to become optimal. Without a proper learning environment it is obvious that students will not learn anything, in such a setting.

T15 believed that

*“Classrooms are one of the worst things in teaching in Libya since they aren’t arranged really for teaching.” (M)*

T1 defined

*“classroom in Libyan universites as having big numbers of pupils and lacking any kind of technology.” (M)*

*“Most of classrooms in Libya are not very flexible. I mean very large number of students, few spaces, so you can’t move. For instance, you can’t divide your students into groups and move seats. So, it’s prepared in a way that a bit appropriate for lecturing, not activities.” T4 (F)*

T6 described classrooms in Libyan universities as:

*“Not the proper classroom for the learner to learn. The noise is probably sometimes even the number of seats. Another major problem is the large class size. I myself was asked to teach poetry, but I wasn’t shown how to teach poetry to nearly 150 people at the same room.” (F)*

About the effect of classroom environment in teaching English, six participants talk about the large number of students in the classroom.

*“The classroom was huge with 50 students in the class, which was difficult for me to deliver my lesson or to start teaching every single student what he or she [is] supposed to do.” T9 (M)*

Also, T10 said,

*“I would assume maybe the problem is the number of the students.” (F)*

*“In one class I used to teach almost 300 students in the auditorium, sitting in front of you and in that place a lot of stress to the teacher sometimes. I mean you would not be able to go around every student and help him in person.” T11 (M)*



*“We have a lot of students in our classrooms, and because of the lack of teachers, teachers cannot organize their classrooms. And at the same time, they cannot teach all the English language skills equally, so that’s why the students are come across a lot of problems, and they cannot overcome these problems.” T14 (F)*

T16 had different experience in teaching English in Libyan universities. He said:

*“I taught two years in a small village that [is] very close to my city. The student number was very small about 20 students in one class, so at that time I had chance to explain lessons, practice with everyone, double-check that everyone understands. Everybody has the chance to participate speaking, ask questions. But when I moved to another university, the numbers were very huge. The smallest class I have was 50 students, so I just don’t have chance to practice and make sure everyone understands.”*

T8 said:

*“Our classrooms are destroyed, deserted . . . colors are faint, chairs are bad, half of the blackboard in most cases is not there. All of these things do not aid in education.” (F)*

Teaching-context related problems were strongly emphasized by some of the participants. They pointed out that the contextual realities such as the classroom size and the physical features of the classrooms they teach in influenced their methodological decisions. Teaching in over crowded classrooms and the problems they face because of the poor classroom conditions influence the way they teach and the degree of the support that they should give learners for learning.

The findings also revealed that some teachers mentioned the absence of self-confidence in Libyan instructors.

T6 stated that Libyan teachers of English

*“Suffer from self-confidence issues when it comes to teaching English. Even for the teachers who are fluent in English, they still need to be familiarized with the different approaches and techniques to teaching English as a foreign language.” (F)*

*“According to some teachers I had the opportunity to speak with, they don’t have confidence in their English language abilities.” T6 (F)*

Problems arising due to the lack of self-confidence of the teachers were also articulated by some of the participants putting emphasis on the problems resulting from the teachers in teaching literature. They emphasized that some teachers neither follow the developments in the area of English language teaching, update their knowledge of teaching and gain new understandings related to teaching and learning nor improve their own language skills.

Some participants stated that the main problem in Libyan instructors of English literature was that they had no control in their instruction because they were controlled and led by other external factors.

T16 stated:

*“The teachers have no voice in their teaching, so we have the system: this triangle, the students and the teacher. The system is dominant, so you got the books already determined by the system. Everything is determined by the system, so you have nothing to do. You don’t prepare your lessons. The lessons [are] prepared already for you in the teacher’s book. So, you look at the books, you teach the class, the lesson! You have no effect over the class.” (F)*

Lack of teacher autonomy was another factor causing difficulties in teaching and learning stressed by the teachers. Top-down approach to teaching where all the decisions related to the teaching and learning are taken by the authorities disregarding the views and ideas of the teachers was regarded to present difficulties to the teachers as the implementers of those decisions in the classroom context.

The participant teachers also stated the the lack of academic relationship between instructors of English literature and their pupils. According to Lindemann (2001) teaching can be viewed as a dance between two parties, how the teacher teaches and how the student learns are co-dependent. The significance of the statement is that teachers and students have a connection, a dependency in the classroom. About the significance of the connection with students and colleagues, Barduhn (1989) said, teaching is a difficult job that requires mental fortitude from a teacher, the method to ease their difficulties or stress is to form a personal connection or a relationship with fellow instructors and students. The idea stated above shows the importance of relationships and connections in a educational environment, a good relationship between instructor and students benefits both parties. The job of the instructor is eased through the ability connect well with students and the students gain more benefit from the class due to the comfort provided by having a connection with the instructor.

In this study T3 talked about a vital aspect that is heavily lacked within the higher education instructors in Libya. The aspect mentioned before is the ability for teachers to form appropriate relationship with students.

He said,

*“We don’t know how to motivate our learners. We don’t get them involved into a successful healthy classroom discussion in English. Of course, we don’t maintain a good rapport, which is the good relationship between teacher and their students. Also, the*

*interrelationship between student-student, student-teacher is important as well.” T 3 (M)*

Johnston (2004) stated that, the more distant a teacher is from the students it is equally difficult to teach to said students. The significance of how the theory by Johnston is without the connection between teacher and student it would be almost impossible to correctly teach any subject matter. Another point to be noted is Zanger (1991) statement, if a relationship formed between teacher and pupil fails, the results are devastating for the student. It can be inferred that the results could be from the loss of trust in an instructor, which would lead the student to question majority of what is being taught.

T1 described an experience with his professor in the USA. He said:

*“I was really surprised when I came at the . . . , and when the professor ask[ed] [me] just [to call him with] the first name like John or Joy or whatever, and I was having a hard time just saying their plain names, and trying to use ‘professor,’ ‘doctor,’ and stuff like that was weird. And they taught us that [we] have to build like a healthy environment between [us] and the students. This is the first thing [we] have to do. If 41 [we] fail to do and establish that environment, so probably the teaching and learning will be less effective, and there is [no] benefit.” (M)*

*“These borders the teachers build between them and the students [make] the students passive learners; they just sit and receive the information, but there is no active learning. They are not taking the responsibility; they are not taking part of their own learning, plus the lack of motivation.” T1 (M)*

Similarly, T12 thought that

*“When you know the students and the neighborhood, or the place where he lives will help you to deal with any situation or any kind of problem with the students.” (F)*

Consequently,

*“building the healthy environment between the students and the teachers, so the students do not feel embarrassed or terrified and just wait for the class to be over.” T6 (F)*

When instructors have a good relationship with their pupils, as Peregoy & Boyle (2008) said, through a good relationships with students an instructor can manage problems that span outside of the classroom. For example, a student with a good relationship with their instructors may trust the instructor enough to confide certain problems outside of the classroom that they may have, at which point the teacher can offer advice or emotional support. Through solving the students problems outside of the classroom a teacher can improve performance in the classroom.

Lack of establishing rapport was emphasized as causing difficulties in the learning and teaching environment. Some teachers stated that they do not know how to motivate the learners and they and how to create a learning environment in which learners can take the responsibility of their learning.

### **Discussion**

The findings of this study revealed that the teachers teaching English literature in Libyan higher education context use basically three different approaches in teaching: Paraphrastic approach, information-based approach and language-based approach. The findings revealed that among these three approaches paraphrastic approach was the most preferred approach. It seems that the approach preference of the participant teachers were basically related to the need of overcoming literature specific language problems and to help their learners understand the complex and demanding language of the literary texts. In this respect, they tended to modify, simplify and sometimes even translate the texts. The teachers who favoured information-based approach over the others seemed to give privilege to helping learners understand the literature specific concepts (such as figurative language), differentiating literal language and figurative language and becoming aware of the need to develop a critical perspective when reading literary texts. The teachers who preferred to follow language-based approach were more likely to put emphasis on the language issues. They tried to get their learners attention to how language is used to convey meaning in literary texts. All in all, it seems that the approaches preferred by the participants shared a common purpose of language support in order to help them understand the nature of complex literary texts and develop more complex ways of thinking.

The findings of the study also indicated that the participants teachers encounter some contextual difficulties in the teaching and learning of literature. The difficulties that they stressed out were context specific and teacher specific. The findings showed that the physical conditions of the classrooms were not suitable for the learning and teaching of English. Teaching in over crowded classrooms seemed to present problems for the teachers. Besides, lack of teaching aids, lack of facilities and no technology support seemed to prevent teachers to teach in an appropriate way because they exerted some methodological problems to them. Moreover, lack of teacher autonomy seemed to exert some problems to the teachers in the teaching and learning process because all the decisions taken for the learning and teaching process seemed to be taken in a top-down policy fashion. This seemed to put restrictions on the teachers and prevented them to

take methodological decisions themselves in order to meet the needs of their learners as the ones who can detect and understand their learners' needs in class during learning and teaching. Besides the difficulties encountered due to contextual constraints, the findings revealed that some of the difficulties were related to the teachers themselves. It was articulated that the teachers seemed to lack the needed knowledge and skills to establish rapport and obtain and maintain the needed learner motivation for learning. They also seemed to be experiencing problems in teaching due to the weaknesses related to their English language proficiency. This seemed to exert some problems to them since they may not feel confident enough to teach and take effective decisions while teaching.

### **Limitations and implications**

There are some limitations of this study. It was conducted with a limited number of participants so the findings cannot be generalized to a larger population. Therefore, there is a need for conducting quantitative investigations with a larger number of participants. Besides, interview was the only one source that the data was collected with and the researcher interviewed the participants only once. Since more than one interview could reveal more information there is a need for conducting more interviews and observing the participants in their teaching contexts.

### **Conclusions**

To conclude the findings of this study indicated that teachers employed three approaches in order to ensure students' understanding of literature. Interviews indicated that the Paraphrastic Approach was among the most favored by teachers in the teaching of English literature. The incorporation of using translation of L1 is considered as an option for teachers to help weaker students to understand the text, and thus, to guide them to analyze the literature element of the text. This can be seen as to support students who have limited proficiency in the language to learn literature, this followed by Information-Based Approach, the moral-philosophical approach, the personal-response approach, the language-based approach, whilst the stylistic approach remains the lowest. The findings of this study also showed that teachers face some contextual difficulties such as absence of facilities, absence of visual aids, absence of technology, absence of classroom environment. The findings also revealed that the teachers experienced some difficulties related to themselves such as absence of self-confidence in Libyan instructors and absence of academic relationship between instructors of English literature and their pupils when teaching English literature in Libyan higher education context.

## References

- Barduhn, S. (1989). Review of Maslach, C. 1982 Burnout: The cost of caring. IATEFL SIG Newsletter, 11, 2-3.
- Carter, R. & Long, M. (1991). Teaching literature. London: Longman.
- Dhilloni K. K., Mogan, S. (2014). Language-based Approaches to Understanding Literature: A Creative Activitiy Module. *The English Teacher*, XLIII (2), 63-78.
- Hirvela, A. (1996). Reader-response theory and ELT. *ELT Journal*, 50(2), 127–134. OUP.
- Hwang, D and Embi, A. (2007). Approaches Employed by Secondary School Teachers to Teaching the Literature Component in English. *Jurnal Pendidik dan Pendidikan*, 22, 1-21,51[Online]Available:myais.fsktm.um.edu.my/.../Approaches\_Employed\_By\_Secondary\_School\_Teachers\_To\_Teaching\_The\_Literature\_Component\_In\_English.pdf (Feb 5, 2010).
- Johnston, P. H. (2004). Choice words: How our language affects children’s learning. Portland, Maine: Stenhouse Publishers.
- Keshavarzi, A. (2012). Use of Literature in Teaching English. *Procedia:Social and Behavioral Sciences*, 46, 554-559.
- Lindemann, E. (2001). A rhetoric for writing teachers (4th ed.). New York and Oxford: OUP.
- Maley, A., & Duff, A. (1989). *The Inward Ear*. Cambridge, UK: Cambridge University Press.
- McKay. S. (1982). Literature in the ESL Classroom. *TESOL Quarterly*, 16 (4), 529- 536.
- Murray, D. M. (2004). *A writer teaches writing* (2nd ed.). Australia and others: Thomson Heinle.
- Peregoy, S. F. & Boyle, O. F. (2008). *Reading, writing, and learning in ESL: A resource book for teaching K-12 English learners* (5th ed.). Boston and others: Pearson.
- Rosli, T. (1995). *Teaching literature in ESL the Malaysian context*. Kuala Lumpur: Penerbit University Pertanian Malaysia.
- Zanger, V. V. (1991). Social and cultural dimensions of the education of language minority students. In A. N. Ambert (Ed.). *Bilingual education and English as a second language: A research handbook, 1988-1990*. (pp. 3-54). New York: Garland Publishing



DOI: 10.22559/folklor.952

Folklor/edebiyat, cilt:25, sayı: 97-1, 2019/1

## Libyan Student Teachers' Perceptions on the Attributes of the Effective EFL Teachers

Libya Öğrencilerinin Öğretmenlerin Etkili EFL Öğretmenlerinin Niteliklerine İlişkin Algıları

Najma Salem\*

### Abstract

Given the undeniable influence of effective language teachers on successful language teaching and learning practices, this study was set out to address the attributes of effective language teachers based on Libyan university level student teachers' perception. A multi-method approach including both qualitative and quantitative means of data collection was employed in the study. Results indicated that Libyan student teachers placed high importance on 1) Knowledge and credibility including possessing the knowledge of grammar and vocabulary; 2) Delivery principally by encouraging student participation and increasing students' self-confidence; 3) Fairness as mainly characterized by teacher impartiality; 4) Rapport specifically through features that involved care and attention students; and 5) Organization and Preparation as manifested by prior preparation for every lesson and provision of supplemental material by teachers. The findings have important implications for student teachers and language teachers to improve the efficiency of their teaching practices.

**Keywords:** student teachers, perception, effective EFL teaching attributes, Libya

### Öz

Bu araştırmada etkili dil öğretmenlerinin başarılı dil öğretimi ve öğrenme uygulamaları üzerindeki önemli etkisi üzerinedir. Bu çalışma, Lübnan üniversitelerinde aday öğretmen öğrencilerinin etkili dil öğretim algılarına dayanan niteliklerini ele almaktadır. Araştırmada hem nitel hem de nicel veri toplama araçlarını içeren çok yönlü bir yaklaşım kullanılmıştır. Sonuçlara göre, Libyalı aday öğretmen öğrencilerinin şu maddelere önem verdikleri anlaşılmıştır: 1) gramer ve kelime bilgisi de dahil olmak üzere bilgi ve güvenilirliğe büyük önem verdiğini; 2) temel olarak öğrenci katılımını teşvik ederek ve öğrencinin özgüvenini artırarak eğitilmesi; 3) öğretmenin tarafsızlığı ile büyük ölçüde karakterize edilen dürüstlük; 4) öğrencilerin özellikle dikkat konusunda uyumlu olmasını; ve 5) her ders için önceden hazırlık yapılması ve öğretmenlerin ek materyal hazırlaması. Bulguların, öğretmen adaylarının ve dil öğretmenlerinin öğretmenlik uygulamalarını geliştirmeleri için önemli etkileri olduğu tespit edilmiştir.

**Anahtar sözcükler:** *öğretmen adayları, algı, etkili dil öğretim özellikler, libya*

---

\* [njmasaelm@gmail.com](mailto:njmasaelm@gmail.com).

## **Introduction**

The history of teaching English in Libya dates back to the British mandate on Libya in 1942 when following the World War II English was introduced as the second language in the country. During the following years English was gradually placed in the curriculum of private and public schools (1997). However, due to lack of Libyan English teachers several English centers were opened to train teachers. Today, most 5th–9th grades are taught by Libyan female EFL teachers graduated from either English Department or College of Education and the majority of the 10th, 11th, and 12th grades are taught by male English teachers from Libya, Egypt, Iraq, Sudan, and Palestine whose English is very poor and affected by their native dialects (Omar, 2014).

At the university level, also, it appears that English programs in Libya have not been able to prepare teachers with academic English literacy so they can act as effective language teachers in their profession (Hawana,1981).With globalization which demands an increasing need and access to English, on the one hand, and lack of teachers who can equip the learners with the knowledge of English, on the other, there is a need to investigate what knowledge, characteristics and features should EFL teachers possess to make the English Language Teaching practices effective. To achieve good outcomes, first, teachers should know how learners define effective teaching (Brown, 2009). Second, by understanding students’ perceptions, “teachers in training and practitioners can understand how to approach and improve their practice (Barnes & Lock, 2013, p. 19) as well as how to deliver their instruction (Lightbown & Spada, 2008).

However, studying this topic from the student teachers’ perspective is a rather new line of research specifically for Libyan students. Thus, this study addresses the Libyan student teachers’ perception of effective language teachers in the context of an international university in Cyprus.

During the last decades, the question of effective language teaching has tuned into a critical issue in the field of TESOL. It is argued that the nature of language teaching differs from teaching other subject matters, especially because the subject and the means of instruction are the same (Borg, 2006) consequently, the features of ‘good language teachers’ (White 1989) as transmitters of the English language knowledge to the language learners has given momentum. In fact, investigating perceptions is important because according to Richardson (1996), attitudes, beliefs,



and perceptions are mental constructs that “name, define, and describe the structure and content of mental states thought to drive a person’s actions” (p. 102). The number of studies addressing students’ perception of effective language teachers are not insufficient (Brosh, 1996; Brown, 2009; Chen, 2005; Desai, Damewood & Jones, 2001; Faranda & Clarke, 2004; Kember & Wong; Koutsoulis, 2003; Kourieos & Evripidou, 2013; Park & Lee, 2006). The findings of some of the major studies are briefed out in what follows.

Brosh (1996) identified the attributes of EFL teachers as perceived by high school teachers and students in Israel. The highest importance was given to items related to commanding the target language and teaching comprehensibly by both teachers and students. However, teachers gave more weight to particular items like motivating students and research orientation, whereas treating students fairly was mostly favored by the students. Koutsoulis (2003) identified 94 characteristics of effective teachers in Cyprus and classified into three categories, namely, human characteristics like teacher friendliness, communication characteristics such as teacher’s ability to communicate with students, and teaching and production characteristics like making lessons exciting and motivating. Park and Lee’s (2006) investigation of the characteristics of effective English teachers based on the perception of teachers and students in high school in Korea, although affected by two variables of gender and performance, on the whole determined teachers’ pedagogical knowledge and their ability to stimulate students’ motivation and constructing their self-confidence as the most significant attributes. The findings obtained from Kourieos and Evripidou’s (2013) research as perceived by Cypriot students indicated that an effective EFL teacher is the one who takes into account the students’ individual differences, language anxiety as well as the abilities and interests of the learners and consequently designs a facilitative learning environment. Results of Salahshour and Hajizadeh’s research (2013) indicated that Iranian students advocate, among the other things, teachers’ enthusiasm, his sense of responsibility towards students, his friendly behavior, his attempt to instruct grammar explicitly, and his ability to communicate ideas effectively. Similarly, Barnes and Lock (2013) found that high importance was placed on rapport attributes such as friendliness, care, and patience as well as on delivery attributes including error correction and a participatory mode of instruction. Fairness, target language knowledge, and good preparation were also favored highly by the participants.

As can be seen in the above examples, although some attributes appear universal, there is no consensus among researchers as to what characteristics a good language teacher should have given the fact that teaching-learning situations vary greatly and also there are individual differences between the learners which makes one teaching behaviors effective in one setting than in other settings (Brosh, 1996). Despite this, in a rather recent study and by an extensive review of previous studies, Barnes and Lock (2010) identified attributes of efficient teachers and classified them into five major categories that had originally been proposed by Faranda and Clarke (2004). This taxonomy is used as a major framework for analyzing the data in this study. These attributes are summarized in Table 1 and descriptions are given accordingly.

<b>Attributes</b>	<b>Description</b>
Rapport	friendliness, sociability, empathy, accessibility, receptiveness, attitude
Delivery	personal style, communication, pedagogy
Fairness	grading, impartiality, examination relevance, transparency, workload
Knowledge and Credibility	content knowledge, competence (skills), experience
Organization and Preparation	syllabus quality, clarity, and adherence; lesson preparation

*Table 1*

*Description of Effective teachers' Attributes (Faranda & Clarke, 2004)*

Rapport is mainly focused on the psycholinguistic aspect of language teaching; in other words, the type of teacher-learner relationship (Borg, 2006) or the communication style. Students prefer a teacher who “establishes a classroom environment that stimulates and supports students’ innate motivation” (Borsh, 1996, p. 127) and possessing this feature contributes to “reducing fear (fear of making mistakes, fear of foreigners), making students feel valued, promoting learning, and

making students feel understood” (Barnes & Lock, 2010, p. 143). In fact, Rapport is closely related to the personality of a teacher and contributes to his efficiency during the instructional process (Politzer & Weiss, 1971) (also see Chen, 2005; Desai et al., 2001).

Delivery which covers personal style, communication and pedagogy is manifested, among the other things, by error correction, teaching methods, provision of grammar instruction, asking questions and giving enough time to respond (Barnes & Lock, 2010; Faranda & Clarke, 2004; Horwitz, 1987; Pak & Lee, 2006). Teachers’ enthusiasm about teaching is also a priority because it leads to attention and subsequently learning takes place (Borsh, 1996).

Fairness is an attribute mainly related to examination and assessment as well as the academic workload. The most striking point in this category is learners’ expectation to be treated ‘impartially’. Exam preparation, provision of clear grading guidelines and homework assignment are the other factors determining the fairness of a good teacher (Barnes & Lock, 2010; Desai et al., 2001; Faranda & Clarke, 2004).

Knowledge and Credibility briefly means being qualified as an ELT teacher (Darling-Hammond & Youngs, 2002). This qualification can contain, but not limited to, having a good knowledge of grammar, vocabulary, and the subject matter (Barnes & Lock, 2010; Chen, 2005; Faranda & Clarke, 2004; Pak & Lee, 2006).

Organization and Preparation is one of the main features of a good teacher because clear classifications and arrangements of the items in order of priority can facilitate learning (Brosh, 1996; Kember & Wong, 2000; Pak & Lee, 2006).

The review of literature shows that investigations into the attributes of a good teacher has not yielded uniform results in different contexts. The participants of most of these studies have been language learners rather than students, and more importantly, this issue has been neglected in some contexts like Libya. The objective of this study is, thus, to identify the desirable attributes of an effective (or good) language teacher as perceived by Libyan student teachers.

## **Method**

This was a mixed-method case study that used both qualitative and quantitative approaches to address the issue under investigation.

### *Participants:*

Participants were 42 Libyan students (45.2% males and 54.8% females) majoring in English Language Teaching (ELT) studying in Northern Cyprus in 2015-2016 academic year. All the students were native speakers of Arabic language with 14.3% of them between 18-24, 40.5% between 25-30, and 35.7% between 31-36 years of age. At the time of the study, 83% of the students were doing their Master's whereas the rest of the sample (16.7%) were doing their Bachelor's. forty-seven percent of the participants were first year and fifty-three percent were second year students. The participants were selected through convenience sampling.

### *Instruments:*

This study used Barnes and Lock's (2010) questionnaire on attributes of effective teachers and lecturers containing 42 items. The reason for using this questionnaire was its comprehensiveness as the attributes included in the questionnaire had been identified based on careful examination of the previous studies. This questionnaire is organized under the five categories proposed by Faranda and Clarke (2004), namely, Rapport (items 1-11), Delivery (12-28), Fairness (29-33), Knowledge and Credibility (34-36), and Organization and Preparation (37-42). The questionnaire also contains a demographic section.

A semi-structured interview was also designed focusing on attributes of effective teachers across the five categories.

### *Data collection:*

The questionnaire was administered almost near the end of the semester to the population under study. The respondents answered the questionnaire on a 7-point Likert scale ranging from 1 = strongly disagree, 2 = disagree, 3 = slightly disagree, 4 = no idea, 5 = slightly agree, 6 = agree, and 7 = strongly agree.

After quantitative data collection via the questionnaire, three female student teachers voluntarily participated in the follow-up interview. Each interview lasted for about 15 minutes and was audio-recorded and transcribed for data analysis. The interview data was used as a complementary means to enrich the discussion.

### *Data analysis:*

Descriptive statistics was used in this study to analyze the quantitative data. In the first place, the overall Mean and Standard Deviation of each category of the questionnaire was calculated. In the second place, the Mean and Standard Deviation of items related to each category were analyzed. The qualitative data obtained from the interview were triangulated with the quantitative data obtained from the questionnaire to support this analysis and enrich the discussion.

## Results and discussion

Table 2 shows the descriptive statistics results of the analysis across the five major category of attributes of effective teachers in a descending manner.

*Table 2*  
*Overall ranking of attribute categories*

	<b>Mean</b>
Knowledge and Credibility	5.6
Delivery	5.6
Fairness	5.4
Rapport	5.1
Organization and Preparation	4.9

Knowledge and Credibility (M=5.6) and Delivery (M=5.6) categories were ranked the highest and the most important categories. Fairness (M=5.4) was selected as the third most important category before Rapport (M=5.1). Organization and Preparation was the lowest ranked category (M=4.9). The results represented here, to a high extent, concur with the findings obtained by previous studies. In both Park and Lee's (2006) and Barnes and Lock's (2013) studies Knowledge and Credibility and Delivery attributes were scored higher as features that, according to the participants of this study, contributed to a status of a good teacher. This ranking, in general, illustrates a preference to knowledge of the target language among Libyan student teachers. In what follows, the results of each category are analyzed in more detail with respect to individual items.

## Rapport

Table 3 shows the descriptive statistics results of the items included in Rapport category.

*Table 3*

*Mean and Standard Deviations for Rapport Items*

<b>Items</b>	<b>Mean</b>	<b>SD</b>
1. are friendly	5.9	.95
2. develop good relationships with students	5.0	1.4
3. share personal experiences	5.5	1.0
4. care about students	6.3	.64
5. are patient	5.9	.93
6. listen to students	6.1	.94
7. have a positive attitude in general	5.8	1.0
8. have charisma	5.0	1.1
9. understand the student's English education background	6.0	.67
10. understand the different student levels	5.5	1.2
11. have a sense of humor	5.5	1.0

Attributes in Rapport category were all considered important by the respondents and the Mean of all the attributes scored over 5. The fact that attributes or items involving care (4, 7, 9, 5 & 6) including care about students (M=6.3), listening to students (m=6.1), having positive attitudes towards them, patience (M=5.9) and friendliness (M=5.9) scored higher suggesting that students advocate teachers who try to alleviate their anxieties and promote their self-confidence (Barnes & Lock, 2010). The results are consistent with those found by Salahshour and Hajizadeh (2013). This idea was also supported by interviewee 1 who argued that:

Language teacher has to be a friend of his/her students to ensure conveying the message clearly and effectively. because students are learning another language rather than theirs and they need to have a good relationship with their teachers so as to accept the knowledge they get from them.

Similarly, interviewee 2 asserted that:

The good teacher of English is the one who is friendly and who has got an open mind in dealing with those who learn English as a foreign language.

The above quotes show that student teachers consider building a good rapport with learners as a prerequisite for successful language learning.

Also, student teachers highly expect their teachers to understand their English education background mainly because it informs teachers about areas for which students have not received sufficient instruction and may perform poorly (Barnes & Lock, 2010).

### **Delivery**

Similar to Rapport, responses to all items in Delivery category had a mean score above 5 (Table 4).

*Table 4*

*Mean and Standard Deviations for Delivery Items*

<b>Items</b>	<b>Mean</b>	<b>SD</b>
12. are enthusiastic about EFL teaching	5.3	1.6
13. give clear explanations	6.1	.68
14. use good examples	5.8	1.0
15. use a variety of teaching methods	6.3	.58
16. use Arabic selectively	5.0	1.1
17. correct writing errors	5.7	.95
18. correct speaking errors	5.7	.87
19. teach grammar	5.7	1.0
20. use group work	5.0	1.5
21. encourage student participation in class	6.7	.55
22. encourage participation of students with low confidence	6.4	.59
23. talk slowly in English	5.6	1.1
24. use easy words	5.9	.79
25. ask questions frequently	5.6	.79

26. ask questions then wait for volunteers to answer	5.1	1.1
27. ask individual students to answer questions	4.2	1.6
28. give students plenty of time to answer questions	5.9	.84

Encouraging student participation (M=6.7) and those who have low self-confidence (M=6.4) (items 21 and 22), the two items that ranked the highest in this category, indicates that teachers are supportive of participation. Barnes and Lock's (2013) and Park and Lee's (2006) studies support these findings. The two next selected items, i.e., use a variety of teaching methods (M=6.3) and give clear explanations (M=6.1) (items 15 & 13, respectively) suggest that methodological preferences are important for students. Interviewee 2 confirms these strategies by stating that:

I also believe that English language teacher is the one who is talented enough in selecting his teaching styles and who is able to use different teaching methods rather than depending solely on the set syllabus.

The above quote signifies that adherence to a single old-fashioned teaching style is not sufficient for contemporary English classes and students expect to embrace more up-to-date and flexible teaching approaches that can target and satisfy the needs of language learners.

They also had a high preference towards item 24, i.e., use easy words (M=5.9) which facilitates their understanding. Of all items, only item 27, i.e., ask individual students to answer questions (M=4.2) had a mean lower than 5. This, in fact, sheds light on the use of questioning. Whereas Libyan student teachers advocated questioning by their teachers as it is evident in mean scores of item 25, i.e., ask questions frequently (M=5.6) and item 26, i.e., ask questions then wait for volunteers to answer (M=5.1), they did not prefer to be asked individually as shown in item 27. This finding is in contradiction with the results found by Barnes and Lock (2013) which showed that Korean students were more positive about being questioned individually. This confirms the argument put forward by some researchers maintaining that characteristics of a good language teacher is context-specific and varies from one context to another. The last item concerning questioning, item 28, i.e., give students plenty of time to answer questions (M=5.9) reflects students' desire of being given sufficient response time.



Error correction is the last area of concern in this category and it is related to lesson content as shown in items 17, 18, and 19 with the same means (M=5.7). Libyan student teachers unlike the Korean students in Barnes and Lock's (study) favored grammar instruction but similar to them expect grammar and speaking correction. Iranian students in Salahshour and Hajizade's also advocated explicit correction of their errors by the teacher. Of course, a comment mentioned by interviewee 3 highlighted that not only the areas that require correction but also the form of feedback is what students give value to. She argued that:

Giving effective feedback is also very crucial to be good at language teaching. Because the wrong way of correcting learners' mistakes might lead to real dilemmas.

This quote also maintains the fact that offering inappropriate forms of feedback may hinder learning and result in further problems.

Concerning item 12, being enthusiastic about EFL teaching, although highly ranked (M=5.3), was not the first priority like in some other studies (Salahshour & Najizadeh, 2013, 83.3%).

It is also worth mentioning that although Grammar Translation Method (GTM) is the common methodology and Arabic is the medium of teaching and learning English in Libya (Omar, 2014), item 16, use Libyan selectively (M=5.0) is ranked as moderately positive and this may signifies student teachers' inclination towards more communicative-based approaches. In the context of Iran, likewise, the use of English language all the time in class was scored the highest (66.6%) by the respondents (Salahshour & Hajizadeh, 2013).

### **Fairness**

Mean scores for items in category of Fairness indicated more variation among the items (Table 4).

*Table 5*

<b>Items</b>	<b>Mean</b>	<b>SD</b>
29. treat all students fairly	6.7	.61
30. prepare students well for exams	4.9	1.2
31. give students clear grading guidelines	5.1	1.0

32. require students to work hard during class	4.4	1.8
33. require students to do homework	5.9	.51

*Mean and Standard Deviations for Fairness Items*

Teacher impartiality as explained in item 29 was the most highly valued attribute by the respondents with the Mean of 6.7. Firstly, this feature is particularly significant in contexts where the class population is heterogeneous and students do not share the same level of language proficiency (Barnes & Lock, 2013). Secondly, the respondents also agreed that teachers should assign them homework (item 33) (M=5.9). Give students clear grading guidelines (item 31) (M=5.1) and prepare students well for exams (item 30) (M=4.9) were also preferred though to a lesser degree. However, surprisingly, the student teachers did not prefer to be required to work hard during class (item 32) (M=4.4). Barnes and Lock (2013) also found that compared to the other items in this category which had quite high mean scores, students moderately approved hard work during class. This preference may be traced in the teaching preference of students for grammar (item 19) in Delivery category that is representative of advocating more traditional approaches to teaching that are mostly based on GTM as it is still popular in Libya (Omar, 2014) and puts much demand on students through translation, memorization, and repetition, that is why they do not favor to work hard during the class time.

**Knowledge and credibility**

As shown in Table 6, all three attributes in Knowledge and Credibility category were scored high.

*Table 6*

*Mean and Standard Deviations for Knowledge and Credibility Items*

<b>Items</b>	<b>Mean</b>	<b>SD</b>
34. are well qualified for EFL teaching	5.5	1.3
35. have a good knowledge of grammar	6.0	.64
36. have a good knowledge of vocabulary	5.4	1.3

Although all the items had high mean scores, item 35, i.e., have a good knowledge of grammar (M=6.0) ranked the highest and this is in line with student teachers' leaning towards

grammar teaching (item 19) in Delivery category. It is clear that in contexts like Libya where GTM is the common teaching methodology, possessing a good knowledge of the structure of the English language is considered as a necessary attribute of a good English teacher.

The respondents also preferred their language teachers to be qualified enough and have a thorough knowledge of vocabulary. The same results were found by Salahshour and Hajizade (2013) and the majority of students in their study marked accuracy of vocabulary, structure and pronunciation as very important. In addition to possessing the knowledge of grammar and vocabulary, the interviewees mentioned some other qualities and qualification like having “good and clear pronunciation” (interviewee 1) and “writing” and “knowledge of subject matter” (interviewee 2) (see Darling-Hammond & Youngs, 2002). However, interviewee 3 defined a good language teacher as someone that does not only possess the types of knowledge mentioned above but as someone that “needs to be exposed to the foreign culture to be knowledgeable in how to teach that language effectively”. This clearly indicates that the student teachers believe that ELT in contemporary area is not limited to the knowledge of the language itself; rather, a good understanding of socio-cultural aspects of language learning is also required to make it more usable for communication purposes.

### **Organization and preparation**

According to Table 7, students generally supported the items in this group, though to a lesser degree compared to items in the other categories; that is why, this category was the least-ranked category of all.

*Table 7*

*Mean and Standard Deviations for Organization and Preparation Items*

<b>Items</b>	<b>Mean</b>	<b>SD</b>
37. are well prepared for every lesson	5.7	.85
38. provide a syllabus detailing weekly course content	4.6	1.5
39. explain the instructional methods to the class	5.1	1.2
40. tell students the lesson objectives each lesson	4.3	1.7
41. stick to the syllabus	4.4	1.4
42. make their own supplemental material	5.6	.68

Although the mean score of items 37 and 42, that is, preparation for every lesson (M=5.7) and preparing supplemental material (M=5.6) were high and showed that the student teachers greatly favor well-prepared teachers and expect them to go beyond the textbooks and prepare supplementary materials, they moderately approved syllabus- and objective-based items (38 and 40) suggesting that students do not appreciate a detailed syllabus and information about teaching methodology and objectives. This finding was inconsistent with the findings found by Barnes and Lock (2013). However, similar to their study, adherence to the syllabus (item 41) (Mean=4.4) that according to Kember and Wong (2000) typically passive learners favor this, was not considered important by the student teachers in this study. This view was supported by interviewee 1 maintaining that:

Some teachers prefer to stick to the syllabus and to the text book materials ignoring the learners needs which is making the teacher not effective.

One reason underpinning this need is that Libyan schools' lack of facilities impedes English language teaching and learning, hence, making students to be in quest of facilities that might help them learn a second language more easily (Omar, 2014).

## **Conclusion**

The desirable features of the effective language teacher as emerged from the present study were 1) Knowledge and credibility including overall qualification as well as possessing grammar and vocabulary knowledge; 2) Delivery as indicated majorly by encouraging student participation and attempt to promote their self-confidence; 3) Fairness as principally characterized by teacher impartiality; 4) Rapport mainly through attributes that involve care about students; and 5) Organization and Preparation as manifested in preparation for every lesson and preparing supplemental material. This shows that Libyan student teachers are, in general, supportive of commonly accepted standards of effective teaching (Banes & Lock, 2013). This includes, but not limited to, setting up a pleasant, participatory classroom atmospheres that is fair and impartial to all the students involved with their varying levels of language proficiency, and is taught through different teaching approaches, comprehensive syllabi and supplementary materials that facilitate learning.

The findings of this study would hopefully upgrade language teacher training programs for the benefit of both prospective teachers and students. The findings indicated that Libyan student teachers have certain needs and expectations from their teachers that had been neglected given the current traditional teaching practices that have been dominant through years or due to challenges of teaching English in Libya (Omar, 2014). However, student teachers' leaning towards attributes like care about students, and use a variety of teaching methods shows that the classes need to move toward more communicative, learner-centered approaches (Salahshour & Hajizadeh, 2013). Above all, students' preferences indicate how their instruction should be delivered (Lightbown & Spada, 2008),

It is also worth mentioning that sometimes there is a mismatch between what teachers perceive as effective attributes and what students do so, further research is recommended into the discrepancies between students' and teachers' belief systems in the L2 classroom Horwitz, (1988). Researchers are also suggested to explore student perceptions of effective EFL teachers in different settings to shed more light on preferences of students with different races, cultural backgrounds and attitudes. Investigations can also be carried out with respect to the underlying reasons why certain teacher attributes are preferred to others.

## References

- Barnes, D. B., & Lock, G. (2010). The attributes of effective lecturers of English as a foreign language as perceived by students in a Korean university. *Australian Journal of Teacher Education*, 35(1), 139-152.
- Barnes, B. D., & Lock, G. (2013). Student perceptions of effective foreign language teachers: A quantitative investigation from a Korean university. *Australian Journal of teacher Education*, 38(2), 19-36.
- Borg, S. (2006). The distinctive characteristics of foreign language teachers. *Language Teaching Research*, 10(1), 3-31.
- Brown, A. V. (2009). Students' and teachers' perceptions of effective foreign language teaching: A comparison of ideals. *The Modern Language Journal*, 93(1), 46-60.

- Chen, R. (2005). Chinese tertiary students' perceptions of a good EFL teacher. *Sino-US English Teaching*, 2(4), (Serial No. 16).
- Darling-Hammond, L., & Youngs, P. (2002). Defining "highly qualified teachers": What does "scientifically-based research" actually tell us? *Educational researcher*, 13-25.
- Desai, S., Damewood, E., & Jones, R. (2001). Be a good teacher and be seen as a good teacher. *Journal of Marketing Education*, 23(2), 136-144.
- Faranda, W.T., & Clarke I. (2004). Student observations of outstanding teaching: Implications for marketing educators. *Journal of marketing education*, 26(3), 271-281.
- Horwitz, E. K. (1988). The beliefs about language learning of beginning university foreign language students. *Modern Language Journal*, 72, 283-294.
- Kember, D., & Wong, A. (2000). Implications for evaluation from a study of students' perceptions of good and poor teaching. *Higher Education*, 40, 69-97.
- Koutsoulis, M. (2003). *The characteristics of the effective teacher in Cyprus public high school: The students' perspective*. Arlington, VA: American Association of School Administrators.
- Kourieos, S., & Evripidou, D. (2013). Students' perceptions of effective EFL teachers in university settings in Cyprus. *English Language Teaching*, 6 (11), 1-16.
- Lightbown, P. M., & Spada, N. (2008). *How Languages are Learnt* (3rd ed.). Oxford: Oxford University Press.
- Omar, Y., Z. (2014). Perceptions of selected Libyan teachers of English as a foreign language regarding teaching of English in Libya (PhD dissertation:University of Missouri, Columbia).
- Park, G.P.,& Lee, H.W. (2006). The characteristics of effective English teachers as perceived by high school teachers and students in Korea. *Asia Pacific Education Review*, 7(2), 236-248.
- Politzer, R. L., & Weiss, L.(1971). *The Successful Foreign Language Teacher*. Philadelphia, PA:The Center for Curriculum Development.
- Richardson, V. (1996). The role of attitudes and beliefs in learning to teach. In J. Sikula, T. J. Buttery, & E. Guyton (Eds.), *Handbook of research on teacher education* (pp. 102–119). New York: Macmillan LibraryReference.

Salahshour, N., & Hajizadeh, N. (2013). Characteristics of effective EFL instructors. *Procedia-Social and Behavioral Sciences*, 70, 163-173.

White, W. F. (1989). Toward a psychology of pedagogy. *Education*, 109 (4), 455-461.



DOI: 10.22559/folklor.953

Folklor/edebiyat, cilt:25, sayı: 97-1, 2019/1

## **Production of Conversational Implicatures by Students of the ELT Department**

**İngilizce Öğretmenliği Öğrencilerinin Konuşma Sezdirimlerini Kullanma  
Becerileri**

**Özge Razi\***

**Behbood Muhammedzadeh\*\***

**Mehmet Ali Yavuz\*\*\***

### **Abstract**

This study was planned to investigate prospective English language teachers' competence in implicature production. The participants were 88 trainee teachers who were studying English language teaching in the first, second and third years in a university in Cyprus. They were given an Implicature Production Instruments with twelve situations, and they were asked to respond according to the situations in an implicit way. The results showed that female participants used more implicatures than the male participants, older participants used more implicatures and that the third year participants used more implicatures as compared to the other years. The second-year group was not homogenous regarding implicature production. The outcomes indicated that although pragmatic competence concerning implicature production may develop naturally. English language learners and trainee teachers need to be supported regarding pragmatic competence in the same way as they are supported in other competency areas.

**Keywords:** *implicatures, English language teachers, expressions, gender difference, age, year of study*

---

\* Cyprus International University ELT Department, [orazi@ciu.edu.tr](mailto:orazi@ciu.edu.tr)

\*\* Cyprus International University ELT Department, [behbudm@ciu.edu.tr](mailto:behbudm@ciu.edu.tr)

\*\*\* Cyprus International University ELT Department, [mayavuz@ciu.edu.tr](mailto:mayavuz@ciu.edu.tr)



## **Öz**

Bu çalışmada İngilizce Öğretmenliği bölümüne devam eden öğrencilerinin İngilizce dilinde sezdirileri üretme becerileri araştırılmıştır. Çalışmaya, bölüme birinci, ikinci ve üçüncü sınıfta devam eden 88 öğrenci katılmıştır. Çalışmaya katılım gönüllülük esasına dayanmaktadır. Katılımcılara 12 durum içeren sezdiri üretme ölçeği verilmiştir. Bu durumlar, şikayet bildirme, istek bildirme, kızgınlık bildirme, eleştirme gibi konular içermektedir. Katılımcılara bu ifadeleri direk olarak değil, sezdiri yolu ile nasıl ifade edebilecekleri soruldu. Veriler toplandıktan sonra her bir katılımcıdan alınan ölçek notlandı ve her bir katılımcı için toplanan ölçek puanı çıkarılmıştır. Veri SPSS programı aracılığı ile yaş, cinsiyet ve bölüme devam ettiği yıl gibi faktörler açısından incelendi. Bulgular katılımcıların sezdiri anlama becerilerinin genel olarak orta düzeyde olduğunu gösterdi. Kadınlar sezdirileri genel olarak daha iyi ifade ederken, erkekler daha çok direk ifadeler kullandılar. Bu sonuç sezdiri üretme becerisi ile ilgili bir gösterge olabileceği gibi, cinsiyete dayalı tercihlerin de bir sonucu olabilir. Yaş grupları karşılaştırıldığında, yaşı büyük olanların küçük olanlara göre daha başarılı olduğu görüldü. Yaş grupları ile ilgili sonuç dil öğrenmek için harcanan sürenin önem arz ettiğini göstermektedir. Bölüme devam eden birinci, ikinci ve üçüncü sınıflar karşılaştırıldığında ise, ikinci sınıfların bir ve üçüncü sınıflara göre daha a sezdiri kullandığı görüldü. Bunun en temel sebebi bu grupta sezdirileri çok kullananlar ile çok az kullananlar arasındaki büyük farktı. Sezdiri üretme becerisi, dilin sadece sözlük anlamı ile değil ikincil anlamları ile veya kültürel anlamları ile kullanılabilmesine ilişkin farkındalık sonucu gelişir. Bu çalışmadan çıkan sonuçlar İngilizce öğrencilerine ve öğretmen adaylarına bu ve buna benzer konularla ilgili farkındalık kazanmalarını sağlamak üzere yardımcı olunması gerektiğini göstermektedir.

**Anahtar sözcükler:** *sezdiri üretim, ifade, İngilizce öğretmenleri, cinsiyet farkları, yaş, eğitim yılı*

## **Introduction**

This study was planned to investigate prospective English teachers' pragmatic competence in implicature production. The concept of competence has been a topic of interest for researchers in the SLA research field. Linguistic competence is one of the competency areas that is normally addressed in all language classes, pragmatic competence is sometimes purposefully addressed, but when it is addressed, the lessons do not consistently aim at improving pragmatic competence. One apparent reason for this is that pragmatic competence is not tested in language exams. Despite this, pragmatic competence is an essential part of overall language proficiency. Previous research in pragmatics mostly focused on speech acts and conversational expressions only some research focused on comprehension and production of implicatures. The present study is designed to address the gap of research in implicature production.

## **Literature review**

The significance of pragmatic competence within communicative competence is emphasised in this section. Also, an overview of empirical studies on pragmatic competence is discussed.

## **Theoretical background**

Communicative competence has been an essential concept in language learning and teaching. There have been various attempts at identifying and defining the sub-components of communicative competence. Chomsky differentiated between competence and performance, paying particular attention to competence which refers to grammatical or linguistic competence. Linguistic competence involves knowledge of language rather than the ability to use language. Halliday and Hymes are two big names who reacted to Chomsky's notion of competence. Halliday replaced it with his functional perspective focusing on textual, interpersonal and ideational meta-functions. Hymes tried to expand the concept of competence by adding socio-linguistic competence to the grammatical competence. Sociolinguistic competence involves factors such as setting, participants, and ends. Canale and Swain (1980) presented a comprehensive framework establishing a clear statement of the content and boundaries of communicative competence. One of the components they have identified is sociolinguistic competence. Sociolinguistic competence involves the knowledge of "the extent to which utterances are produced and understood appropriately in different sociolinguistic contexts depending on contextual factors such as the status of participants, purposes of the interaction, and norms or conventions of interaction" (Canale, 1983, p. 7). Bachman (1990) set out to develop her version of communicative language ability. This model was different from the earlier models in that it allocated pragmatic competence an independent and significant position as one of the two essential parts of communicative ability. This emphasis on pragmatic competence signalled the growing concern for developing pragmatic skills. In another model by Celce-Murcia, Dörnyei and Thurrell (1995) discourse competence dimension of Communicative Competence was centralised. In this model, pragmatic competence, though represented under another name, actional competence, was continued to be recognised as one of the basics of Communicative Competence. Another model of Communicative Competence, devised by the Council of Europe (2001: 9) involved pragmatic competence as one of the main domains.

Austin is another vital name who worked on pragmatic competence. Austin (1962) proposed a fundamental notion of speech acts (example acts: promising, ordering, greeting, warning, inviting, and congratulating). He asked: *What do we do with language?*, and answered: We perform speech acts. By speech acts he refers to the everyday activity of informing, instructing, ordering, threatening, complaining, describing. In other words, language is an activity that we do in various situations and circumstances. Every speech act that we perform

has three components, which he calls *locution*, *illocution*, and *perlocution*. Locution is the propositional statement, illocution is the intended meaning, and Perlocution is the expected response. The act of saying something is a locutionary act. It is no more than a string of words containing phonological (sounds), syntactic (grammar), and semantic (word meaning) elements put together in a systemically acceptable sequence. In performing a locutionary act, one often performs such an act as asking or answering a question, giving some information, an assurance or a warning (Austin, 1962, pp. 98–99).

The perlocutionary act is the effect or the consequence of an utterance in a given situation. Following the convention of Austin (1962) who had introduced the notion of speech acts, Grice developed his general theory of communication – the Co-operative Principle (CP). He emphasised the need for cooperation in discourse. The CP is grounded on one basic principle: make your contribution such as is required, at the stage at which it occurs, by the accepted purpose or direction of the talk exchange in which you are engaged. (Grice, 1975: 307). It also had four maxims: quality, quantity, relevance, and manner.

He explains the maxims as follows:

1. The maxim of Quality: try to make your contribution one that is true, specifically:
  - a. Do not say what you believe to be false
  - b. Do not say that for which you lack adequate evidence
2. The maxim of Quantity
  - a. Make your contribution as informative as is required for the current purposes of the exchange
  - b. Do not make your contribution more informative than is required.
3. The maxim of Relevance  
Make your contribution relevant
4. The maxim of manner: Be perspicuous, and specifically:
  - a. Avoid obscurity
  - b. Avoid ambiguity
  - c. Be brief
  - d. Be orderly

These maxims show in what way language users comprehend and produce implicatures. The quality maxim is mainly about honesty, the quantity maxim is about being clear and efficient, the maxim of relevance is about the relevance of the contribution and the maxim of manner is about the manner in which the speaker makes the contribution in conversation.

### **The previous empirical research**

Research in pragmatic competence focuses on speech acts, conversational expressions and few studies have been conducted in implicature production. Some research findings point to the importance of conversational expressions. Bardovi-Harlig (2009) reported findings of conventional expressions production task which involved 32 scenarios. The study aimed to investigate the reasons behind the low use of conventional expressions and the relationship between recognition and production of these expressions. The scenarios involved various speech acts such as expressions of gratitude, requests and acceptances of offers. Low production is associated with lack of socio-pragmatic knowledge. Pragmatic comprehension was a prerequisite to pragmatic production, but it was not sufficient on its own. “At least four areas of pragmatic knowledge bear on production: identifying a speech act context, pragmatic strategies, content, and form” (Bardovi-Harlig, 2009). These knowledge areas indicate that awareness of context, knowledge of pragmatic strategies, content and form determine the performance of the language users.

Similarly, Al-Fatlawi (2018) conducted a study to investigate the awareness of written sarcasm in British English and the effect of various factors on the recognition of sarcasm. They found that there was not any significant difference between males and females regarding sarcasm ratings. There was not a correlation between age and sarcasm ratings. Pearson (2006), in an experimental study, investigated the development of pragmatic competence and strategy use by novice learners of the second language (L2) Spanish. They reported that as L2 grammatical competence improved, participants used less low-level directive strategies and used more verb forms with morphological complexity. Grammatical competence was essential for pragmatic competence and that L1 pragmatic system influenced how L2 was processed, interpreted and produced.

There has also been an interest in the relationship between proficiency and implicature production. DeBoer (2015) conducted a study on the comprehension and production of conventional expressions and investigated the effects of language proficiency and intensity of interaction. The results showed a significant effect for L2 proficiency on the recognition and production of conventional expressions. The intensity of interaction was a significant factor in production. Some researchers narrowed their research topic down to issues such as the production of sarcasm, strategy use. Similarly, Şentürk (2017) investigated young adult EFL learners' speech act preferences for advice, request, apology, and the relationship between

language proficiency and pragmatic competence. L2 proficiency was not a predictor of participants' preferences for the speech acts of advice and apology. Most participants preferred to use imperatives. Regarding requests, all participants used direct and indirect speech acts, and regarding the apology, they mostly used indirect speech acts. Both preparatory school and freshman students used similar structures which suggest that L2 proficiency is not a sign of pragmatic competence. However, higher proficiency enables learners to use more structures. Also, Da Silva (2012) conducted an experimental study to investigate the learners' awareness of pragmatic knowledge and the relationship between proficiency and pragmatic knowledge. The results showed that the participants' initial awareness of pragmatics ranged from 3.00 to 17.00 out of 20 mean score which shows that the participants had a wide range of differences regarding awareness of pragmatics. A significant positive correlation between language proficiency and pragmatic ability was also found. Such correlation indicates that when the proficiency level increased, the pragmatic level increased as well. The treatment results showed that pragmatic competence can be improved through instruction, the experimental group participants improved their pragmatic knowledge significantly as compared to the control group participants.

There has been some research interest in implicatures too. Taghizadeh (2017) conducted research to evaluate the extent to which pragmatic competence can be measured with DCTs. The results showed that Iranian ELT students who learned English in Iran and who did not stay in an English-speaking country lack pragmatic knowledge. Students who were taught the literal meanings of vocabularies were not aware of the hidden meanings the words trigger, therefore were not able to identify them. Rizaoglu and Yavuz (2007) conducted a study on the comprehension and production of implicatures. The findings on the implicature production showed that the participants mostly used the maxim of quality for the purposes of creating sarcasm and politeness. The results showed that the participants' comprehended speech acts that they could produce. Taguchi (2005) compared less and high proficient ESL learners not only concerning their level of implicature comprehension. Correlation analysis revealed a significant, but not a strong relationship between comprehension accuracy and production appropriateness and no significant relationship between pragmatic comprehension and production speed.

## Methodology

An implicature production instrument (IPI) was used to collect data from 86 young adults aged between 18 and 30 who are prospective English language teachers. The instrument was in the format of a written discourse completion task (WDCT). IPI was devised by Rızaoğlu and Yavuz (2007). It involves hypothetical situations-contexts and is followed by a dialogue where the first speaker's utterance is provided. The test takers were required to state how they would respond in the given situation in an indirect way supposing it is necessary to be indirect. If they did not feel the need to be indirect, they could give direct responses. Jergigan's (2007: 78) rating scale (Cronbach's alpha: 0.81) was adopted to categorise the implicatures, and two researchers categorised them. The responses were also categorised on the basis of conversational maxims (Gricean, 1975). The rating scale involved 5 scores from 0 to 4. 0: no response provided, 1: response in unacceptable pragmatically given the context, 2: response is generally unacceptable pragmatically in this context, though perhaps not in all contexts, 3: response is generally appropriate given the context, but contains one or more noticeable pragmatic flaws that affect the intended meaning, 4: near perfect close to native responses in context, syntax and lexicon.

## Research questions

1. What is the range of participant achievement regarding the type of implicatures?
2. Is there any statistically significant difference between male and female participants regarding producing implicatures?
3. Is there any statistically significant difference between age groups regarding producing implicatures?
4. Is there any statistically significant difference between the participants in terms of the years that they spent in the English language teaching department regarding producing implicatures?

## Findings and discussion

*What is the range of participant achievement regarding the type of implicatures?*

Table 1 Responses to situations according to the maxims

	Speech Act	Quantity	Quality	Relation	Manner	Explicit	L1Inf.	Missing
1	Response to bad news	11.8	13	8.3	12.9	32.9	18.8	2.3

2	Indirect criticism	40	14	0	8.3	15.6	1.2	10.9
3	Mentioning oneself	10.6	4.8	27	3.6	45.3	4.7	4
4	Expressing disturbance	1.2	27.1	0	2.4	57.6	5.9	5.8
5	Expressing annoyance	1.2	49.3	1.2	4.7	3.6	3.5	36.5
6	Expressing complaint	3.6	37.6	0	14.1	30.6	3.5	10.6
7	Indirect criticism	21.1	47.1	2.4	5.9	12.9	7.1	3.5
8	Indirect request	2.4	16.5	0	2.4	72.9	1.2	4.6
9	Indirect request	6	15.3	0	7.1	52.9	1.2	17.5
10	Expressing annoyance	4.7	44.6	3.6	7.1	18.8	7.1	14.1
11	Indirect criticism	14.1	18.9	0	2.4	50.6	0	14
12	Indirect criticism	1.2	42.4	0	7.1	38.8	0	10.5

The table above shows the type of speech acts for each situation and how the participants responded to these speech acts based on Gricean conversational maxims. The table above shows that the participants provided explicit responses to most of the situations. This outcome indicates that they did not have much awareness about implicatures. When the responses provided for the four maxims were compared, it became clear that the participants were much better at producing implicatures within the maxim of quality. When the participants used the maxim of quality, 3,5% used Irony, 8,2% used sarcasm and 2,4% used rhetorical questions.

*Is there any statistically significant difference between male and female participants regarding producing implicatures?*

Table 2 Gender difference

Gender	N	Mean	SD	SEM	df	t	Sig
Female	52	<b>24.27</b>	<b>5.21</b>	.72	83	1.42	<b>0.08</b>
Male	33	19.79	21.79	3.79			

As shown in the table above there was not any statistically significant difference between female and male participants. The mean score of the female participants was much higher than the male participants with a standard deviation of 5.21. This outcome shows that female participants were much better at producing implicatures than male participants ( $P= 0, 08$ ). The standard deviation of male participants is 21.79 indicating that there were weak and successful participants in the group. The responses in the female group were much more homogenous. The female participants ( $m= 0.40$ ) used the quantity maxim significantly ( $P= 0.00$ ) more compared to male participants ( $m= 0.16$ ). On the contrary, Al-fatlawi (2018) reported that there was not any statistically significant difference between the participants regarding sarcasm ratings, which relates to the quality maxim. Similarly, there was not any statistically significant difference between the two groups regarding the quality maxim.

Table 3 Gender difference based on the situations

	Female			Male			P
	N	M	SD	N	M	SD	
Situation 3 Speech act: Mentioning oneself	52	2.85	3.94	32	<b>4.47</b>	7.14	<b>0.02</b>
Situation 6 Speech act: expressing complaints	52	2.29	2.92	32	<b>4.16</b>	7.27	<b>0.00</b>
Situation 9 Speech act: Indirect request	52	2.17	4.42	32	<b>4.22</b>	6.88	<b>0.00</b>



While female participants scored higher in the overall use of implicatures, there were some situations that male students had a better grasp and performed better at producing implicatures. As seen in the table above, the difference between male and female participants in the production of implicatures for the 3rd, 6th, and 9th situations was statistically significant ( $P= 0.02, 0.00$  and  $0.00$  respectively). Similarly, Yavuz and Rizaoglu (2007) reported that most participants used quantity maxim (38.9%) in situation 3, quality maxim (56.7%) for situation 6, and they produced explicit responses (40%) in situation 9. However, they did not report any statistically significant difference between the two gender groups for these situations.

*Is there any statistically significant difference between age groups regarding producing implicatures?*

Table 4 Comparison of age groups

Age	N	Mean	SD	SEM	df	t	P
18-20	47	<b>23.28</b>	4.25	0.62	74	-1.31	<b>0.04</b>
21-23	29	<b>24.83</b>	6.03	1.12			

As shown in the table above, there was a statistically significant difference ( $P= 0.04$ ) between the 18-20 and the 21-23 age groups for the benefit of the 21-23 age group. The older learners were more successful in producing implicatures. Assuming that older learners had more experience as English language learners, the outcome may indicate that years of experience as language learners and trainee teachers contribute to the improvement of pragmatic competence. Contradictory to the outcome in the present study, Al-fatlawi (2018) did not find any significant difference between age groups regarding sarcasm ratings.

As shown in the following table, when the two age groups were compared for their performance in each situation, statistically significant differences for the 10<sup>th</sup> and the 12<sup>th</sup> situations were found ( $P= 0.02$  and  $0.02$  respectively). Yavuz and Rizaoglu (2007) reported a moderate production rate of implicatures for these situations. They reported that 42.2% of the participants used quality maxim for the situation 10 and 33.3% used quantity maxim in the situation 12.

Table 5 Comparison of age groups based on the situations

	Age range 18 - 20	Age range 21 - 23	
--	-------------------	-------------------	--

	N	M	SD	N	M	SD	P
Situation 10 Speech act: expressing annoyance	47	<b>3.98</b>	6.35	29	2.62	3.78	<b>0.02</b>
Situation 12 Speech act: indirect criticism	47	2.34	2.98	29	<b>3.79</b>	6.79	<b>0.02</b>

In the present study, while the younger participants performed better in situation 10 older participants were better in situation 12. The outcome indicates that there would be a slow and steady improvement in pragmatic production as learners grow older.

*Is there any statistically significant difference between the participants regarding the years that they spent in the English language teaching department regarding producing implicatures?*

Table 6 Comparison regarding the year of study

Production Score	N	Mean	SD	P	Post Hoc Test
Year 1	37	<b>21.68</b>	4.37	<b>0.08</b>	Y1 vs Y2: 0.82
Year 2	31	<b>19.68</b>	<b>22.46</b>		Y1 vs Y3: 0.18
Year 3	18	<b>28.79</b>	<b>3.71</b>		Y2 vs Y3: 0.76
Total	86	22.44	14.16		

The participants were compared based on the year of study in the ELT department. Although there was not any statistically significant difference, the mean scores revealed interesting outcomes. Year 3 participants scored much higher as compared to the other two years, and their scores were consistent. Year 1 students were the second most successful group of participants and Year 2 were the least successful among the three groups. However, the standard deviation of Year 2 groups indicates that their scores were not consistent, there were both successful and weak participants. Similarly, when Al-fatlawi (2018) compared

participants, any statistical significance was not found. This outcome indicates that pragmatic competence for the production of implicatures improves slowly.

As shown in the following table, in Situation 10 younger participants scored significantly higher ( $P= 0,00$ ) whereas in situation 12 older participants scored significantly higher ( $P= 0,00$ ).

Table 7 Comparison of the year of study based on the situations

	Year 1			Year 2			Year 3			P	Post Hoc Test
	N	M	SD	N	M	SD	N	M	SD		
St1-Speech act:response to bad news	37	<b>2.24</b>	1.06	30	<b>1.40</b>	0.85	18	<b>2.44</b>	1.24	<b>0.01</b>	Y1 vs Y2: <b>0.00</b> Y2 vs Y3: <b>0.00</b>
St2-Speech act:indirect criticism	37	<b>1.95</b>	0.52	30	<b>5.30</b>	7.63	18	2.67	0.48	<b>0.01</b>	Y1 vs Y2: <b>0.01</b>

As shown in the table above, in situation 1 there was a statistically significant difference between Year 1 and Year 2 for the benefit of year 1 participants ( $P= 0,00$ ); and between year 2 and Year 3 students for the benefit of year 3 students ( $P= 0,00$ ). Concerning situation 2, there was a statistically significant difference between year 1 and year 2 participants for the benefit of year 2 participants ( $P= 0,01$ ). On the other hand, Yavuz and Rızaoğlu (2007) reported a moderate rate of production the same situations and they stated that the participants mostly used quality (44.4% and 44.4% respectively).

In conclusion, as shown in the table below, the participants' familiarity with the situations were investigated to understand their production performance better. The outcomes showed that the students sometimes came across similar situations, so they sometimes used implicatures in English. However, they often or very often (55.8%) followed English broadcasts. Most participants (53.7%) used implicatures often or very often in Turkish. This percentage in Yavuz and Rızaoğlu's (2007) study was much higher (81.1%).

Table 8 Student familiarity with the situations

	Never	Rarely	Sometimes	Often	Very Often	Total
Did you come across the situations before?	9.0 (24.4)	15.4	<b>53.8</b>	20.5 (21.8)	1.3	100.0
How often do you use implicatures in English?	1.2 (12.3)	11.1	<b>63.0</b>	18.5 (24.7)	6.2	100.0
How often do you use implicatures in Turkish?	3.7 (13.5)	9.8	32.9	29.3 (53.7)	24.4	100.0
How often do you follow English broadcasts and publications?	2.3 (12.8)	10.5	31.4	38.4 (55.8)	17.4	100.0

The outcomes presented in this paper shows that pragmatic competence can naturally improve as learners gain experience in the target language. However, the learners could struggle in this process.

### **Conclusion**

In this study, the participants were required to perform speech acts in an implicit way under specific situations. The data were analysed to understand how much the participants were able to use implicatures. Regarding the type of implicatures, they mostly tended to use quality maxim.

The analysis based on the gender showed that female participants were successful in most situations, whereas there is a limited number of situations in which male participants produced implicatures successfully. Statistical analysis showed that female participants scored

higher. In the implicit expression of the speech acts of mentioning oneself, expressing complaints, and indirect request male participants scored higher.

The analysis of the participants' age range showed that older participants scored significantly higher. The analysis of the specific situations showed that younger participants scored significantly higher in the implicit expression of the speech acts of expressing annoyance and indirect criticism.

Regarding the year of study, statistical analysis showed that Year 3 was the most successful group, and Year 2 was the least successful group in producing implications. Concerning the speech act of response to bad news, a statistically significant difference between Year 1 and Year 2 was found in favour of Year 1 and between Year 2 and Year 3 in favour of Year 3. The only situation in which Year 2 performed better than Year 1 participants was the speech act of indirect criticism. Despite that, standard deviation showed that scores of Year 1 participants were more consistent than Year 2 participants.

Although pragmatic comprehension may naturally develop, the findings indicate that male participants, younger participants and weak students in a class of mixed pragmatic competence could struggle in the learning process. Both learners of English and trainee teachers need to be supported in pragmatic competence because implicatures are not easily observable thus not easily learnable. Further research is needed in training learners in implicature production.

## **References**

Al-Fatlawi, D. (2018). *Online Sarcasm and Its Perception by Second Language Learners: The Case of Iraqi EFL Learners in Iraq and the UK* (Doctoral dissertation) Available from Lancaster University Webpage.

Austin, J.L. (1962). *How to Do Things with Words*. Oxford: OUP.

Bachman, L. (1990). *Fundamental Considerations in Language Testing*. Oxford: OUP.

Bardovi-Harlig, K. (2009). Conventional Expressions as A Pragma-linguistic Resource: Recognition And Production Of Conventional Expressions In L2 Pragmatics. *Language Learning* 59(4), 755–795.

Canale, M. (1983). On some dimension of language proficiency. In J. Oller (Ed.), *Issues in language testing research* (pp. 333–342). Rowley, MA: Newbury House.

Canale, M. & Swain, M. (1980). Theoretical Bases of Communicative Approaches to Second Language Teaching and Testing. *Applied Linguistics*, 1(1),1–47.

Council of Europe. (2001). *Common European Framework of Reference for Languages: Learning, Teaching, Assessment*. Retrieved from [http://www.Coe.Int/T/Dg4/Linguistic/Source/Framework\\_En.Pdf](http://www.Coe.Int/T/Dg4/Linguistic/Source/Framework_En.Pdf)

Da-Silva, T. B. B. (2012). *Bringing Pragmatics into the ESL Classroom* (Masters Dissertation) Available from PQDT Open Dissertations and Theses database.

Deboer, A. J. (2015). Second Language Learners' Recognition and Production of Conventional Expressions: The Role of Proficiency, Length of Stay, And Intensity of Interaction. *Culminating Projects in English*. Paper 6.

Gasior, W. Z. (2014). *Intercultural Pragmatics: An Investigation of Expression Opinions in Irish English among Irish and Polish Students* (PhD Dissertation) Available from University of Limerick Institutional Research Website.

Grice, P. (1975). Logic and Conversation. In S. Davis (Ed.). *Pragmatics: A Reader*. (1991). (305- 315). New York: Oxford.

Jernigan, J. (2007). *Instruction and Developing Second Language Pragmatic Competence: An Investigation into the Efficacy of Output* (Doctoral Dissertation) Available from Florida State University Libraries Website.

Kumaravadivelu, B. (2008). *Understanding Language Teaching: From Method to Post Method*. London: Lawrence Erlbaum Associates Publishers.

Mwinyelle, J. B. (2005). *The Acquisition of Pragmatic Competence in an L2 Classroom: Giving Advice in Spanish* (Doctoral Dissertation) Available from Texas Scholar Works Website.

Pearson, L. (2006). Patterns of Development in Spanish L2 Pragmatic Acquisition: An Analysis of Novice Learners' Production of Directives. *The Modern Language Journal*, 90 -4

Rafieyan, V. (2016). Relationship between Language Learners' Attitudes toward Cultural Instruction and Pragmatic Comprehension and Production. *Advances in Language and Literary Studies* 7(4), 473-493.

Rızaoğlu and Yavuz (2007). *Turkish EFL Learners' Comprehension and Production of Implicatures in the Target Language*. Dokuz Eylül University, Izmir. (Unpublished Master's Dissertation)

Şentürk, G. E. (2017). The Effect of L2 English Proficiency on Request, Advice and Apology of L1 Turkish-L2 English Learners. *International Journal of Social Sciences and Education Research*, 3-1

Taghizadeh, R. (2017). *Pragmatic Competence in the Target Language: A Study of Iranian Learners of English* (Doctoral Dissertation) Available from the University of Salford website.

Taguchi, N. (2005). Comprehending Implied Meaning In English As A Foreign Language. *The Modern Language Journal*, 89, 4

Taguchi, N. (2011). Pragmatic Development as a Dynamic, Complex Process: General Patterns and Case Histories. *The Modern Language Journal*, 95-4



DOI: 10.22559/folklor.954

Folklor/edebiyat, cilt:25, sayı: 97-1, 2019/1

## **Öğretmenlerin Süreç Odaklı Ölçme Araçlarının Kullanımına Yönelik Tutum ve Öz Yeterlik Algıları Arasındaki İlişkinin Belirlenmesi**

Determining the Relationship Between Teachers' Attitudes Towards the Use of Process-Oriented Measurement Tools and Self-Efficacy Perceptions

**Çiğdem Hursen\***

**Sibel Süzek Birkollu**

### **Öz**

Bu araştırmanın amacı, öğretmenlerin süreç odaklı ölçme araçlarına yönelik tutum ve öz-yeterlik algıları arasındaki ilişkinin belirlenmesidir. Betimsel tarama modelinde gerçekleştirilen araştırmaya 325 öğretmen katılmıştır. Araştırmadan elde edilen sonuçlar öğretmenlerin süreç odaklı ölçme araçlarına yönelik tutumları ile öz yeterlik algıları arasında olumlu ancak düşük düzeyde bir ilişki olduğunu ortaya koymuştur. Bununla birlikte öğretmenlerin süreç odaklı ölçme araçlarına ilişkin tutumlarının da olumlu yönde olduğu belirlenmiştir. Ancak, öğretmenlerin cinsiyetlerinin süreç odaklı ölçme araçlarına yönelik tutumlarında, kadın öğretmenlerin lehine anlamlı bir farklılık yarattığı saptanmıştır. Benzer şekilde, araştırma sonuçlarından öğretmenlerin süreç odaklı ölçme araçlarına yönelik öz-yeterlik algı düzeylerinin de orta seviyenin üzerinde olduğu belirlenmiştir. Öğretmenlerin süreç odaklı ölçme araçlarını uygulamaya yönelik öz-yeterlik algı düzeyleri ile kaynak kullanımına yönelik öz-yeterlik algılarının da orta düzeyin üzerinde olduğu saptanmıştır. Öğretmenlerin cinsiyetleri ise süreç odaklı ölçme araçlarına yönelik öz-yeterlik algılarında anlamlı bir fark yaratmamaktadır. Araştırmadan elde edilen bir diğer sonuç, öğretmenlerin zorluklarla başa çıkmaya yönelik öz-yeterlik algılarının orta düzeyde olduğunu ortaya koymuştur. Araştırma sonuçları doğrultusunda, erkek öğretmenlerin süreç odaklı ölçme araçlarına ilişkin tutumlarını olumlu yönde geliştirecek eğitimlerin düzenlenmesi önerilmektedir. Ayrıca, öğretmenlerin zorluklarla başa çıkma becerilerini geliştirecek hizmet içi eğitimlerin düzenlenmesi de önerilmektedir. Gerçekleştirilecek hizmet içi eğitimlerin ise teorik bilgilerin yanında pratiğe dönük uygulamalar içermesi de oldukça önemli görülmektedir.

**Anahtar sözcükler:** *süreç odaklı ölçme araçları, öğretmen, ölçme ve değerlendirme, tutum, öz-yeterlik*

### **Abstract**

Purpose of this study is to determine the relationship between attitudes and self-efficacy perceptions towards process-oriented measurement tools of teachers working at secondary and high schools. This is a descriptive research and survey method is used in this study. A total number of 325 teachers participated in this study. The results of the study show that there is a low positive relationship between the teachers' attitudes regarding alternative assessment and their self-efficacy perceptions. Results show that teachers' attitudes towards process-oriented measurement tools are positive which means that teachers are satisfied with the process-oriented measurement tools. However, in terms of gender variable, a significant difference is observed in favor of female teachers. Similarly, results also show that teachers' self-efficacy perception levels on using alternative methods are at moderate level. In addition, teachers' self-efficacy levels on applying methods and using resources are at moderate level. However, results revealed that



teachers' self-efficacy perception levels towards coping with difficulties are at moderate level. It is also determined that gender of teachers do not make a difference on teachers' self-efficacy perceptions towards methods. Another result obtained from this study show that there is a low-level and positive relationship between attitudes and self-efficacy perceptions towards process-oriented measurement tools of teachers. According to these results, it is recommended that seminars could be organized for male teachers to develop positive attitudes towards process-oriented measurement tools as female teachers. It is also recommended that in-service trainings for enhancing teachers' coping skills towards process-oriented measurement tools could be organized.

**Keywords:** *alternative evaluation methods, attitude, measurement and evaluation, self-efficacy, teacher*

## Giriş

Bir toplumun gelişebilmesi için eğitim sisteminin çok iyi çalışması ve sistem içerisinde yer alan eğitim programlarının başarılı bir şekilde uygulanması gerekmektedir. Eğitim programları, programların uygulayıcıları olan öğretmenler ve yetiştirilmesi hedeflenen öğrenciler eğitim sisteminin en önemli öğeleri olarak dikkat çekmektedir (Demirel & Kaya, 2015). Bu üçlü içerisinde diğerlerini etkileme gücü daha fazla olan öğe ise öğretmendir. Bir ülkenin gelişmesinde, kaliteli insan gücünün ortaya çıkarılmasında, ülkedeki refahın ve barışın korunmasında, sosyal ortamın sağlanması ve gelecek nesillere aktarılmasında öğretmenler önemli rol oynamaktadır (Eskicumalı, 2004; Woolfolk & Hoy, 2002; Ashton, 1984; Henson, 2001). Yapılandırmacı eğitim anlayışına göre düzenlenen programlarda, geleneksel ölçme ve değerlendirme tekniklerinin yerini alternatif olarak geliştirilen teknikler almaktadır. Alternatif değerlendirme ürün ve süreç olarak her iki değerlendirmeyi de içeren, öğrencilerin analiz, sentez ve değerlendirme gibi davranışlarını belirleyerek, öğrenme sürecindeki performansını ortaya çıkarmayı amaçlayan bir yaklaşımdır (İzci, Göktaş & Şad, 2014; Tatar & Ören, 2009). Eğitim-öğretim sürecinin en temel öğesi olan ölçme değerlendirmede yeni arayışların olduğundan söz eden Vural (2014), değişen öğretim programlarının geleneksel ölçme değerlendirme yöntemlerine alternatif ölçme değerlendirme yöntemleri sunduğunu ifade etmektedir. Vural'a (2014) göre, alternatif ölçme ve değerlendirme hem öğretim sürecinin hem de öğretim çıktılarının daha etkin bir şekilde ölçülmesine olanak sağlamaktadır. Geleneksel yaklaşımlara göre sürecin daha net ölçülmesini sağlayan alternatif değerlendirme, sadece bilişsel davranışlar değil duyuşsal ve devinişsel davranışlara da yönelmektedir. Ayrıca alternatif ölçme ve değerlendirme bireysel ihtiyaçlar ve farklılıkların belirlenmesinde de önemli bir rol oynamaktadır (Orhan, 2012). Öğrencinin merkezde olduğu alternatif değerlendirmede; rubrik, akran ve öz-değerlendirme, kavram haritaları ve portfolyo gibi araçlar yer alırken, öğretmen merkezli geleneksel değerlendirme yaklaşımlarında ise çoktan seçmeli testler, yazılı yoklamalar vb. araçlar bulunmaktadır. Geleneksel değerlendirme yaklaşımlarında öğretmenler her zaman ölçme ve değerlendirme sürecinin merkezi konumundadır (Martin, 1997). Nitelikli

bir eğitim ise ancak gerekli donanımlara sahip öğretmenler ile var olabilir. Senemoğlu ve Özçelik (1989)'e göre, nitelikli bir öğretmenin, bireysel farklılıklara uygun ders hedefleri belirleyerek, bu hedeflere ulaşmak amacıyla öğrenme stratejileri seçmesi, öğrenme ortamını bu yaşantılara göre düzenleyip, öğrenmenin ne kadar gerçekleştiğini kontrol ederek, mevcut öğrenme yetersizliklerini gidermesi beklenir. Öğretmenler, alternatif ölçme ve değerlendirme yaklaşımlarına odaklanarak, öğrenme sürecinin gerçek yaşam ile ilişkilendirilmesini sağlayabilir. Bu bağlamda öğrencilerin iletişim becerilerinin, eleştirel düşünme yetilerinin gerçek yaşam ile bağlantılarının kurulması yöntemin en önemli avantajı olarak görülebilir (Waters, 2004; Shavelson, 1992; Wiggins,1989).

Öğretmenlerin, geleneksel yöntemlerin yanında öğrencileri merkeze alabilecekleri alternatif ölçme araçlarına da ağırlık vermeleri gerekmekte; ancak öğretmenlerin bu araçları etkili bir şekilde kullanabilmeleri için görüşlerinin, bilgilerinin ve yeterliklerinin ne düzeyde olduğunun belirlenmesi de önem arz etmektedir (Stiggins, 2004; Stears ve Gopal, 2010). Bu bağlamda öz-yeterlik ve tutum kavramları önemli görülmektedir. Çeşitli alanlarda olduğu gibi öğretmen eğitiminde de önemli olan öz-yeterlik ve tutum, araştırmaların yoğunlaştığı duyuşsal değişkenler arasındadır. Bu bağlamda, öz-yeterlik kavramı ile tutum kavramı arasında ilişki olduğu vurgulanmaktadır (Akay & Boz, 2011). Bandura'nın sosyal bilişsel kuramında anahtar bir bileşen olan öz-yeterlik, bireylerin kendilerini nasıl hissettiğini, düşündüğünü, motive ettiğini ve nasıl davrandığını belirlemek olarak açıklanmaktadır (Bandura, 1994). Öğrenenlerin görev ya da davranışları etkili bir biçimde gerçekleştirebilme gücüne yönelik inançlarını ifade eden öz-yeterlik, kişinin bir görev için harcayabilecekleri ve zorluklarla başa çıkmaya devam edebilecekleri için önemli görülmektedir (Shkullaku, 2013). Ayrıca, Shkullaku (2013) yüksek düzeyde öz-yeterlik algısı olan bireylerin görevleri zor olsa da sürekli çalışmaya devam ettiklerini ancak öz-yeterlik düzeyi düşük olan bireylerin zor olan görevlerden kolayca vazgeçtiklerini ifade etmektedir. Benzer şekilde Kaba, Boğazlıyan ve Daymaz (2016)'da öz-yeterliğin bireyin kendine duyduğu güven olduğunu belirterek, öz-yeterliğin zaman içinde deneyimler yoluyla geliştiğini ifade etmektedir. Deneyimlerin öz-yeterliği etkileyen önemli bir faktör olduğunu açıklayan Erdem (2015) ise bireylerin tutum ve inançlarının yaşadıkları deneyimler sonucu değişebileceğini vurgulamaktadır. Baltacı ise (2017) bireylerin mesleğe yönelik tutumlarının mesleklerini sevmelerinin yanında mesleki doyum sağlamaları ve yaptıkları işlerinin sonuçlarını alabilmeleri ile ilişkili olduğunu açıklamaktadır. Baltacı'ya göre (2017) bireylerin mesleki tutumları mesleki öz-yeterlik algılarını farkında olma durumlarıyla ilişkili olmaktadır. Öz-yeterlik algısı, bireyin yaşamına yön veren tutumlarından etkilenmekte

(Baştacı, 2017), yüksek öz-yeterlik algısı ve tutuma sahip olan bireylerin ise diğer bireylere göre daha başarılı oldukları ifade edilmektedir (Demirtaş, Cömert & Özer, 2011). Bu bağlamda tutum ve öz-yeterlik kavramlarının birbirlerini etkilediği ve iki kavram arasında ilişki olduğu düşünülmektedir. Bu araştırmanın amacı ise öğretmenlerin süreç odaklı ölçme araçlarına ilişkin tutum ve öz-yeterlik algıları arasındaki ilişkinin incelenmesidir. Bu bağlamda aşağıdaki sorulara yanıt aranmıştır:

1. Öğretmenlerin süreç odaklı ölçme araçlarına yönelik tutumları nedir?
2. Öğretmenlerin cinsiyetleri süreç odaklı ölçme araçlarına yönelik tutumlarında anlamlı bir farklılık yaratmakta mıdır?
3. Öğretmenlerin süreç odaklı ölçme araçlarına ilişkin öz-yeterlik algıları nedir?
4. Öğretmenlerin cinsiyetleri süreç odaklı ölçme araçlarına ilişkin öz-yeterlik algılarında istatistiksel olarak anlamlı bir farklılık yaratmakta mıdır?
5. Öğretmenlerin süreç odaklı ölçme araçlarına ilişkin tutum ve öz-yeterlik algıları arasında anlamlı bir ilişki var mıdır?

## Yöntem

Çalışmada nicel bir yöntem benimsenmiştir. Çalışmanın evrenini 2016-2017 eğitim-öğretim yılında KKTC Genel ve Mesleki Ortaöğretim Dairesi'ne bağlı okullarda görev yapmakta olan 2104 öğretmen oluşturmaktadır. Çalışmada evreni temsil edecek örneklem grubunun seçilmesinde yansızlık ilkesi dikkate alınarak olasılığa dayalı örnekleme yönteminden tabakalı örnekleme yöntemi kullanılmıştır. Tabakalı örnekleme, sınırları çizilmiş evrene ait gruplardan ya da birimlerden faydalanarak araştırmanın uygulanmasıdır (Yıldırım ve Şimşek, 2005). Çalışmaya evreni temsil ettiği düşünülen 187 (%57,5)'si kadın, 138 (%42,5)'i erkek toplam 325 öğretmen dahil edilmiştir. Tablo 1'de çalışmaya katılan öğretmen grubunun ilçelere yönelik dağılımı verilmiştir.

Tablo 1: Araştırmanın evren ve örneklem dağılımı

KKTC İlçeleri	Evren	Örneklem	Ulaşılan yüzdeler
Lefkoşa	873	105	%12.02
Mağusa	639	89	%13.92
Güzelyurt	258	45	%17.44
Girne	209	60	%20.7
İskele	69	8	%11.59
Lefke	56	18	%32.14

### **Veri toplama araçları**

Araştırmada, lise kademesinde görev yapan öğretmenlerin süreç odaklı ölçme araçlarına ilişkin tutum ve öz-yeterlik algıları arasındaki ilişkinin tespit edilmesi amaçlanmıştır. Bu bağlamda, öğretmenlerin süreç odaklı ölçme araçlarına ilişkin tutumları “alternatif ölçme ve değerlendirmeye yönelik tutum ölçeği” ile belirlenirken, öz-yeterlik algıları ise “alternatif ölçme değerlendirme yaklaşımlarına yönelik öz-yeterlik ölçeği” ile saptanmıştır.

#### *Alternatif ölçme ve değerlendirmeye yönelik tutum ölçeği*

Lise kademesinde görev yapan öğretmenlerin süreç odaklı ölçme araçlarına ilişkin tutumlarını belirlemek amacıyla Akyıldız'ın (2012) geliştirdiği ve 11 maddeden oluşan "Alternatif Ölçme Değerlendirmeye Yönelik Tutum Ölçeği" kullanılmıştır. Ölçek 5'li likert tipi olup, 5'ten 1'e doğru puanlanmıştır. Araştırma kapsamında hesaplanan Cronbach Alpha güvenirlik katsayısı ise .904 olarak hesaplanmıştır. Ayrıca, ölçek “süreç değerlendirmesine önem verilmelidir” ve “Öğrencinin yaptığı her etkinlikten sonra mutlaka geri bildirim verilmelidir” gibi ifadelerden oluşmaktadır.

#### *Alternatif ölçme değerlendirme yaklaşımlarına yönelik öz-yeterlik ölçeği*

Öğretmenlerin süreç odaklı ölçme araçlarına ilişkin öz-yeterlik algıları Buldur tarafından 2009 yılında geliştirilmiş "Alternatif Ölçme Değerlendirme Yaklaşımlarına Yönelik Öz-Yeterlik Ölçeği" ile belirlenmiştir. 26 ifadeden oluşan ölçek 5'li likert tipi olup, 5'ten 1'e doğru puanlanmıştır. Araştırma kapsamında ölçeğin Cronbach Alpha güvenirliği ise .826 olarak hesaplanmıştır. Ölçek 3 alt boyuttan meydana gelmektedir. 11 maddeden meydana gelen 1. Boyut, öğretmenlerin alternatif ölçme değerlendirmeyi kullanarak öğrencilerin meraklarını uyandırma, bilgi, beceri ve tutumlarını geliştirme, motivasyonlarını artırma öz-yeterliklerine yönelik olduğundan dolayı "Uygulamaya Yönelik Öz-Yeterlik" olarak isimlendirilmiştir. Ölçeğin 2. Boyutu öğretmenlerin alternatif ölçme ve değerlendirmeyi kullanırken karşılaşılabilecekleri zorlukların (zaman yönetimi, sınıf yönetimi, kriter belirleme vb.) üstesinden gelmeye yönelik öz-yeterlikleri ile ilgili olduğundan "Zorluklarla Başa Çıkmaya Yönelik Öz-Yeterlik" olarak isimlendirilmiştir. Ölçeğin 3. ve son boyutu ise alternatif ölçme ve değerlendirmeyi uygularken öğretmenlerin çevre imkanlarını, okul imkanlarını ve çeşitli kaynakları kullanmalarına bağlı olduğundan dolayı "Kaynak Kullanımına Yönelik Öz-Yeterlik" olarak isimlendirilmiştir. Araştırmada, ölçeğin 1. Boyut için Cronbach Alpha

güvenirlilik katsayısı .76, 11 maddeden oluşan 2. Boyutun Cronbach Alpha güvenirlilik katsayısı .92 ve 4 maddeden meydana gelen 3. Boyutun Cronbach Alpha güvenirliliği .85 olarak hesaplanmıştır. Ölçek içerisinde “Alternatif ölçme ve değerlendirme tekniklerini kullanarak öğrencilerime yeni değerler kazandırabilirim”, “Alternatif ölçme ve değerlendirme tekniklerini kullanırken öğrencilere gerekli dönütleri verebilirim” ve “Alternatif ölçme ve değerlendirme tekniklerini kullanırken teknolojik imkanlardan faydalanabilirim” gibi ifadeler yer almaktadır.

### **Verilerin toplanması**

Lise kademesinde görev yapan öğretmenlerin süreç odaklı ölçme araçlarına ilişkin tutum ve öz-yeterlik algıları arasındaki ilişkiyi belirlemek amacıyla gerçekleştirilen bu araştırma, ortaöğretim ve lise kademelerinde görev yapmakta olan öğretmenlerle gerçekleştirilmiştir. Uygulama öncesinde Milli Eğitim ve Kültür Bakanlığı’ndan uygulamaya yönelik gerekli izinler alınarak, okul müdürleri ile iletişime geçilmiştir. Kuzey Kıbrıs Türk Cumhuriyeti’nde (KKTC) yer alan ortaokul ve lise kademelerindeki okulların müdürleri ile gerçekleştirilen görüşmeler sonucunda, ölçeklerin öğretmenlere uygulanmasına yönelik gün ve saatler okul müdürleri ile birlikte belirlenmiştir. Araştırmacılar belirlenen gün ve saatlerde okullara giderek, ölçekleri uygulamıştır. Uygulama öncesinde hem okul müdürleri hem de öğretmenlere araştırmanın amacından ve öneminden söz ederek, ölçeklere yönelik tanıtıcı bilgiler verilmiştir. Ölçeklerin uygulanması yaklaşık olarak 15-20 dakika aralığında sürmüştür. Uygulama esnasında özellikle öğretmenlere ölçeklere yönelik içten ve samimi cevaplar vermelerinin araştırmanın güvenirliliği açısından ne kadar önemli olduğu da vurgulanmıştır. Araştırmaya sadece gönüllü öğretmenler dâhil edilmiştir.

### **Verilerin analizi**

Araştırmanın nicel verilerini analiz edebilmek için ölçeklerden elde edilen veriler sayısal verilere dönüştürülerek kodlanmıştır. Araştırmanın nicel verileri SPSS 23.0 (Statistical Package For Science 23.0) istatistik paket programıyla çözümlenmiştir. Verilerin analizi öncesinde Kolmogorov-Smirnov (K-S) testi gerçekleştirilerek, puanların normalliğe uygunluğu test edilmiştir. Elde edilen değerlerden puanların normal bir dağılım gösterdiği belirlenmiştir. Bu bağlamda araştırmadan elde edilen veriler parametrik testler ile analiz edilmiştir. Verilerin analizinde ilk olarak bağımsız değişkenlerin hepsi için tanımlayıcı istatistiklerden frekans (f),

yüzde (%), aritmetik ortalama ( $\bar{X}$ ), standart sapma (SS) deęerleri hesaplanmıřtır. Ayrıca, arařtırmada baęımsız t-testi ve tutum ile yeterlik algısı arasındaki iliřkinin belirlenmesi için pearson korelasyon analizi teknikleri kullanılmıřtır. Arařtırmada anlamlılık düzeyi ise 0.05 olarak kabul edilmiřtir.

## **Bulgular ve yorumlar**

### **Öęretmenlerin süreç odaklı ölçme araçlarına iliřkin tutumları**

Öęretmenlerin ölçme araçlarına iliřkin tutumlarını belirlemek amacıyla gerekleřtirilen arařtırmadan elde edilen bulgular Tablo 2’de verilmiřtir.

Tablo 2: Süre odaklı ölçme ve deęerlendirmeye yönelik tutum ölçęinin betimsel istatistik sonuçları

AÖD	N	Madde	Min.	Max.	$\bar{X}$	SS
Tutum		Sayısı				
Toplam	325	11	1.45	5.00	3.91	.545
Tutum						

Öęretmenlerin süreç odaklı ölçme ve deęerlendirmeye yönelik tutum puanlarının ortalaması "Katılıyorum" ( $\bar{X} = 3.91$ ,  $SS = .545$ ) sınırları arasında yer almaktadır. Bu durum, öęretmenlerin tutumlarının olumlu yönde olduęunu göstermektedir. Öęretmenlerin ölçek maddelerine verdikleri cevaplar incelendięinde," öęretmenlerin “Öęrencinin yaptıęı her etkinlikten sonra mutlaka geri bildirim verilmelidir” ( $\bar{X} = 4.17$ ,  $SS = .936$ ), "Süre deęerlendirmesine önem verilmelidir" gibi ifadelere yönelik tutumlarının son derece olumlu olduęu ( $\bar{X} = 4.13$ ,  $SS = .775$ ) belirlenmiřtir. Ancak, arařtırmadan elde edilen bulgular, öęretmenlerin "Deęerlendirmede kullanılacak ölçütler öęrencilerle birlikte belirlenmelidir" ifadesine yönelik tutumlarının orta düzeyde olduęunu ortaya koymuřtur ( $\bar{X} = 3.29$ ,  $SS = .938$ ). Elde edilen bulgulardan, öęretmenlerin alternatif ölçme ve deęerlendirmeye yönelik tutumlarının genel olarak olumlu yönde olduęu görölmüřtür.

### **Öęretmenlerin cinsiyetlerine göre süreç odaklı ölçme araçlarına iliřkin tutumları**

Öęretmenlerin cinsiyetlerine göre süreç odaklı ölçme araçlarına iliřkin tutumlarını belirlemek amacıyla baęımsız t-testi analizi kullanılmıřtır. Öęretmenlerin cinsiyetlerine göre

süreç odaklı ölçme ve değerlendirmeye yönelik tutumlarının karşılaştırmalı sonuçları Tablo 3'te verilmiştir.

Tablo 3: Öğretmenlerin süreç odaklı ölçme araçlarına ilişkin tutumlarının cinsiyetlerine göre t-testi analiz sonuçları

	Cinsiyet	N	$\bar{X}$	SS	Sd	t	p
AÖD Tutum	Kadın	187	4.01	.458			
	Erkek	138	3.78	.623	240.165	3.728	.000

Elde edilen bulgular kadın öğretmenlerin alternatif ölçme ve değerlendirmeye yönelik tutum puanları ( $\bar{X} = 4.01$ ,  $SS = .458$ ) ile erkek öğretmenlerin tutum puanları ( $\bar{X} = 3.78$ ,  $SS = .623$ ) arasında, kadın öğretmenlerin lehine anlamlı bir fark olduğunu ortaya koymuştur. Bu durum kadın öğretmenlerin tutumlarının erkek öğretmenlere göre daha yüksek olduğunu ortaya koymuştur.

#### Öğretmenlerin süreç odaklı ölçme araçlarına ilişkin öz-yeterlik algıları

Araştırmaya katılan öğretmenlerin süreç odaklı ölçme araçlarına ilişkin öz-yeterlik algıları Tablo 4'te verilmiştir.

Tablo 4: Öğretmenlerin süreç odaklı ölçme ve değerlendirmeye ilişkin öz-yeterlik algıları betimsel istatistik sonuçları

Öz-Yeterlik Algı Boyutları	N	Madde Sayısı	Min Puan	Mak Puan	$\bar{X}$	SS
Uygulamaya Yönelik	325	11	1	5	3.51	.830
Zorluklarla Başa Çıkmaya Yönelik	325	11	1	5	3.18	.670
Kaynak Kullanımına Yönelik	325	4	1	5	3.43	.874

Tablo 4'te görüldüğü gibi, öğretmenlerin "Uygulamaya yönelik öz-yeterlik" boyutuna yönelik algı puan ortalaması "Katılıyorum" ( $\bar{X} = 3.51$ ,  $SS = .830$ ) sınırları içerisinde yer almaktadır. Bu bağlamda öğretmenlerin alternatif ölçme ve değerlendirmeyi uygulamaya ilişkin öz-yeterlik algılarının yüksek olduğu söylenilebilir. Öğretmenlerin "Zorluklarla başa

çıkmaaya yönelik öz-yeterlik" boyutuna yönelik algı puan ortalamaları ise "Kararsızım" ( $\bar{X} = 3.18$ ,  $SS = .670$ ) sınırları içerisinde belirlenmiştir. Bu durum, öğretmenlerin alternatif ölçme ve değerlendirmeyi uygularken karşılaştıkları zorluklarla baş edebilmeye yönelik öz-yeterlik algılarının orta düzeyde olduğunu ortaya koymaktadır.

Öğretmenlerin "Kaynak kullanımına yönelik öz-yeterlik" boyutuna yönelik algı puan ortalamaları ise "Katılıyorum" ( $\bar{X} = 3.43$ ,  $SS = .874$ ) sınırları içerisinde belirlenmiştir. Elde edilen bulgular, öğretmenlerin kaynak kullanımına yönelik öz-yeterlik algılarının yüksek düzeyde olduğunu göstermektedir.

### **Öğretmenlerin cinsiyetlerine göre süreç odaklı ölçme araçlarına ilişkin öz-yeterlik algıları**

Öğretmenlerin cinsiyetlerinin süreç odaklı ölçme araçlarına ilişkin öz-yeterlik algılarında bir fark yaratıp yaratmadığını tespit etmek amacıyla elde edilen veriler bağımsız t-testi ile analiz edilmiştir. Araştırma bulguları Tablo 5'te verilmiştir.

Tablo 5: Öğretmenlerin cinsiyetlerine göre süreç odaklı ölçme araçlarına yönelik öz-yeterlik algıları

Öz-Yeterlik Algı Boyutları	Cinsiyet	N	$\bar{X}$	SS	Sd	t	p
Uygulamaya Yönelik	Kadın	187	3.55	.859	323	1.140	.255
	Erkek	138	3.45	.787			
Zorluklarla Başa Çıkmaaya Yönelik	Kadın	187	3.22	.724	323	1.132	.259
	Erkek	138	3.13	.589			
Kaynak Kullanımına Yönelik	Kadın	187	3.49	.903	323	1.466	.144
	Erkek	138	3.34	.830			

Tablo 5'te görüldüğü gibi, kadın öğretmenlerin "Uygulamaya yönelik öz-yeterlik" algı puanları ( $\bar{X} = 3.55$ ,  $SS = .859$ ) ile erkek öğretmenlerin "Uygulamaya yönelik öz-yeterlik" algı puanları ( $\bar{X} = 3.45$ ,  $SS = .787$ ) arasında anlamlı bir farklılık bulunmamıştır ( $t = 1.140$ ,  $p > 0.05$ ). Benzer şekilde, kadın öğretmenlerin "Zorluklarla başa çıkmaaya yönelik öz-yeterlik" algı puanları ( $\bar{X} = 3.22$ ,  $SS = .724$ ) ile erkek öğretmenlerin algı puanları ( $\bar{X} = 3.13$ ,  $SS = .584$ ) arasında da anlamlı bir farklılık bulunmamıştır ( $t = 1.13$ ,  $p > 0.05$ ). Yine, kadın öğretmenlerin "Kaynak kullanımına yönelik öz-yeterlik" algı puanları ( $\bar{X} = 3.49$ ,  $SS = .903$ ) ile erkek



öğretmenlerin algı puanları ( $\bar{X} = 3.34$ ,  $SS = .830$ ) arasında anlamlı bir farklılık saptanmamıştır ( $t = 1.46$ ,  $p > 0.05$ ). Elde edilen bulgular, öğretmenlerin cinsiyetlerinin süreç odaklı ölçme araçlarına yönelik öz-yeterlik algılarında anlamlı bir farklılık yaratmadığını ortaya koymuştur.

### **Öğretmenlerin süreç odaklı ölçme araçlarına ilişkin tutum ve öz-yeterlik algıları arasındaki ilişki**

Araştırmada öğretmenlerin alternatif ölçme ve değerlendirmeye yönelik tutumları ile öz-yeterlik algıları arasındaki ilişki pearson korelasyon analiz tekniği ile hesaplanmıştır. Tablo 6’da, öğretmenlerin süreç odaklı ölçme araçlarına yönelik tutumları ile öz-yeterlik algıları arasındaki ilişki puanları verilmiştir.

Tablo 6: Öğretmenlerin süreç odaklı ölçme araçlarına yönelik tutumları ile öz-yeterlik algıları arasındaki ilişki

	Alternatif ölçme değerlendirmeye yönelik tutumları	Alternatif ölçme değerlendirmeye yönelik öz-yeterlik algıları
Pearson Correlation	1.000	.277
Sig. (2 tailed)		.000
N	325	325

Tablo 6’da görüldüğü gibi, öğretmenlerin süreç odaklı ölçme araçlarına yönelik tutumları ile öz-yeterlik algıları arasında düşük seviyede, olumlu yönde anlamlı bir ilişki olduğu saptanmıştır ( $r = .277$ ,  $p < 0.01$ ). Bu durum, iki değişken için hesaplanan korelasyon katsayısının düşük kuvvette olduğunu göstermektedir.

### **Tartışma ve yorum**

Bu araştırmada, öğretmenlerin süreç odaklı ölçme araçlarına yönelik tutumları ile öz-yeterlik algılarının belirlenmesi amaçlanmıştır. Ayrıca, öğretmenlerin süreç odaklı ölçme araçlarına yönelik tutumları ile öz-yeterlik algıları arasındaki ilişkinin belirlenmesi de araştırmanın amaçları arasında yer almaktadır. Sonuçlar, öğretmenlerin süreç odaklı ölçme araçlarına yönelik genel tutumlarının olumlu yönde olduğunu ortaya koymuştur. Duran, Mıhladız ve Ballıel’in 2013 yılında gerçekleştirdikleri çalışmada da benzer sonuçlar tespit edilmiştir. Araştırmacılar, öğretmenlerin alternatif ölçme ve değerlendirmeye yönelik

tutumlarının olumlu yönde olduğunu belirlemiştir (Duran, Mıhladı & Ballıel, 2013). Benzer şekilde farklı bir çalışmada da öğretmen adaylarının büyük çoğunluğunun meslek hayatlarında alternatif ölçme ve değerlendirme yöntemlerini tercih etme konusunda istekli oldukları belirlenmiştir (Şahin & Abalı Öztürk, 2014). Bu bağlamda, öğretmen adaylarının da alternatif ölçme ve değerlendirmeye yönelik tutumlarının olumlu düzeyde olduğu söylenilebilir.

Öğretmenlerin alternatif ölçme ve değerlendirmeye yönelik tutum puanları ile cinsiyetleri arasında, kadın öğretmenlerin lehine anlamlı bir fark saptanmıştır. Kadın öğretmenlerinin tutumlarının erkek öğretmenlere göre daha olumlu olduğu belirlenmiştir. Ancak İzci, Göktaş ve Şad'ın (2014) öğretmen adaylarına yönelik gerçekleştirdikleri çalışmada, kadın öğretmen adayları ile erkek öğretmen adaylarının süreç odaklı ölçme araçlarına yönelik tutumlarında istatistiksel olarak bir fark olmadığı saptanmıştır. Uçar'ın 2016 yılında yapmış olduğu çalışmada da, öğretmenlerin cinsiyetlerinin alternatif ölçme ve değerlendirmeyi kullanma konusunda anlamlı bir fark yaratmadığı tespit edilmiştir. Bu bağlamda, öğretmenlerin cinsiyetlerinin alternatif ölçme ve değerlendirmeye yönelik tutumlarındaki önemini belirlemek amacıyla daha fazla çalışmanın yapılması önemli görülmektedir.

Bu araştırmada, öğretmenlerin süreç odaklı ölçme araçlarına yönelik öz-yeterlik algılarının da olumlu yönde olduğu belirlenmiştir. Baş ve Beyhan'ın (2016) gerçekleştirdiği çalışmada da öğretmenlerin ölçme araçlarına yönelik öz-yeterlik algılarının olumlu olduğu sonucuna ulaşılmıştır. Elde edilen sonuçlar, bu araştırmanın sonuçlarını destekler niteliktedir. Ayrıca, bu araştırmada öğretmenlerin alternatif ölçme ve değerlendirmenin uygulanmasına yönelik öz-yeterlik algıları ile kaynak kullanımına yönelik öz-yeterlik algılarının da olumlu yönde olduğu tespit edilmiştir. Ancak, araştırmadan elde edilen bir diğer sonuç, öğretmenlerin alternatif ölçme ve değerlendirmeye yönelik zorluklarla başa çıkma öz-yeterlik algılarının orta düzeyde olduğunu ortaya koymuştur. Birgin'in 2010 yılında gerçekleştirdiği çalışmada da benzer sonuçlar elde edilmiştir. Birgin'in araştırmasından elde edilen sonuçlara göre, öğretmenler alternatif ölçme değerlendirme sürecinde kullandıkları formların çok fazla zaman alması, yöntemin kullanımına yönelik yeterli bilgi ve tecrübeye sahip olmamaları, kalabalık sınıflara sahip olmaları, görev yaptıkları okulların fiziki koşullarının yetersiz kalması gibi zorluklarla karşılaştıklarını belirtmişlerdir. Yine Akçadağ'ın 2010 yılında gerçekleştirmiş olduğu çalışmada da öğretmenlerin ölçme değerlendirmeye yönelik ihtiyaçlarını belirlemiştir. Elde edilen bulgulara göre öğretmenlerin en fazla proje, portfolyo, performans değerlendirme, rubrikler ve duyuşsal alana yönelik yapılan ölçme ve değerlendirme yöntemleri ile ilgili

eđitimlere ihtiya duydukları saptanmıřtır. Bu bađlamda, đretmenlerin sre odaklı lme ve deđerlendirme konusunda yařanan problemlerin zmne ynelik yeterlikler kazanabilecekleri eđitimler ile birlikte okullardaki fiziki kořulların iyileřtirilmesine ynelik yapılacak tm alıřmalar nemli grlmektedir.

Arařtırma sonuları đretmenlerin cinsiyetlerinin alternatif lme ve deđerlendirmeye ynelik z-yeterlik algılarında anlamlı bir fark yaratmadıđını ortaya koymuřtur. Benzer řekilde, St ve Bulut'un (2015) gerekleřtirdiđi alıřmada da benzer sonular elde edilmiřtir. Farklı bir bakıř aısı ile Duran ve arkadařlarının 2013 yılında gerekleřtirdikleri alıřmada, đretmenlerin sre odaklı lme ve deđerlendirmeye ynelik z-yeterlik algılarında cinsiyet deđiřkenine gre anlamlı fark olduđu saptanmıřtır. Ayrıca ren, Ormancı ve Evrekli'nin (2014) đretmen adaylarına ynelik gerekleřtirdikleri alıřmada da đretmen adaylarının zorluklarla bařa ıkma ve kaynak kullanımına ynelik almıř oldukları puanların kadınlar lehine anlamlı fark yarattıđı belirlenmiřtir. Sonu olarak, cinsiyet deđiřkeninin alternatif lme ve deđerlendirmeye ynelik z-yeterlik algılarında anlamlı bir fark yaratıp yaratmadıđını belirlemeye ynelik daha fazla arařtırmanın gerekleřtirilmesi nerilmektedir.

Son olarak, đretmenlerin alternatif lme ve deđerlendirmeye ynelik tutumları ile z-yeterlik algıları arasında dřk seviyede ve olumlu ynde anlamlı bir iliřki olduđu da saptanmıřtır. Bu durum, đretmenlerin alternatif lme ve deđerlendirmeye ynelik tutumlarının artması ile birlikte sre odaklı lme ve deđerlendirmeye ynelik z-yeterlik algılarının da arttıđına iřaret etmektedir. Alan yazın incelendiđinde elde edilen sonuların bu arařtırmadan elde edilen bulguları destekler nitelikte olduđunu gstermektedir (Baltacı, 2017; Demirtař, Cmert & zer, 2011; Kutluca & Ekici, 2010; Yrekli, 2008).

Yapılandırmacı yaklařıma dayanan ve đrenci merkezli uygulamaların temel alındıđı đretim programlarında lme ve deđerlendirme sreci yeniden tanımlanmaktadır. zellikle programlarda alternatif lme ve deđerlendirme yntemlerinin tercih edilmeye bařlanması đretmenlere de byk sorumluluklar getirmiřtir. Sonular đretmenlerin alternatif lme ve deđerlendirmeye ynelik zorluklarla bařa ıkma konusunda kendilerine gvenlerinin yksek dzeyde olmadıđını ortaya koymuřtur. Bu bađlamda, đretmenlerin programlarda yer alan sre odaklı lme ve deđerlendirme yntemlerini uygulayabilmesi ve karřılařtıkları zorlukların stesinden gelebilmeleri amacıyla sadece teorik deđil pratiđe dnk hizmet ii eđitimlerin dzenlenmesi nerilmektedir. Ayrıca bu alıřmada sadece nicel veriler elde edilerek, sonular tartıřılmıřtır. Gelecekte arařtırmacıların nicel verilerin yanında nitel veriler

de elde ederek, bu konuda daha derinlemesine sonuçlara ulaşmaları önerilmektedir. Benzer şekilde, bu araştırmada sadece lise öğretmenlerinin süreç odaklı ölçme araçlarına yönelik tutum ve öz-yeterlik algıları incelenmiştir. Gelecekte gerçekleştirilecek olan araştırmalarda öğrencilerin de süreç odaklı ölçme araçlarına yönelik görüşlerinin belirlenmesi önerilmektedir.

## **Kaynaklar**

- Akay, H., & Boz, N. (2011). Sınıf öğretmeni adaylarının matematiğe yönelik tutumları, matematiğe karşı öz-yeterlik algıları ve öğretmen öz-yeterlik inançları arasındaki ilişkilerin incelenmesi. *Türk Eğitim Bilimleri Dergisi*, 9(2), 281-312.
- Akçadağ, T. (2010). Öğretmenlerin ilköğretim programındaki yöntem teknik ölçme ve değerlendirme konularına ilişkin eğitim ihtiyaçları. *Bilig*, 53, 29-50.
- Ashton, P. (1984). Teachers' sense of efficacy: a self-or norm-referenced construct?. *Florida Journal of Educational Research*, 26(1), 29-41.
- Baltacı, A. (2017). The relationship between principals' sense of self-efficacy and attitudes towards the profession. *Uşak Üniversitesi Eğitim Araştırmaları Dergisi*, 3(2), 35- 61.
- Bandura, A. (1994). Self-efficacy. In V. S. Ramachaudran (Ed.), *Encyclopedia of human behavior* (Vol. 4, pp. 71-81). New York: Academic Press. (Reprinted in H. Friedman [Ed.], *Encyclopedia of mental health*. San Diego: Academic Press, 1998.
- Birgin, O. (2010). 4-5. sınıf matematik öğretim programında öngörülen ölçme ve değerlendirme yaklaşımlarının öğretmenler tarafından uygulanabilirliği. Unpublished doctorate dissertation, Karadeniz Teknik Üniversitesi Fen Bilimleri Enstitüsü, Trabzon.
- Buldur, S. (2009). *Fen bilgisi öğretmen adaylarının alternatif ölçme ve değerlendirme yaklaşımlarına yönelik okuryazarlık ve öz yeterlik düzeylerinin geliştirilmesi*. Yayınlanmamış Yüksek Lisans Tezi, Cumhuriyet Üniversitesi, Sivas: Türkiye.
- Demirel, Ö., & Kaya, Z. (2015). *Eğitim bilimine giriş*. Ankara: Pegem A Yayıncılık.
- Demirtaş, H., Cömert, M., & Özer, N. (2011). Pre-Service Teachers' Self-Efficacy Beliefs and Attitudes towards Profession. *Education and Science*, 36(159), 96-111.
- Duran, A. (2013). Sınıf öğretmenlerinin sosyal bilgiler dersinde kullandıkları alternatif ölçme ve değerlendirme tekniklerine ilişkin öğretmen görüşlerinin değerlendirilmesi. Yayınlanmamış Yüksek Lisans Tezi, Mustafa Kemal Üniversitesi, Sosyal Bilimler Enstitüsü, Hatay.

- Duran, M., Mıhladı, G., & Balliel, B. (2013). İlköğretim öğretmenlerinin alternatif değerlendirme yöntemlerine yönelik yeterlik düzeyleri. *Mehmet Akif Ersoy Üniversitesi Eğitim Bilimleri Enstitüsü Dergisi*, 2(2), 26-37.
- Erdem, E. (2015). The Relationship between Self-Efficacy and attitudes of Chemistry Teacher Candidates. *Problems of Education in the 21st Century*, 63, 62-70
- Eskicumalı, A. (2004). *Eğitim, öğretim ve öğretmenlik mesleği*. In Özden, Y. (Ed). Öğretmenlik mesleğine giriş. Ankara: Pegem A Yayıncılık, s.14-25.
- Feyzioğlu, B., Demirdağ, B., Akyıldız, M., & Altun, E. (2012). Kimya öğretmenlerinin laboratuvar uygulamalarına yönelik algıları ölçeği geliştirilmesi. *Türk Fen Eğitimi Dergisi*, 9(4), 44-63.
- Henson, R. K. (2001). Relationships between preservice teachers' self-efficacy, task analysis, and classroom management beliefs. Paper presented at the Annual Meeting of the Southwest Educational Research Association (New Orleans, LA, February 1-3, 2001).
- İzci, E., Göktaş, Ö., & Şad, S.N. (2014). Prospective Teachers' Views and Perceived Efficacy Regarding Alternative Measurement and Evaluation. *Ahi Evran Üniversitesi Kırşehir Eğitim Fakültesi Dergisi (KEFAD)*, 15(2), 37-57
- Kaba, Y., Boğazlıyan, D., & Daymaz, B. (2016). Middle School Students' Attitudes and Self-Efficacy towards Geometry. *The Journal of Academic Social Science Studies*, 52, 335-350.
- Kutluca, T., & Ekici, G. (2010). Examining Teacher Candidates' Attitudes and Self-efficacy Perceptions towards the Computer Assisted Education. *Hacettepe Üniversitesi Eğitim Fakültesi Dergisi*, 38,177-188.
- Martin, D. J. (1997). *Science education today. Elementary Science Methods, A constructivist Approach*. Delmar Pres: USA.
- Orhan, A. (2012). *Alternatif Ölçme ve Değerlendirme Etkinliklerinin 6. Sınıf Fen ve Teknoloji Dersi Yaşamımızdaki Elektrik Ünitesindeki Öğrenci Başarısına Etkisi*. Ahi Evran Üniversitesi Yüksek Lisans Tezi, Kırşehir.
- Ören, F. Ş., Ormancı, Ü., & Evrekli, E. (2014). Öğretmen adaylarının tercih ettikleri alternatif ölçme-değerlendirme yaklaşımları ile bu yaklaşımlara ilişkin öz-yeterlilikleri. *Eğitim ve Bilim*, 39(173).
- Senemoğlu, N., & Özçelik, D. A. (1989). Öğretmen adaylarına öğretmenlik bilgisi" kazandırma bakımından fen-edebiyat ve eğitim fakültelerinin etkililiği. *Çağdaş Eğitim Dergisi*, 14, 142-144.

- Shavelson, R. J., & Baxter, G. P. (1992). What we've learned about assessing hands-on science. *Educational Leadership*, 49(8), 20-25.
- Shkullaku, R. (2013). The Relationship between Self – efficacy and Academic Performance in the Context of Gender among Albanian Students. *European Academic Research*, 1(4), 467-478.
- Stears, M., & Gopal, N. (2010). Exploring alternative assessment strategies in science classrooms. *South African Journal of Education*, 30(4), 591-604.
- Stiggins, R. (2004). New assessment beliefs for a new school mission. *Phi Delta Kappan*, 86(1), 22-27.
- Sütçü, A., & Bulut, İ. (2015). Ortaokul matematik öğretmenlerinin alternatif ölçme ve değerlendirme tekniklerini kullanma düzeylerine ilişkin yeterlik algılarının değerlendirilmesi. *e-International Journal of Educational Research*, 6(3).
- Şahin, Ç., & Öztürk, Y. A. (2014). Sınıf öğretmeni adaylarının alternatif ölçme-değerlendirme yöntemlerine ilişkin görüşleri. *Kastamonu Eğitim Dergisi*, 22(1), 123-142.
- Tatar, N., & Ören, F.Ş. (2009). The Opinions of Classroom Teachers about Alternative Assessment Approaches. *Kastamonu Eğitim Dergisi*, 17(3), 781-798.
- Vural, H. (2014). (Editör: Sözbilir, M., Neaçu, I). *Alternatif Ölçme Değerlendirme Yöntemleri: Öğretmenler İçin Uygulama Kılavuzu*, Erzurum Milli Eğitim Müdürlüğü, Erzurum: Akıl-Fikir Yayınları.
- Waters, F. H., Smeaton, P. S., & Burns, T. G. (2004). Action research in the secondary science classroom: Student response to differentiated, alternative assessment. *American Secondary Education*, 32(3), 89-104.
- Wiggins, G. (1989). The futility of trying to teach everything of importance. *Educational Leadership*, 47(3), 44-59.
- Woolfolk, A. E., & Hoy, W. K. (1990). Prospective teachers' sense of efficacy and beliefs about control. *Journal of Educational Psychology*, 82(1), 81.
- Yıldırım, A., & Şimşek, H. (2005). *Sosyal bilimlerde nitel araştırma yöntemleri*. Ankara: Seçkin Yayıncılık.
- Yürekli, Ü.B. (2008). Sınıf Öğretmeni Adaylarının Matematiğe Yönelik Öz-Yeterlik Algıları ile Tutumları Arasındaki İlişki. Pamukkale Üniversitesi Sosyal Bilimler Enstitüsü Yüksek Lisans Tezi. Denizli.



DOI: 10.22559/folklor.956

Folklor/edebiyat, cilt:25, sayı: 97-1, 2019/1

## **Transformative Learning Theory through the Incorporation of Edublogs: The Experiences of Prospective Teachers**

Edublogların Katılımıyla Dönüştürücü Öğrenme Kuramı: Öğretmen Adaylarının Deneyimleri

**Enis Faslı\***

**Funda Gezer Fash\*\***

### **Abstract**

This article investigates the effects of teacher education, conducted through transformative learning theory, on prospective teachers' professional beliefs. This study is also aimed at identifying the transformations in their perspectives regarding the teaching profession. The participant prospective teachers took part in various projects using transformative pedagogy supported by Edublogs. The courses were implemented in both face-to-face activities in classroom settings and the Edublogs environment as a form of blended learning. A blended method was preferred, in which 38 prospective teachers participated. The findings obtained after the 12-week application indicated that transformative activities had a positive effect on the prospective teachers' professional beliefs. Consequently, a positive transformation in their professional perspectives was observed.

**Keywords:** *Blog; content management systems (CMS); professional belief; teacher education*

### **Öz**

Bu makale, dönüştürücü öğrenme kuramı ile yürütülen öğretmen eğitiminin öğretmen adaylarının mesleki inançları üzerindeki etkilerini incelemektedir. Bu çalışma aynı zamanda öğretmenlik mesleğine yönelik bakış açılarındaki dönüşümleri belirlemeyi de amaçlamaktadır. Katılımcı öğretmen adayları, Edublogs tarafından desteklenen dönüştürücü pedagojiyi kullanarak çeşitli projelerde yer aldı. Kurslar, hem sınıf ortamında yüz yüze etkinliklerde hem de Edublogs ortamında harmanlanmış bir öğrenme şekli olarak uygulanmıştır. 38 öğretmen adayının katıldığı karma bir yöntem tercih edilmiştir. 12 haftalık başvuru sonrasında elde edilen bulgular dönüştürücü faaliyetlerin öğretmen adaylarının mesleki inançları üzerinde olumlu bir etkisi olduğunu göstermiştir. Sonuç olarak, mesleki bakış açılarında olumlu bir dönüşüm gözlemlenmiştir.

**Anahtar sözcükler:** *Blog; içerik yönetim sistemleri (CMS); profesyonel inanç; öğretmen eğitimi*

---

\* *European University of Lefke, Cyprus (efasli@eul.edu.tr)*

\*\* *Near East University, Cyprus (funda.gezer@neu.edu.tr)*

## **Introduction**

As observed in every field in well-informed societies, there are various needs in education and researchers are involved in new studies with the aim of responding to such needs. Today, as the traditional teaching approaches are insufficient, it is strongly emphasized that learners should be responsible for their own learning processes and the teachers should guide them (Baeten, Struyven & Dochy, 2013). Hammond (2006), in this respect, draws attention to the teachers' abilities. Özçınar (2015), on the other hand, refers to raising the quality of teacher education in order to improve teacher development. The ongoing developments in education technology and shifts in higher education have witnessed respectable changes over the decade. Prospective teachers are expected to be equipped with applicable as well as practical teaching methods which are believed to be more influential than systematic classroom learning. Today, it is broadly known that the number of educational institutions that attach importance to student-centered teaching instead of teacher-based teaching is rapidly growing. Thus, the implementation of approaches such as student-centered teaching has moved the focus to students and enabled them maintain more control over their learning. As a result, as it is also said above learners are developing greater awareness in the fact that responsibility of the learning processes is on their shoulders not teachers.

In research related to teacher education, nevertheless, it has been argued that there are gaps between theory and application and it is suggested that learner centred activities should be expanded to improve knowledge, abilities, and attitudes (Seidel, Blomberg & Renkl, 2013). In fact, the gap between theory and application is a longstanding issue teacher education. The first step to be taken in order to remedy this situation is basically to narrow the gap between theory and application and apparently removing traditional approaches from teaching settings would work positively in the sense that learners or more specifically prospective teachers become more knowledgeable about the nature of what transformative learning is. Therefore, in the literature, contemporary approaches are emphasized and highly recommended to be integrated into the classrooms. Additionally, online support in education has been widely discussed (Beach, 2017; Hilton, 2013). As it is almost impossible to discuss any aspect of today's society disregarding the Internet. Therefore, talking about the Internet along with education simply refers to contemporary education. In developed countries, the Internet is integrated in education and visa versa cannot even be thought. As Bush and Dawson (2013) argued the Internet is not just a powerful tool for communication. Therefore, in this research, the effect of transformative learning theory on teacher education supported by technology was investigated.



## **Theoretical framework**

### **Transformative learning**

Mezirow proposed the theory of transformative learning in the mid-1970s and it been continuously developed since that time (Emslie, 2016). Transformative learning, focusing on individuals' creating meaning through their own experiences, became more expressive as a result of a qualitative study on women by Mezirow in 1978 (Fleischer, 2006). Mezirow, in reference to Freire (1970), Habermas (1968/1971), and Gould (1978), defined transformative learning theory as a way of learning, which includes qualitative variables such as "meaning perspectives", "frames of reference" and "habits of mind" (Illeris, 2014). Transformative learning focuses on an individual's meaning formation process and can be explained as a process to make changes through a reference (Mezirow, 1995). "Critical dialogue" and "Critical self-reflection" are expressed as the tools that are necessary to implement changes (Mezirow, 2000). The question of transformative learning during adult education and how adults learn (Dirkx, 1998) is defined as the guidance of past experiences for future events based on human communication (Merzirow, 1996). In this theory, in which the importance of experiences is emphasized, it is noted that learners' individual experience and mental development can be achieved through dilemmas (Meyers, 2008). Cranton (1994) draws attention to critical thinking skills in transformative learning and stresses that learners should be critical thinkers to change their behaviours. In this respect, critical thinking is the key factor in transformative learning. Similarly, in Merzirow's, Brookfield's and Freire's studies, four steps are emphasised during transformative learning (Henderson, 2002):

1. Disruptive events that challenge the learner's view
2. Critical reflections by learners on their beliefs and values that presently shape their perspectives
3. The development of a new perspective which addresses the discrepancies of the original experience
4. Integration of the new perspectives into learners' life

Mezirow states that transformative learning, which is the process of forming new perspectives through self-experiences and interpretations, can be achieved in ten steps.

1. A disorienting dilemma
2. Self-evaluation with feelings of guilt or shame

3. A critical assessment of epistemic, socio-cultural, or psychic assumptions
4. Recognition and one's discontent and the process of transformation are shared and that others have negotiated a similar change
5. Exploration of options for new roles, relationships, and actions
6. Planning a course of action
7. Knowledge acquisition and skills for implementing one's plans
8. Provisional try of new roles
9. Building competence and self-confidence in new roles and relationships
10. A reintegration into an individual's life on the basis of conditions dictated by one's perspective

The literature suggests that the transformative learning process is conducted in the online environment as a form of collective learning (Henderson, 2010; Cranton, 1994). Taylor (2008) discusses the need for online environments as tools to encourage transformative learning. Meyers (2008) supports this view, stating that face-to-face education is consolidated by online education. Online teaching presents numerous means to facilitate communication and collaboration. In particular, transformative pedagogy, crucial dialogues and discussion groups are supported by online education. It helps learners to examine their hypothesis by criticizing, finding supplementary perspectives, dealing with communal problems, and creating varieties (Meyers, 2008). Hamlin (2015) explains the necessity of technological tools to support transformative learning environments with blogs, wikis, online discussions, and videos and strongly emphasizes that blogs in particular are essential tools in fulfilling "critical discourse" and "self-critical reflection", which are assumed to be the fundamental components of transformative learning theory environments. Besides blogs, the motivation factor is considered to be important, and is assumed to be the triggering power. In the literature, attention is drawn to the harmony between transformative learning and motivation in adult education (Hamlin, 2015; Glas & Cardenas-Carlos, 2013; Schwards, 2013; Abela, 2009). Mezirow (1996) presents a different approach to transformative learning theory and argues that people's perceptions and their associated feelings, thoughts, beliefs, and knowledge transform into new approaches during the process of learning. Mezirow (1996) explains belief elements as habits leading behaviours and, in this respect, postulates that teachers possess pedagogical beliefs in various factors. Cranton and King (2003) support Mezirow and add that the teaching environment, the school structure, and experiences are influential factors in teachers' beliefs related to teaching. In the light of these explanations, this study aims to define the effect of teacher education based on

transformative learning theory supported by Edublogs on prospective teachers' professional beliefs. In this respect, the following questions were asked:

1. Has there been a change in the prospective teachers' professional beliefs during the training process, based on transformative learning theory?
2. What are the prospective teachers' views regarding the profession of teaching before and after application?

### **Method**

In this research, a mixed method with both qualitative and quantitative techniques was applied. Researchers generally prefer to use a combination of qualitative and quantitative techniques since using the two techniques increases the validity of the research (Tunalı, Gözü & Özen, 2016). In this regard, a mixed method was used in this research in order to obtain more accurate results. As in mixed method research, qualitative data is always supported by quantitative data or vice versa particularly in places where While the quantitative data was collected through “professional beliefs scale”, qualitative data was collected through “interview forms”, “e-journals”, and “activity forms”.

### **Research participants**

This study was conducted on prospective teachers from the Faculty of Education at Near East University. The group was composed of 38 volunteer participants registered in the first year. Prospective teachers have the opportunity to take employment at secondary education schools after a four-year study period in the department of teacher education. The demographic features of the study group are shown in Table 1.

Table 1. Frequency distribution of demographic features of the prospective teachers

Demographic features (%)	Frequency (f)	Valid Percent
<i>Gender</i>		
Male	18	47.4
Female	20	52.6
<i>Age</i>		
18-20 years	21	55.3
21-23 years	17	44.7
Total	38	100

### Research plan and design

The design of the research is revealed in Table 2. The participants were assessed based on a “professional belief scale”, and an “interview form”, both before and after the study. The face-to-face interviews lasted approximately 10-15 minutes with each participant. While the “activity form”, which is a qualitative tool for data collection, was given to each participant at the end of every course, the “e-journal” was implemented at certain intervals. The courses were performed through transformative learning theory, supported by the Edublogs environment. The effects of transformative learning theory on prospective teachers’ professional beliefs was also assessed in this study. Particular attention was also applied to ensuring that participants with no teaching experience or who had not taken teaching courses before were included. At the beginning of their university studies, the prospective teachers did not possess the necessary information and skills related to pedagogical formation, although this is provided in a mandatory course for prospective teachers in the first year. This study was therefore conducted with an “introduction to the teaching profession”, which is one of the pedagogical formation courses.

Table 2. Research design

	Pre-test	Application	Post-test
	Professional belief scale	Teacher education based on	Professional
	belief scale		
Study	Semi-structured interviews	transformative learning model	E-journal
Group		supported with Edublogs	Activity form
			Semi-structured interviews

### Data collection and procedure

Prior to the application, the researcher scanned the literature related to teacher education to identify the prevailing problems. Following this process, meetings were held with experts (n=5) in the field and themes on the problems were subsequently formed. The activities related to teacher education were planned according to transformative learning theory. In the preparation of the activities, Mezirow’s ten transformative steps formed the basis.

The study lasted 12-weeks during the fall semester. The courses were designed to be implemented one day a week for three hours. The courses were conducted both in the classroom environment and in a blended learning environment formed through Edublogs. Edublogs were preferred by the researchers because there are no costs involved and they are completely focused on the field of education. Prospective teachers conducted online dialogues through Edublogs, which can be formed and updated provided there is an Internet connection. The researcher asked questions that were designed to trigger the reflections of the prospective teachers in the Edublog environment. The prospective teachers provided written answers reflecting their feelings and thoughts on the Edublog environment, which was designed using multi-environment tools such as pictures, videos, and texts. The researcher shared all the announcements, materials, and related sources, questions and answers related to the courses, commented on activities, and shared and evaluated projects on the Edublogs environment. Thus, the prospective teachers had the opportunity to obtain information on different issues and express their thoughts and ideas. Through Edublogs, a social learning environment was formed, which strengthened the prospective teachers' critical thinking skills.

In the classroom environment, the prospective teachers conducted group work on previously specified issues. The prospective teachers were free to form their own groups. In group work, the aim was to support prospective teachers' collaborative learning skills. They presented the projects they shared in the Edublogs environment in class and opened them to discussion. Furthermore, they performed role playing and drama with the aim of explaining the teaching profession. Activities based on transformative learning theory, supported by Edublogs, are shown in Table 3. The data collection tools used based on the aims of the research are explained below.

Table 3. Teacher education based on transformative learning theory

Transformative learning model	Activities
10 transformation step	
1. Disorienting dilemma	Sharing videos and pictures, articles about teacher education (in the Edublogs environment)
2. Self-examination with feelings of fear, anger, guilt or shame	Sample case investigation (face-to-face in a classroom setting)

3. A critical assessment of assumptions	Prospective teachers' self-evaluation, questioning and e-journals writing (in the Edublogs environment)
4. Recognition that one's discontent and the process of transformation are shared	Arranging interviews regarding the problems teachers encounter in their professional lives by visiting actual schools Searching for different data bases regarding teacher education Performing online discussions, e- journal writing
5. Exploration of options for new roles, relationships and actions	Brain-gymnastics and problem based activities (face-to-face in a classroom setting) E-journal (in the Edublogs environment)
6. Planning a course of action	Writing and sharing course plans in the Edublogs environment
7. Acquiring knowledge and skills for presentations implementing one's plan	Preparing theory maps and performing (face-to-face in a classroom setting)
8. Provisional trying of new roles	Role-making and drama activities in class
9. Building competence and self-confidence in new roles and relationships	Doing collaborative activities in class Doing and sharing projects through the Edublogs environment Having peer evaluation with regard to projects.
10. A reintegration into one's life on the basis of conditions dictated by one's new perspectives	Presenting projects (face-to-face in a classroom setting)

As noted in Table 3, the transformative learning process started with shared videos and pictures related to the teaching profession. The researcher's aim in sharing videos was to make the prospective teachers experience an inner complexity. In later stages, prospective teachers revealed their suppositions related to the teaching profession through e-journals. Moreover, they participated in online discussions while observing and sharing each other's suppositions. Brainstorming and problem-based activities facilitated the adoption of different views about the teaching profession. Those who became knowledgeable on the subject prepared projects and concept maps. The presentation of these projects was indicative of the transformation that occurred in the prospective teachers.

#### *Professional Belief Scale (PBS):*

In this study, the effect of transformative learning activities on prospective teachers' professional belief levels were investigated through a mono-dimensional "Professional Belief Scale" (PBS), which incorporated 16 statements prepared by the researcher (2015). All the statements were positive. In this five-Likert scale, 5 represents a "*strongly agree*" and 1 represents a "*strongly disagree*" statement. For the content validity of the scale, the opinions of Curriculum and Instruction experts were consulted. The Cronbach's Alpha reliability value was calculated as 0.94. The scale was administered to all the prospective teachers as a pre-test and post-test.

#### *E-Journal (E-J):*

E-journals that were designed to support reflective thinking skills were in fact effective in transformative learning theory. Besides developing prospective teachers' writing and reflective thinking skills, e-journals were used to support the data collected through PBS, AMS, AF, and IF. The researcher shared the questions in the Edublogs environment, which reflected the prospective teachers' feelings and thoughts related to the activities. The prospective teachers, on the other hand, in the light of these questions, reflected their feelings, thoughts, and criticisms in relation to the activities.

#### *Interview Forms (IF):*

Before and after the experimental process, 11 prospective teachers from the study group were given face-to-face interviews. Prior to the application, interviews were given to the prospective teachers to define their feelings and thoughts related to the teaching profession. At the end of the study, the

researchers attempted to define any changes in their views related to their profession. The interview forms (IF) were designed by the researcher based on experts' opinions (n=6). The interview forms were composed of semi-structured questions and were only applied to volunteer (n=11) prospective teachers.

#### *Activity Form (AF):*

The activity forms were used to specify any transformations in the prospective teachers' behaviours during the 12-week activities. Experts' views (n=5) were referenced during the preparation process for the activity forms. On the forms, which were separately prepared for each activity, the aim was to identify whether the 10 previously specified transformation steps had been achieved.

#### ***Data analysis***

In the quantitative data analysis, percentage, mean, standard deviation, and paired samples statistics analysis techniques were used. The values obtained from the analysis were interpreted by 0.05 significance. In the analysis of the qualitative data, the researcher transferred the records as text onto computer, in order to prevent any loss or error in the data. The qualitative data obtained through e-journals, activity forms, and interviews was analysed through the content analysis technique. While the text analysis was conducted by the researcher, an expert in this field verified the data. At the end of this process, the "Reliability=Agreement/Agreement+Disagreement" formula was applied to the codes. The correlation between the two coders was calculated as 86%. The categories formed after coding were tabled as frequencies. The qualitative data was supported by direct quotations from the prospective teachers' views. While doing so, the prospective teachers' identities were stated as "P" (Participant).

#### ***Setting edublogs learning environment***

Edublogs was utilised to increase the efficiency of the transformative learning applications performed with the prospective teachers. Hong (2008) states that blogs have significant potential as tools for strengthening communication, encouraging critical thinking and collaborative learning. Lee and Allen (2016) refer to Edublogs as a rapid developing source that is crucial in teaching and learning. Therefore, the transformative learning activities in this study were supported by Edublogs. At the beginning of this study, the researcher created a "free" account on [www.edublogs.com](http://www.edublogs.com). Once the blog with the title "teacher training" was prepared, the prospective teachers were given a 2-hour introduction to the functionality. Subsequently, they were required to login within the specified period of three days. Meanwhile, the researcher entered the "add the user" button and sent an e-mail



to their addresses in order to seek approval and to invite them to the group. The prospective teachers joined the group with “student” roles through the invitation sent to their e-mail addresses. During the 12-week application, tools such as “post”, “media”, “links”, and “comments” were used within the Edublogs.

## Results

In this part of the study, the obtained findings related to the aims of the research are presented.

### The Effects of Activities Based on Transformative Learning Theory on the Prospective Teachers’ Levels of Professional Beliefs

Paired Samples Statistics analysis was conducted to determine the effect of the activities based on transformative learning theory on the prospective teachers’ professional beliefs. The effect of the activities fulfilled in the Mezirow’s 10 stages of transformation on the teachers’ professional belief levels is shown in Table 4.

Table 4. A comparison of the average points related to the levels of professional beliefs

	Group	N	Mean	SD	t	df	sig.
Level of professional belief	Pre-test	38	2.79	1.09	-7.121	37	.000
	Post-test	38	3.92	.598			

\*Significant at the .05 level of confidence

As can be seen in the table, teacher education based on transformative learning theory led to a significant difference in the level of their professional beliefs. While the prospective teachers’ professional belief level (M=2.79, SD=.1.09) was mostly “*I’m undecided*” before the application, the level rose to (M=3.92, SD=.598) after the application to be “*I agree*”. This finding shows that there was a significant difference in the prospective teachers’ professional belief level in favour of the post-test (t=-7.121, p<0.05). The statements with the highest average scores in the professional belief scale are: “The teaching profession leads the community to a bright future” with pre-test

score (M=2.69) and post-test score (M=3.85). The statement “teachers with high professional beliefs encourage learners’ success” has (M=3.31) pre-test score and (M=4.10) post-test score. Finally, the statement “teachers who like their job, care for their learners” is stated to have (M=2.03) pre-test score and (M=3.75) post-test score. These findings indicate that the activities had a positive effect on the prospective teachers’ professional belief levels (see figure 1).

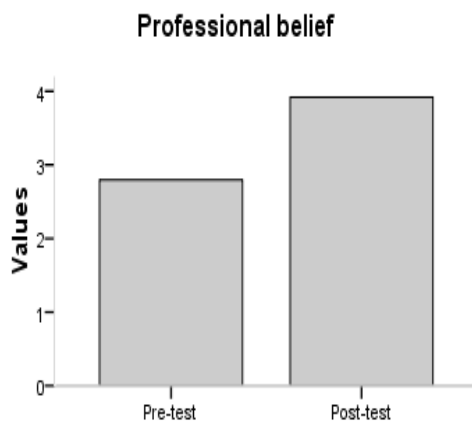


Figure 1. Pre-test and post-test professional belief levels

### **Prospective Teachers’ Views about the Teaching Profession before and after the Experimental Procedure**

Face-to-face interviews were conducted prior to the experimental procedure in order to specify the prospective teachers’ feelings and thoughts about the teaching profession. The findings from the interview forms are shown in Table 5 below.

Table 5. Prospective teachers’ views about the teaching profession before experimental procedure

		Codes
Frequency (f)		
	Difficulty of the profession	10
	Fear regarding teaching profession	9
	Enjoying the profession	8
Before the experimental procedure	Professional anxiety	7
	Respect for the profession	3

Prior to the experimental process, face-to-face interviews were conducted with the volunteer prospective teachers (n=11) and their feelings and thoughts related to the teaching profession were classified under six different categories. Most of the participants (n=10) believe that they are performing a difficult job and they think they will not be successful and are consequently anxious (n=9). However, it is assumed that this pessimism is due to inexperience in their new profession, even though the majority of the prospective teachers, regardless of their fear of failure in fulfilling their tasks, expressed that they have chosen the teaching profession willingly and with enthusiasm (n=8). Some are concerned that after graduation they will not be able to perform their jobs effectively (n=7). This sentiment is thought to originate from the teacher education programs. There is a gap between theory and practice in teacher education and learner-centred activities are needed to eliminate this gap. Five prospective teachers expressed concern that they have chosen to be teachers because of their parents' insistence. Another finding in this study is that the teaching profession is highly respected by the public (n=3). Furthermore, two of the participants argued that those who decide to become teachers are required to make many sacrifices.

The prospective teachers' transformation indicators related to activities performed during the experimental process were obtained through activity forms and e-journals, as shown in Table 6.

Table 6. Prospective teachers' transformation indicators related to teaching profession

Mezirow's 10 transformation step	Codes	Frequency (f)
1. Disorienting dilemma	Facing problems of the teaching profession	28
	Questioning how a teacher should behave	20
2. Self-examination with feelings of	Worries for fulfilling teaching profession	32
fear, anger, guilt or shame	Professional anxiety	15

## Feeling of insufficiency

9

---

3. A critical assessment of assumptions	Questioning assumptions
26	

---

4. Recognition that one's discontent and the process of transformation are	Becoming aware of the importance of the teaching profession Being aware of their peers' questioning of teaching profession
27	
13	shared

---

5. Exploration of options for new roles, relationships and actions	Discovering options regarding the solutions to the problems
	29

---

6. Planning a course of action	Doing course planning
	26

---

7. Acquiring knowledge and skills for implementing one's plan	Discovering new activities Gaining professional knowledge and skills
	15
29	

---

8. Provisional trying of new roles	Trying new roles
	27

---

9. Building competence and self-confidence in new roles and relationships	Having the feeling of professional competence Self-confidence
24	
36	

---

10. A reintegration into one's life on teaching the basis of conditions dictated by one's new perspectives	Displaying behaviour reflecting the requirements of of teaching profession
34	

---

As can be observed in the table, the majority of the prospective teachers experienced a positive transformation related to the profession. The findings reflecting the changes through interviews at the end of the experimental process are displayed in Table 7.

Table 7. Changes in prospective teachers' views related to teaching profession

	Codes	Frequency (f)
Interviews at the end of 9 the experimental process	Enjoying the teaching profession	10
	Awareness of the importance of the profession	9
	Establishing effective communication	9
	Courage in doing the profession	
	Awareness of collaboration	4
	Fear of failure	2
	Boredom	1

The findings obtained after the interviews with the participants are placed into seven different categories. The results indicate that the majority of the prospective teachers are satisfied with the teacher education they have received. Moreover, they exhibited positive views related to the profession after the transformative learning activities supported by Edublogs. For example:

(P3): "I believe I will do my job without boredom, but enjoyment"

(P1): "For me, being with children is the most enjoyable part of the profession"

(P7): "I participated in effective and enjoyable projects during this course. I took great pleasure in actively participating in every activity. I witnessed that I was a teacher while being taught. I believe that teaching is the only profession I can enjoy doing".

These findings reveal that the 10 step transformation was effective in making the prospective teachers more enthusiastic about their profession. Similarly, the category about the awareness of the importance of the teaching profession, in the light of the prospective teachers' views, supports the findings.

(P5): “We need a comprehensive education system to develop our country and this is only possible with successful teaching staff”.

The transformative learning activities, supported by Edublogs, positively improved the prospective teachers’ skills in communication:

(P4): “We used a technological tool in “Introduction to the Teaching Profession”, which I had never used before. I received immediate feedback online that covered everything that I had missed. I had the opportunity to contact both my group and my instructor at any time I needed. I realised how important communication is during the learning process”.

As can be noted from P4’s statements, the Edublogs environment eradicates the limits imposed by time and location and facilitates ongoing communication among group members. One other finding is that the prospective teachers have increased professional confidence. They admitted that they had the opportunity to apply what they learned through in-class presentations and this increased their self-confidence in the profession:

(P6): “I felt myself more than a prospective teacher during in-class applications. I proved that I was able to transfer everything I learned to my colleagues”.

(P11): “I had always been suspicious about transferring what I had learned to my students, but the activities we did in this course eradicated all my worries. All the in and out of class homework, projects, and professional discussions added to my experience”.

At the end of the applications, some participants acknowledged the importance of collaborative work in the teaching-learning process.

(P1): “The group-work activities helped consolidate what I have learned”

(P8): “We produced good projects with my friends. We worked in unity and had significant responsibilities. Working with the group made me feel talented and proud”.

Besides obtaining positive findings in this research, negative findings were found as well. A number of the prospective teachers (n=2) expressed fear of failure related to the activities. The prospective teachers admitted they had negative experiences and expressed their concern with performing activities both in and outside the traditional classroom setting. They admitted that they were not familiar with the Edublogs environment and added that they were anxious about the technology supported courses. One of the participants complained, stating that the activities were boring. The prospective teacher continued to say that the activities required too many

responsibilities and this caused uneasiness. In spite of this, the majority of the prospective teachers asserted that they experienced positive changes in their professional perspectives.

### **Discussion and conclusion**

This research was aimed at investigating the effects of transformative learning theory, supported by Edublogs, on prospective teachers' professional beliefs as well as their transformation related to the teaching profession. The post-test results indicate an increase in their professional belief levels after the application. This result is assumed to be connected to the technological support in the transformative learning activities. Similarly, after the application of the activities, a positive transformation in the prospective teachers' perspectives related to the teaching profession has been observed. When the literature is reviewed, it is found that there is a need for studies that combine transformative learning and technology. In the literature, the research that is based on transformative learning theory supported by technological tools, frequent transformations have been experienced (Henderson, 2010; King, 2002). It is significant to point out that a body of research on transformative learning and technology has been carried out by King (1999, 2000, 2001, 2002a, 2002b, 2002d, 2003a). In one of her studies, King (2000) reached very similar results. She found that teachers' perspective transformations gained strength and they also changed the way they looked at the things. Additionally, in one of her books, King (2002d) made an emphasis on how schools and teachers, in general, can integrate educational technology into a transformative learning framework. Similarly, Doering (2006) conducted research on transformative learning in an online environment. In this study, the learners were provided with learning opportunities based on real world experiences in a collective learning environment. The results of this research state that, in an environment where collective learning, reflecting, and problem solving activities occur, the learners experience transformation. In a study by Ross and Rosenbloom (2011) in which Mezirow's transformative learning framework was used, traditional classes were supported by online components. The findings in this research also indicate that online environments provide learners with freedom, which facilitates their transformative process. Similarly, Keegan (2011) investigated transformative learning in a blended learning environment. According to the results of this research, transformative learning is an effective alternative method. In this respect, it can be said that transformative learning activities supported by technology lead to a positive effect on learners' perspectives.

Another finding in this research is that there has been a significant increase in the prospective teachers' professional beliefs and this indicates that transformative learning supported by

technological tools affects belief factors positively. A number of studies have stated that transformative learning increases learners' motivation and beliefs (Beauchamp, Barling & Morton, 2011; Morton, Keith & Beauchamp, 2010; Hilton, 2013; Meyers, 2008). In their study in 2013, Glas and Cardenas-Carlos found that blogs increased learners' motivation. Palloff and Pratt (2007) emphasised that online environments increased the transformation process significantly, compared to traditional classes. This research provided the participants with a secure and comfortable environment, which provided the prospective teachers with the opportunity to participate, to form a collaborative norm, and facilitated peer communication. It is considered that, in such an environment, the prospective teachers had high levels of motivation and their belief levels rose.

In the semi-structured interviews, the prospective teachers expressed their satisfaction with the transformative learning activities supported by Edublogs. This application also created a positive transformation in their professional perspectives. The support of transformative learning activities by technological tools made the application more effective. Moreover, compared to a single data collection procedure, the combined use of qualitative and quantitative data facilitated the understanding of the research question. It is recommended that, in future studies related to teacher education, transformative learning activities should be supported by different tools. Finally, technologically supported transformative learning theory should also be applied in different subjects of the teacher training programme.

## **References**

158–172.

Abela, J. (2009). Adult learning theories and medical education: a review. *Malta Medical Journal*, 21(1), 11-18.

Baeten, M., Struyven, K., & Dochy, F. (2013). Student-centred teaching methods: Can they optimise students' approaches to learning in professional higher education?. *Studies in Educational Evaluation*, 39, 14-22.

Beach, P. (2017). Self-directed online learning: A theoretical model for understanding elementary teachers' online learning experiences. *Teaching and Teacher Education*, 61, 60-72.



Beauchamp, M.R., Barling, J., & Morton, K.L. (2011). Transformational teaching and adolescent self-determined motivation, self-efficacy, and intentions to engage in leisure time physical activity: a randomised controlled pilot trial. *Applied psychology: health and well-being*, 3, 127–150.

Bush, J & Dawson, R. (2013). Internet Brings Historic Shift in Learning. Retrieved from: <http://www.miamiherald.com/2013/06/25/3470108/internet-brings-historic-shift.html#storylink=cpy>

Cranton, P. (1994). *Understanding and promoting transformative learning: A guide for educators of adults*. San Francisco: Jossey- Bass.

Cranton, P., & King, K.P. (2003). Transformative learning as a professional development goal. New perspectives on designing and implementing. *Professional Development of Teachers of Adults*, 98, 31-37.

Dirkx, J. M. (1998). Transformative learning theory in the practice of adult education: An overview. *PAACE Journal of Lifelong Learning*, 7, 1-14.

Doering, A. (2006). Adventure learning: Transformative hybrid online education. *Distance Education*, 27(2), 197-215.

Emslie, N. (2016). Transformative learning and ministry formation. *Journal of Adult Theological Education*, 13(1), 48-63.

Fleischer, B. (2006) Mezirow's Theory of Transformative Learning and Lonergan's Method in Theology: Resources for Adult Theological Education. *Journal of Adult Theological Education*, 3(2), 147-162.

Glas, K., & Cárdenas-Claros, M.S. (2013). New English cultures and learner autonomy for intrinsic motivation and democratic empowerment in the Chilean context. *English Teaching: Practice and Critique*, 12(3), 23-40.

- Hamlin, M. (2015). *Technology in transformative learning environments*. In C. Halupa (Ed.), *Transformative curriculum design in health sciences education* (pp. 126-140). Hershey, PA: IGI Global.
- Hammond, L.D. (2006). Constructing 21st-century teacher education. *Journal of Teacher Education*, 57(10), 1-15.
- Hegarty, N. (2010). Application of the academic motivation scale to graduate school students. *The Journal of Human Resource and Adult Learning*, 6(2).
- Henderson, G. (2002). Transformative Learning as a Condition for Transformational Change in Organizations. *Human Resource Development Review*, 1(2), 186–214.
- Henderson, J. (2010). An exploration of transformative learning in the online environment. 26<sup>th</sup> Annual Conference on Distance Teaching & Learning. Retrieved from: <http://www.uwex.edu/disted/conference>
- Hilton, J.T. (2013). Digital critical dialogue: A process for implementing transformative discussion practices within online courses in higher education. *MERLOT Journal of Online Learning and Teaching*, 9(4), 602-614.
- Hong, W. (2008). Exploring educational use of blogs in U.S. education. *US-China Education Review*, 5(10), 34-37.
- Illeris, K. (2014). Transformative Learning re-defined: as changes in elements of the identity. *INT. J. of Lifelong Education*, 33(5), 573–586.
- Keegan, P. (2011). Transformative e-learning and teaching in mandatory tertiary education. *Asian Social Science*, 7(11), 66-74.
- King, K. P. (2002). Educational technology professional development as transformative learning opportunities. *Computers & Education*, 39, 283–297.

- King, K. P. (1999). Unleashing technology in the classroom: What adult basic education teachers and organizations need to know. *Adult Basic Education*, 9(3), 162-175.
- King, K. P. (2000). Educational technology that transforms: Educators' transformational learning experiences in professional development. In T. Stork, V. Chapman, & R. St. Clair (Eds.), *Proceedings of the 41st annual Adult Education Research Conference* (p. 211-215). Vancouver, Canada: University of British Columbia Press.
- King, K. P. (2001). Professors' transforming perspectives of teaching and learning while learning technology. *Journal of Faculty Development* 18(1), 25-32.
- King, K. P. (2002a). Creating their futures: The transformative possibilities for women using technology in their professions. *Teach Trends*, 46(6), 37-41.
- King, K. P. (2002b). A journey of transformation: A model of educators' learning experiences in educational technology. In J. M. Pettitt & R. P. Francis (Eds.), *Proceedings of the 43rd annual Adult Education Research Conference* (pp. 195-200). Raleigh: North Carolina State University Press.
- King, K. P. (2002c). Identifying success in online teacher education and professional development. *Internet and Higher Education*, 5(3), 231-246.
- King, K. P. (2002d). *Keeping pace with technology: Educational technology that transforms, Vol. 1: The challenge and promise for K-12 educators*. Cresskill, NJ: Hampton.
- King, K. P. (2002e). Technology catalyzing changing perspectives and practices of teaching and learning. *Journal of Continuing Higher Education*, 50(2), 26-37.
- King, K. P. (2003a). *Keeping pace with technology: Educational technology that transforms, Vol. 2: The challenge and promise for educators in higher education*. Cresskill, NJ: Hampton.
- Lee, J., & Allen, K. (2006). Edublogs as an online assessment tool. *Current Developments in Technology-Assisted Education*, 391-395.

Meyers, S.A. (2008). Using transformative pedagogy when teaching online. *College Teaching*, 56(4), 219-224.

Mezirow, J. (1995). Transformative theory of adult learning. In M. Welton (ed), *In Defense of the Lifeworld*. Albany: State University of New York Press.

Mezirow, J. (1996). Contemporary paradigms of learning. *Adult Education Quarterly*, 46(3), 158-172

Mezirow, J. (2000). *Learning as transformation: Critical perspectives on a theory in process*. San Francisco, CA: Jossey-Bass.

Mezirow, J. "Contemporary Paradigms of Learning." *Adult Education Quarterly*, 1996, 46 (3),

Mezirow, J. "Transformative Theory of Adult Learning." In M. Welton (ed.), *In Defense of*

Mezirow, J. "Transformative Theory of Adult Learning." In M. Welton (ed.), *In Defense of*

Mezirow, J. "Transformative Theory of Adult Learning." In M. Welton (ed.), *In Defense of*

Morton, K.L., Keith, S.E., & Beauchamp, M.R. (2010). Transformational teaching and physical activity: a new paradigm for adolescent health promotion? *Journal of health psychology*, 15, 248–257.

Özçınar, H. (2015). Mapping teacher education domain: A document co-citation analysis from 1992 to 2012. *Teaching and Teacher Education*, 47, 42-61.

Rena, M.P., & Pratt, K. (2007). *Building Online Learning Communities*. Second edition of building learning communities in cyberspace. San Francisco, CA: Jossey-Bass.

Ross, D., & Rosenbloom, A. (2011). Management course in a blended format reflections on building and teaching an undergraduate strategic. *Journal of Management Education*, 35(3), 351-376.

Schwartz, T. (2013). *Examination of factors that promote transformative learning experiences of college-level adult learners of foreign languages*. A dissertation submitted to the Graduate Faculty of Auburn University, Degree of Doctor of Philosophy. Alabama.

Seidel, T., Blomberg, G., & Renkl, A. (2013). Instructional strategies for using video in teacher education. *Teaching and Teacher Education, 34*, 56-65.

Taylor, E. (2008). Transformative learning theory. *New Directions for Adult & Continuing Education, 119*, 5-15.

the Lifeworld. Albany: State University of New York Press, 1995.

the Lifeworld. Albany: State University of New York Press, 1995.

the Lifeworld. Albany: State University of New York Press, 1995.

Tunalı, S.B., Gözü, Ö., & Özen, G. (2016). Using a combination of qualitative and quantitative methods “mixed research method”. *Online Journal of the Faculty of Communication Sciences, 24*(2)

Utvær, B.K.S., & Haugan, G. (2016). The Academic Motivation Scale: Dimensionality, reliability, and construct validity among vocational students. *Nordic Journal of Vocational Education and*



DOI: 10.22559/folklor.964

Folklor/edebiyat, cilt:25, sayı: 97-1, 2019/1

## **Influence of Teacher Candidates' Motivation on Social Entrepreneurship: A Qualitative Study**

**Öğretmen Adaylarının Motivasyonlarının Sosyal Girişimciliğe Etkisi: Nitel  
Çözümleme**

**Hale Erden\***

### **Abstract**

The aim of the current research is to determine the motivation of teacher candidates, through positive and negative metaphors, which influences the social entrepreneurship. Qualitative research paradigm under interpretive phenomenological methodology was used in the current study. Participants of the study were two groups of students (the Group 1 as the-initial-data - participants and the Group 2 as the-later-data-participants) from the fourth year of education faculties of universities in North Cyprus. Focus group interviews were completed with 60 students in Group 1. In Group 2, in-dept interviewers were conducted with 60 students. The key stakeholders in the study were asked to identify positive and negative metaphors affecting teacher candidates' motivation on social entrepreneurship and state their justification in full sentences. An interpretive approach for data collection was used and data were analyzed using the content analysis method. Metaphors defining the teacher candidates' motivation on positive social entrepreneurship were identified as shark, entrepreneurial spirit, fire of love and skilful. Metaphors defining the teacher candidates' motivation on negative metaphors were identified as ordinary and intense. As a result of the research, a model on influencing the teacher candidates' motivation on social entrepreneurship was proposed.

**Keywords:** *motivation, social entrepreneurship, social entrepreneurship model, teacher candidates, qualitative study*

### **Öz**

Bu araştırmanın amacı, öğretmen adaylarının olumlu ve olumsuz metafor kullanarak motivasyonlarının sosyal girişimciliğe etkisini belirlemektir. Bu çalışmada, yorumlayıcı fenomenolojik metodoloji altında nitel araştırma paradigması kullanılmıştır. Araştırmanın katılımcıları Kuzey Kıbrıs'ta bulunan üniversitelerin eğitim fakültesi dördüncü sınıfında öğrenim gören öğrencilerden belirlenen iki grup ile yapılmıştır. Gruplar, ilk veri katılımcıları (Grup 1) ve sonraki veri katılımcıları (Grup 2) şeklinde adlandırılmışlardır. Grup 1'de 60 öğrenci ile odak grup görüşmeleri yapılmıştır. Grup 2'de ise 60 öğrenci ile derinlemesine görüşmeler yapılmıştır. Çalışmaya katılan paydaşlardan, sosyal girişimciliği ve öğretmen adaylarının motivasyonunu etkileyen olumlu ve olumsuz metaforları tanımlamaları ve gerekçelerini tam cümle halinde yazılı olarak belirtmeleri istenmiştir. Veri toplama için yorumlayıcı yaklaşım kullanılmış ve veriler içerik analizi yöntemi kullanılarak analiz edilmiştir. Öğretmen adaylarının olumlu sosyal girişimcilik motivasyonlarını tanımlayan metaforlar köpekbalığı, girişimci ruhu, sevgi ateşi ve becerikli olarak tanımlanmıştır. Öğretmen

---

\* Assoc. Prof. Dr., Cyprus Social Sciences University, Faculty of Educational Sciences, Mersin 10 Turkey, hale.erden@kisbu.edu.tr

adaylarının olumsuz sosyal girişimcilik motivasyonlarını tanımlayan metaforlar ise, öğretmen adaylarının motivasyonunu sıradan ve yoğun olarak tanımlamıştır. Araştırma sonucunda öğretmen adaylarının motivasyonlarının sosyal girişimciliğe etkisine ilişkin model önerisi yapılmıştır.

**Anahtar sözcükler:** *motivasyon, sosyal girişimcilik, sosyal girişimcilik modeli, öğretmen adayları, nitel çalışma*

## **Introduction**

Entrepreneurship nowadays is among the increasingly important topics in various disciplines, which attempts to provide further step to denote key stakeholders with necessary knowledge, skills as well as motivation. Donckels (1991) puts forward that entrepreneurship, an important opening window in the growth of economy of a country, is vital for contributing to the entrepreneurial talents and giving complete support to the managers in order to bring into existence jobs and germinate dynamism and innovation. Entrepreneurship is subject to change and is putting things into practice, which makes it a processual phenomenon (Johannisson, 2016). It includes variables such as individual, situational, organizational and socio-cultural variables. Due to extend of its capacity and kinds of variables, the term entrepreneurship is not specifically defined (Hyrsky, 1999). Hereby, definition of entrepreneurship education is not conceptually easy to comply. However, internal entrepreneurship is closely related to the pupil's responsibility-taking-level at school/work and instinct desire to be entrepreneur as well as external entrepreneurship is related to the students' having potential to be an entrepreneur (Korhonen, Komulainen & Raty, 2012). Though entrepreneurship has deficiencies in definition, opportunities for research enhance field of entrepreneurship through comprehension of innovation, teams and leadership in entrepreneurship. Yet, integration of entrepreneurship as a theory has been under question due to its being unachievable or further challenges it may create (Clark & Harrison, 2018).

Entrepreneurship education in a narrow sense is defined as preparing the students for the business world while in the broad sense it is defined as the process in which people acquire a range of skills that they can apply in all areas of their lives and provide more individual, social and economic returns. Entrepreneurship education aims to gain knowledge, skills and attitude necessary for individuals to reach the goals (European Commission, 2012). Entrepreneurship education throughout schools, universities, and university colleges in Europe has been organized as an individual subject, as a topic among the subjects, or as a project-integrated subject (Johansen & Schanke, 2013). Higher levels of entrepreneurship

culture in a region have positive effect on having higher employment growth which proves that a region filled with entrepreneurship culture has tended to have higher regional economic performance (Stuetzer, Audretsch, Obschonka, Gosling, Rentfrow & Potter, 2017). It should be noted that entrepreneurship education is a necessity for the development of regional economic performance.

Similarly, entrepreneurship education contributes to cultural changes and economic growth, which has also privilege on the political agendas of the countries (Lindh & Thorgren, 2016). In many countries, it has been drawn attention on the necessity of improving the entrepreneurship traits of the students studying at universities (Armstrong & Tomes, 2000; European Commission, 2013; Hannula, Ruskovaara, Seikkula-Leino & Tiikkala, 2012; Kružić & Pavić, 2010). The aim in improving the entrepreneurship traits of the students is to facilitate students to acquire the necessary knowledge and skills for their future careers (Beca, 2007). In this sense, gaining entrepreneurship traits throughout university education for the students is an important duty of the universities.

Despite formal education, qualified experience and social skills are necessary to be an entrepreneur (Johannisson, 2016). At the same way, student enterprising, a practical method of student entrepreneurship, is useful in increasing the motivation of the students. As a practical method, student enterprising is a realistic and cross-cultural one (Somby & Johansen, 2017). Interest among students of non-business environment shows a significant opportunity to expand education on entrepreneurship above going to a business school (Shinnar, Pruett & Toney, 2009).

Metaphorical usage of entrepreneurship has importance in conveying attitudes and thought processes of people in a culture (Sriwastra & Barrett, 1988), which brings ways to understand complex issues and concepts within simpler sets (Hyrsky, 1999). Conceptually, the current study contributes to entrepreneurship literature by enhancing the effect of metaphoric usage of social entrepreneurship on teacher candidates' motivation. In practice, the study offers valuable qualitative insights into proposing an effective entrepreneurship model for teacher candidates' motivation through metaphoric usage since most of the previous studies on entrepreneurial learning cover conceptual studies rather than practical ones. Therefore, the research questions of the current study are as follows:

1. What positive-metaphors do the teacher candidates report on student entrepreneurship and their motivation level?
2. What negative-metaphors do the teacher candidates report on student entrepreneurship and their motivation level?



## **1. Methodology**

### **1.1. Research design**

The study has been administered within qualitative research paradigm. Interpretivism was adopted as an epistemological position and phenomenology was used as the research design. Phenomenology aims at studying lived experiences of individuals instead of making generalizations and/or finding out a common truth (Cal & Tehmarn, 2016).

### **1.2. Participants**

The-initial-data-participants (as the Group 1) and the-later-data-participants (as the Group 2) constituted the participants. There were 60 fourth-year students studying in an Education Faculty at various universities in North Cyprus in each group of participants. The Group 1 participants were 28 females and 32 males. Similarly, the Group 2 participants were 30 females and 30 males studying at an Education Faculty at various universities in North Cyprus. Among them, 10-of-them were studying at the Guidance and Psychological Counseling Department; 10-of-them were students at the Pre-School Teacher Education Department. On the other hand, 10-of-the-participants were majoring in the Mental Disabilities Teacher Education, 10-of-them were students at the Music Teacher Education Department. In addition to this, 10-of-the-participants were majoring in the English Language Teacher Education and 10-of-them were students at the Elementary Teacher Education Department.

### **1.3. Procedures**

An essay in relation to determining the positive and negative metaphors was asked to write by the participants. Their instructors invited the participants to write the essay in detail after the grading policy had completed. The interviews, started in May 2017, with the Group 1 were completed after 3 months, in July 2017. As an initial step, data were analyzed. Then, the researcher identified categories, themes and sub-themes. In the following spring semester, starting in February, different participants named as the Group 2, studying at the similar departments, were asked to write another essay in relation to positive and negative metaphors by their instructors after finalizing the grading policy. The researcher identified the categories; themes; and sub-themes emerged upon analyzing the data.

### **1.4. Data collection method**

The researcher asked the instructors to collect the data qualitatively through the use of metaphors. The participants were invited to identify their perceptions about their experiences on social entrepreneurship and student motivation by using metaphors. Namely, they were

asked to answer the following questions: 1. “If you would define being a social entrepreneur and teacher candidates’ motivation positively, which metaphor/s would you use?” and 2. “If you would define being a social entrepreneur and teacher candidates’ motivation negatively, which metaphor/s would you use?”. They were also invited to describe their reason/s on why they had particularly employed such positive as well as negative metaphor/s and provide their justifications through writing on a paper.

### **1.5. Data analysis method**

The content analysis were employed as a method in order to analyze the data from the Group 1 and data from the Group 2, collected by using positive and negative metaphors. After comparing the data, the researcher identified the common categories; themes; and sub-themes. In order to achieve this, the researcher took notes the metaphors and the message they intended to communicate one-by-one. The researcher compared the data to identify the common-metaphors and established the strong and common categories, themes and sub-themes in order to increase the inter rater reliability (Denzin & Lincoln 2000). Next, the metaphors were categorized in groups using their similarities in the main idea/s they communicate as well as the categories, themes and sub-themes emerging on the concept of “social entrepreneurship and student motivation”. Similarly, in order to increase the level of acceptance (conformability) of the findings, the process called peer debriefing was applied while collecting the data with the Group 1 and the Group 2.

## **2. Findings**

The identified metaphors were put into groups taking into account the main idea/s of the questions the teacher candidates had responded. The emerging themes were categorised as the *Positive-Metaphors-on-being-a-social-entrepreneur-and-teacher-candidates'-motivation* and the *Negative-Metaphors-on-being-a-social-entrepreneur-and-teacher-candidates'-motivation*. The section coming has been attempting to give answer to the following research question: What positive-metaphors do the teacher candidates report on student entrepreneurship and their motivation level?

### *2.1. Category 1: The-positive-metaphors-on-being-a-social-entrepreneur-and-teacher-candidates'-motivation*

The identified category on *the-positive-metaphors-on-being-a-social-entrepreneur-and-teacher-candidates'-motivation* gave rise to the themes called *the-positive-metaphors-on-teacher-candidates'-motivation-as-a-social-entrepreneur as Shark*; *the-positive-metaphors-*

*on-teacher-candidates'-motivation-as-a-social-entrepreneur as Entrepreneurial Spirit; the-positive-metaphors-on-teacher-candidates'-motivation-as-a-social-entrepreneur as Fire of Love and the-positive-metaphors-on-teacher-candidates'-motivation-as-a-social-entrepreneur as Skilful.* Each theme generated various sub-themes. Themes and sub-themes related to the first identified category (the Category 1) are shown in Table 1 below:

**Table 1: Identified themes and sub-themes on the-positive-metaphors-of-the-social-entrepreneurship-and-teacher-candidates'-motivation**

Themes	Sub-themes
Positive-metaphors-on-teacher-candidates'-motivation-as-a-social-entrepreneur-as-Shark	<ol style="list-style-type: none"> <li>1. An entrepreneur Shark teacher is aggressive</li> <li>2. An entrepreneur Shark teacher is sociable</li> <li>3. An entrepreneur Shark teacher is exploratory</li> <li>4. An entrepreneur Shark teacher is far-sighted</li> <li>5. An entrepreneur Shark teacher is bold</li> <li>6. An entrepreneur Shark teacher is an expert</li> <li>7. An entrepreneur Shark teacher is excellent</li> </ol>
Positive-metaphors-on-teacher-candidates'-motivation-as-a-social-entrepreneur-as-Entrepreneurial-Spirit	<ol style="list-style-type: none"> <li>1. An entrepreneur Spiritual teacher is an investor</li> <li>2. An entrepreneur Spiritual teacher is a leader</li> <li>3. An entrepreneur Spiritual teacher is a technician</li> <li>4. An entrepreneur Spiritual teacher is struggler</li> <li>5. An entrepreneur Spiritual teacher is focused</li> </ol>
Positive-metaphors-on-teacher-candidates'-motivation-as-a-social-entrepreneur-as-Fire-of-Love	<ol style="list-style-type: none"> <li>1. An entrepreneur teacher who has Fire of Love is passionate</li> <li>2. An entrepreneur teacher who has Fire of Love is determined</li> <li>3. An entrepreneur teacher who has Fire of Love is sincere and reliable</li> <li>4. An entrepreneur teacher who has Fire of Love is sympathetic</li> <li>5. An entrepreneur teacher who has Fire of Love is humorous</li> <li>6. An entrepreneur teacher who has Fire of Love is enthusiastic</li> <li>7. An entrepreneur teacher who has Fire of Love is imaginative</li> <li>8. An entrepreneur teacher who has Fire of Love has positive attitude and perseverance</li> </ol>
Positive-metaphors-on-teacher-candidates'-	<ol style="list-style-type: none"> <li>1. An entrepreneur Skilful teacher is creative thinker</li> <li>2. An entrepreneur Skilful teacher has ability to relate to people at</li> </ol>

---

motivation-as-a-social-entrepreneur-as-Skilful	<p>a high level</p> <p>3. An entrepreneur Skilful teacher has ability to express himself/herself in written and oral form</p> <p>4. An entrepreneur Skilful teacher has personal aim, vision and mission</p> <p>5. An entrepreneur Skilful teacher is open and is willing to change</p> <p>6. An entrepreneur Skilful teacher has team-workability</p>
--	--

---

When the teacher candidates' experiences on being social entrepreneur and their motivation level were kindly asked to define, they expressed the above-mentioned metaphors identified as the positive-metaphors. The positive-metaphors they identified and the experiences they revealed have indicated that their motivation level is increasing while the level of entrepreneurship is increasing. Almost all in the metaphors identified positive, the notion of having higher level of entrepreneurship and higher level of student motivation exists. The appearing section has been attempting to give answer to the following research question: What negative-metaphors do the teacher candidates report on student entrepreneurship and their motivation level?

*2.2. Category 2: The-negative-metaphors-on-being-a-social-entrepreneur-and-teacher-candidates'-motivation*

The identified category on *the-negative-metaphors-on-being-a-social-entrepreneur-and-teacher-candidates'-motivation* gave rise to the themes called *the-negative-metaphors-on-teacher-candidates'-motivation-as-a-social-entrepreneur as Ordinary* and *the-negative-metaphors-on-teacher-candidates'-motivation-as-a-social-entrepreneur as Intense*. Each of the themes generated various sub-themes. The identified themes and sub-themes related to the second category (the Category 2) are presented in Table 2 below:

**Table 2: Identified themes and sub-themes on the-negative-metaphors-of-the-social-entrepreneurship-and-teacher-candidates'-motivation**

---

<b>Themes</b>	<b>Sub-themes</b>
Negative metaphors on teacher candidates' motivation as a social entrepreneur as	<p>1. An entrepreneur Ordinary teacher is indistinguishable from others</p> <p>2. An entrepreneur Ordinary teacher is less gainer</p> <p>3. An entrepreneur Ordinary teacher has low-start up foundations</p> <p>4. An entrepreneur Ordinary teacher is venture</p>

---

Ordinary	5. An entrepreneur Ordinary teacher thinks small
Negative metaphors on teacher candidates' motivation as a social entrepreneur as Intense	<ol style="list-style-type: none"> <li>1. An entrepreneur Intense teacher is unnecessarily risk-taker</li> <li>2. An entrepreneur Ordinary teacher is extremely stressed</li> <li>3. An entrepreneur Ordinary teacher has increased responsibility</li> <li>4. An entrepreneur Ordinary teacher has necessity to grow constantly</li> <li>5. An entrepreneur Ordinary teacher is stuck to imaginations</li> <li>6. An entrepreneur Ordinary teacher is unable to improve</li> </ol>

When the teacher candidates' experiences on being social entrepreneur and their motivation level were kindly asked to define, they expressed the above-mentioned metaphors as the negative-metaphors. The negative-metaphors they identified and the experiences they revealed have indicated that their motivation level is decreasing while the level of entrepreneurship is decreasing. Almost all in the negative metaphors identified the notion of having lower level of entrepreneurship and lower level of student motivation exists.

### 3. Discussion

Entrepreneur education, as a form of pedagogy, is connected to a gradually developing movement. With entrepreneurship education, the idea of human being has been changing. It also brings action-oriented, autonomous and inter-play between taking risk and taking responsibility within the learning process and the challenges to the previous learning paradigms. Therefore, entrepreneur education yields to new aims to the method and practice of teaching as well as to the manner of the teacher for renewing learning paradigms and putting forward practices of institutions (Kyrö, 2015). 'What to teach' and 'how to teach them' as well as consensus and necessary attention devoted should be in harmony while dealing with the entrepreneur education (Sirelkhatim, Gangi & Nisar, 2015). The most prominent institutions for enterprising culture of entrepreneurship education seem to be the higher education institutions. Entrepreneurship education is important in many cultures and needs to be active through institutions with its values and beliefs in the curriculum widespread. 'Cultification' is the neutralised term suggested to enter into the pedagogy of entrepreneurship education in higher education institutions (Farny, Frederiksen, Hannibal & Jones, 2016) since higher education institutions has improved capacity to develop entrepreneurship education through promoting an effective learning community theoretically. Similarly, internship and training programmes are necessary in order to contribute to the entrepreneurs (Johannisson, 2016). Increasing the entrepreneurial awareness at the practical

level has aimed to train graduates ready to start a profession. Practically fed courses are necessary in acquiring competencies of entrepreneurship. The courses' aim decides on the content of the curriculum and teaching methods (Sirelkhatim et. al., 2015). On the other hand, being competitive and being able to take-risk have been found as the precondition for having successful progress in entrepreneurship education (Komulainen, Korhonen & Raty, 2009). Therefore, rather than modification on the behaviour, programmes on entrepreneurship education and training are required to be on developing skills (Ray, 1993).

Since social entrepreneurship is the motive for teacher candidates' motivation, motivation itself is a guiding principle stimulating the organism, and social entrepreneurship itself requires action and certain amount of motivation to take action. As a dynamic and widespread activity, social entrepreneurship mainly produces change. Therefore, social entrepreneurship and motivation mutually affect each other to produce change, maintain improvement as well as serve society and society's culture. Similarly, entrepreneurial intention and attitudes have positive effect to each other (Walter & Dohse, 2012).

The proposed entrepreneurship model maintained that an entrepreneur teacher candidate as a shark is ready to attack in order to win, is sociable, is investigator, has ability to take risks, confident and courageous as well as is an expert and is excellent. Entrepreneurs work with experiential and reflective learning as well as learn from crisis and failures. Similarly, social influences have vital role in the learning of entrepreneurship (Pittaway & Thorpe, 2012). Benefits for students' learning cover learning by doing, learning from mistakes and learning from entrepreneurs (Pittaway, Gazzard, Shore & Williamson, 2015).

The proposed model revealed that an entrepreneur teacher candidate who has an entrepreneur spirit is an investor, is a leader and is a technician, as well as struggles and focuses. Students play leadership roles especially when they take part in entrepreneurship clubs because entrepreneurship clubs for students support learning through entrepreneurship (Pittaway et. al., 2015). Understanding the challenges on the development of how entrepreneurial networks become apparent, why these networks emerge and when they are prominent as well as how these networks are gradually developed is necessary (Lamine, Jack, Fayolle & Chabaud, 2015).

The proposed model provided that an entrepreneur teacher candidate who has the fire of love has passion, is determined, is sincere and reliable, is sympathetic, is humorous, is enthusiastic, is imaginative and has positive attitudes and perseverance. The context, in which entrepreneurship activities take place, is closely related to the opportunities created by the entrepreneurs. Therefore, entrepreneurship in context gives rise to find out how various types

of contexts open doors to the various settings in order to form different types of entrepreneurial activities (Korsgaard, Ferguson & Gaddefors, 2015). Similarly, a survey research concluded that most of the public relations students have demanded to be successful in their field of study who also have shown a great desire to be entrepreneurs in the public relations area even they are at the earlier stages of their professional lives (Hays & Sidlow, 2010). At the same way, the goal of entrepreneurship education is found to be on creating a number of short-term businesses, dealing with entrepreneurial activities, having intentions and developing attitudes at a considerable sense. Establishing programs for raising short awareness, conducting researches as well as giving rewards to initiatives working interdisciplinary would be the potential solutions to overcome the problems appeared when interdisciplinary entrepreneurship education program is illustrated (Janssen & Bacq, 2010).

The proposed model enabled that an entrepreneur teacher candidate as a skilful person is a creative thinker; has ability to relate to people at a high level; has ability to express himself/herself in written and oral form; has personal aim, vision and mission; is open and willing to change as well as is talented to work in team/s. Entrepreneurial learning and entrepreneurial networking activities are closely related to each other. Entrepreneurial learning is a process and it is a consequence of social interaction, which focuses on the network development and the changing needs of the participants through time (Lefebvre, Lefebvre & Simon, 2015).

Entrepreneurship metaphors, mostly described positive and idealistic, are grouped as 'machine/machinery and other physical objects'; 'warfare and adventures'; 'sports and games'; 'creativity and activity'; 'nature'; 'disease'; 'food items'; and 'special features' (Hyrsky, 1999, p.13). The entrepreneurship metaphors mostly call upon the revealing impression of entrepreneurs whom some are valuable to society (Hyrsky, 1999). Similarly, the importance of shifting from individual entrepreneurship to the entrepreneurial process has been underlined (Bygrave & Hofer, 1991).

The proposed model revealed that an ordinary entrepreneur teacher candidate can not be distinguishable from others in terms of less gaining and in terms of having low-start up foundation; has strong venture which can not undertake risky or dangerous journey as well as thinks small, who cannot relate previous and further steps into each other. Venturing is a process, which requires including both formation of networks and transforming network ties. Network formation and transformation of network ties require developing a strategic conceptual framework to find out strengths and weakness of the network ties because network ties have been necessary to develop for building important competencies regarding

entrepreneurship. Thus, development of new ventures is a consequence of complete social networks (Rasmussen, Mosey & Wright, 2015). Similarly, a new venture initiation includes having intentional and planned behaviours, reflecting a complex perception based on the abovementioned process. Behaving intentional is the best indicator for reflecting beliefs and perceptions, which is closely related to the intentions-based model (Krueger & Carsrud, 1993). Similarly, negative entrepreneurship metaphors grouped as disapproving judgements or declining level of importance of the statements associated with the sense of excessiveness in self-importance qualities of entrepreneurs (Hyrsky, 1999). An older study found that an entrepreneur person is the one who brings into existence a venture with a positive meaning (McClelland, 1961). However, venturing with a metaphoric usage has been described with a negative meaning in the current study. Venturing, having a positive meaning in most of the metaphorical definitions in the literature, has been negatively identified which is defined as being not able to take necessary steps to go further as well as not being undertake risks by venturing in the current study.

The proposed model revealed that an intense entrepreneur teacher candidate can take unnecessary risks for improving constantly, but unable to improve: cannot overcome intense stress as well as has increased responsibility due to imaginations s/he is stuck to. Application of planned behaviour theory has been used to estimate behaviour on entrepreneurship. Intention is an indicator of the next behaviour (Kautonen, Gelderen & Tornikoski, 2013). Having lower level of intention has been affecting the level of being an entrepreneur as well as planning and applying behaviour.

### **Conclusion**

The significance and contribution of teacher candidates' motivation on being entrepreneur are underlined in this research. The stronger model on social entrepreneurship leads to the increased quality on teacher candidates' motivation. Teacher candidates are the change agents and innovators. They are expected to be the entrepreneurs rather than resistances. Similarly, cultivation is the recent terminology describing how to be an entrepreneur in a specific culture, to be added to the curriculum of the higher education while designing curriculum of the education faculties. Indeed, curriculum of the education faculties are strongly suggested to involve redesigns including recently added courses on students' motivation and social entrepreneurship and/or future teachers as social entrepreneurs. Teacher candidates' insist on being shark require them to be aggressive, sociable, exploratory, far-sighted, expert and excellent whereas teacher candidates' insist on being spiritual require



them to be a/an investor, leader, technician, struggler and focussed. At the same way, teacher candidates' insist on being fire of love require them to be courageous, desired, passionate, determined, work with love and motivated, persistent, sincere, reliable, sympathetic, humorous, having commitment, enthusiastic, imaginative, have positive attitude and perverse. On the other hand, teacher candidates' insist on being ordinary require them to be indistinguishable from others, less gainer, having low-start up foundations, venturing and thinking small. Similarly, teacher candidates' insist on risk taking require them to be extremely stressed, having increased responsibility, having necessity to grow constantly, being stuck to imaginations and being unable to improve. Data of the current study presents the-identified-positive-metaphors as well as the-identified-negative-metaphors of a social entrepreneurship model on teacher candidates' motivation. The results obtained by the current research have yielded identifying the-positive-metaphors as well as identifying the-negative-metaphors for proposing a model on teacher candidates' entrepreneurship on teacher candidates' motivation.

## References

- Armstrong, P. & Tomes, A. (2000). Entrepreneurship in science: Case studies from liquid crystal application. *Prometheus: Critical Studies in Innovation*, 18(2), 133-147. <https://doi.org/10.1080/713692057>
- Beca, J. (2007). *The need for improvement in innovativeness development and entrepreneurship training in high school and university science education*. T-Space at the University of Toronto Libraries, University of Toronto Mississauga. Retrieved from <https://www.j-humansciences.com/ojs/index.php/IJHS/article/view/3240>
- Bygrave, W.D. & Hofer, C.W. (1991). Theorising about entrepreneurship. *Entrepreneurship theory and practice*, 16(2), 13-22. <https://doi.org/10.1177/104225879201600203>
- Cal, A. & Tehmarn, A. (2016). *Phenomenological epistemology approaches and implications for HRD research and practice*. National Institute of Development Administration, Bangkok, Thailand. Retrieved from [https://www.ufhrd.co.uk/wordpress/wp-content/uploads/2016/10/paper\\_128.pdf](https://www.ufhrd.co.uk/wordpress/wp-content/uploads/2016/10/paper_128.pdf)
- Clark, C.M. & Harrison, C. (2018). Entrepreneurship: An assimilated multi-perspective review. *Journal of Small Business and Entrepreneurship*. Latest articles. <https://doi.org/10.1080/08276331.2018.1446665>
- Denzin, N.K. & Lincoln, Y. (Eds.). (2000). *Handbook of qualitative research* (2nd ed.). Thousand Oaks, CA: Sage.

- Donckels, R. (1991). Education and entrepreneurship experiences from secondary and university education in Belgium. *Journal of Small Business and Entrepreneurship*, 9(1), 35-42. <https://doi.org/10.1080/08276331.1991.10600389>
- European Commission, (2012). *Effects and impact of entrepreneurship programmes in higher education*. Entrepreneurship Unit. Directorate-General for Enterprise and Industry B-1049 Brussels, March 2012.
- European Commission, (June, 2013). *Entrepreneurship education: A guide for educators*. Entrepreneurship and Social Economy Unit. European Union, 2013, Bruxelles.
- Farny, S., Frederiksen, S.H., Hannibal, M. & Jones, S. (2016). A Culture of entrepreneurship education. *Entrepreneurship and Regional Development: An International Journal*, 28(7-8), 514-535. <https://doi.org/10.1080/08985626.2016.1221228>
- Hannula, H., Ruskovaara, E., Seikkula-Leino, J. & Tiikkala, A. (2012). Evaluating Finnish teacher educators as entrepreneurship educators, *8th International Conference on Evaluation for Practice, Improvement by Evaluation, A Conference for Experts of Education*, Human Services and Policy 18– 20 June 2012, University of Tampere, Pori, Finland.
- Hays, B.A. & Sidlow, F. (2010). Student interest in studying and engaging in public relations entrepreneurship. *Journal of Small Business and Entrepreneurship*, 23(1), 709-718. <https://doi.org/10.1080/08276331.2010.10593511>
- Hyrsky, K. (1999). Entrepreneurial metaphors and concepts: An exploratory study. *International Small Business Journal*, 18(1), 13-34. Retrieved from [isb.sagepub.com](http://isb.sagepub.com)
- Johannisson, B. (1991). University training for entrepreneurship: Swedish approaches. *Entrepreneurship and Regional Development*, 3(1), 67-82. <https://doi.org/10.1080/08985629100000005>
- Janssen, F. & Bacq, S. (2010). Cultural and outcomes-related issues in implementing an interdisciplinary cross-campus entrepreneurship education program. *Journal of Small Business and Entrepreneurship*, 23(1), 733-746. <https://doi.org/10.1080/08276331.2010.10593513>
- Johannisson, B. (2016). Limits to and prospects of entrepreneurship education in the academic context. *Entrepreneurship and Regional Development: An International Journal*, 28(5-6), 403-423. <https://doi.org/10.1080/08985626.2016.1177982>
- Johansen, V. & Schanke, T. (2013). Entrepreneurship education in secondary education and training. *Scandinavian Journal of Educational Research*, 57(4), 357-368. <https://doi.org/10.1080/00313831.2012.656280>

- Kautonen, T., Gelderen, M.V., & Tornikoski, E.T. (2013). Prediction entrepreneurial behaviour: A test of the theory of planned behaviour. *Applied Economics*, 45(6), 697-707. <https://doi.org/10.1080/00036846.2011.610750>
- Krueger, N.F. & Carsrud, A.L. (1993). Entrepreneurial intentions: Applying the theory of planned behaviour. *Entrepreneurship and Regional Development: An International Journal*, 5(4), 315-330. <https://doi.org/10.1080/08985629300000020>
- Kružić, D. & Pavić, I. (2010). Students' entrepreneurial characteristics: Empirical evidence from Croatia. *The Business Review*, Cambridge, 14(2), 216-221.
- Komulainen, K., Korhonen, M. & Raty, H. (2009). Risk-taking abilities for everyone? Finnish entrepreneurship education and the enterprising selves imagined by pupils. *Gender and Education*, 21(6), 631-649. <https://doi.org/10.1080/09540250802680032>
- Korhonen, M., Komulainen, K. & Raty, H. (2012). 'Not everyone is cut out to be the entrepreneur type'; How Finnish school teachers construct the meaning of entrepreneurship education and the related abilities of the pupils. *Scandinavian Journal of Educational Research*, 56(1), 1-19. <https://doi.org/10.1080/00313831.2011.567393>
- Korsgaard, S., Ferguson, R. & Gaddefors, J. (2015). The best of both worlds: How rural entrepreneurs use placial embeddedness and strategic networks to create opportunities. *Entrepreneurship and Regional Development: An International Journal*, 27(9-10), 574-598. <https://doi.org/10.1080/08985626.2015.1085100>
- Kyrö, P. (2015). The conceptual contribution of education to research on entrepreneurship education. *Entrepreneurship and Regional Development: An International Journal*, 27(9-10), 599-618. <https://doi.org/10.1080/08985626.2015.1085726>
- Lamine, W., Jack, S., Fayolle, A. & Chabaud, D. (2015). One step beyond? Towards a process view of social networks in entrepreneurship. *Entrepreneurship and Regional Development: An International Journal*, 27(7-8), 413-429. <https://doi.org/10.1080/08985626.2015.1070535>
- Lefebvre, V., Lefebvre, M.R. & Simon, E. (2015). Formal entrepreneurial networks as communities of practice: A longitudinal case study. *Entrepreneurship and Regional Development: An International Journal*, 27(7-8), 500-525. <https://doi.org/10.1080/08985626.2015.1070539>
- Lindh, I. & S. Thorgren . (2016). Entrepreneurship education: The role of local business. *Entrepreneurship & Regional Development*, 28(5-6), 313-336. <https://doi.org/10.1080/08985626.2015.1134678>

- McClelland, D.C. (1961). *The achieving society*. Princeton, New Jersey: Van Nostrand.  
Retrieved from <https://www.questia.com/library/1438901/the-achieving-society>
- Pittaway, L.A., Gazzard, J., Shore, A. & Williamson, T. (2015). Student clubs: Experiences in entrepreneurial learning. *Entrepreneurship and Regional Development: An International Journal*, 27(3-4), 127-153. <https://doi.org/10.1080/08985626.2015.1014865>
- Pittaway, L. & Thorpe, R. (2012). A framework for entrepreneurial learning: A tribute to Jason Cope. *Entrepreneurship and Regional Development. An International Journal. Special Issues on Entrepreneurship Education and Context and Government Policies to Support Entrepreneurship*, 24(9-10), 837-859.  
<https://doi.org/10.1080/08985626.2012.694268>
- Rasmussen, E., Mosey, S. & Wright, M. (2015). The transformation of network ties to develop entrepreneurial competencies for university spin-offs. *Entrepreneurship and Regional Development: An International Journal. One Step Beyond? Towards a Process View of Social Networks in Entrepreneurship*, 27(7-8), 430-457.  
<https://doi.org/10.1080/08985626.2015.1070536>
- Ray, D., M. (1993). Understanding the entrepreneur: Entrepreneurial attributes, experience and skills. *Entrepreneurship and Regional Development: An International Journal*, 5(4), 345-358. <https://doi.org/10.1080/08985629300000022>
- Sirelkhatim, F., Gangi, Y. & Nisar, T. (2015). Entrepreneurship education: A systematic literature review of curricula contents and teaching methods. *Cogent Business and Management*, 2(1), 1-11. <https://doi.org/10.1080/23311975.2015.1052034>
- Shinnar, R., Pruett, M. & Toney, B. (2009). Entrepreneurship education: Attitudes across campus. *Journal of Education for Business*, 84(3), 151-159.  
<https://doi.org/10.3200/JOEB.84.3.151-159>
- Somby, H.M. & Johansen, V. (2017). Entrepreneurship education: motivation and effort for pupils with special needs in Norwegian compulsory school. *European Journal of Special Needs Education*, 32(2), 238-251,  
<https://doi.org/10.1080/08856257.2016.1223398>
- Srivastva, S. & Barrett, F.J.(1998). The transforming nature of metaphors in group development: A study in group theory. *Human Relations*, 41, 31-64. Retrieved from [https://calhoun.nps.edu/bitstream/handle/10945/55665/Barrett\\_Transforming\\_1988.pdf?sequence=1](https://calhoun.nps.edu/bitstream/handle/10945/55665/Barrett_Transforming_1988.pdf?sequence=1)
- Stuetzer, M., Audretsch, D.B., Obschonka, M., Gosling, S.D., Rentfrow, P.J. & Potter, J. (2018). Entrepreneurship culture, knowledge spillovers and the growth of regions.

*Regional Studies: Innovation and Geographical Spillovers*, 52(5), 608-618.  
<https://doi.org/10.1080/00343404.2017.1294251>

Walter, S.G. & Dohse, D.(2012). Why mode and regional context matter for entrepreneurship education. *Entrepreneurship and Regional Development. Special Issue on: Entrepreneurship Education and Context and Government Policies to Support Entrepreneurship*, 24(9-10), 807-835. <https://doi.org/10.1080/08985626.2012.721009>



DOI: 10.22559/folklor.961

Folklor/edebiyat, cilt:25, sayı: 97-1, 2019/1

## **4-6 Yaş Arasındaki Çocukların Ebeveynlerinin İstismara Yönelik Farkındalığı**

The Awareness Levels Of Parents Whose Children Ages Between 4 and 6.

**Elif Ünal Bozcan\***  
**Bengü Berkmen\*\***  
**Nihan Koran\*\*\***  
**Eşmen Tatlıcalı\*\*\*\***

### **Öz**

Bu araştırmanın amacı Kuzey Kıbrıs Türk Cumhuriyeti'nde, okul öncesi eğitim kurumuna devam eden 4-6 yaş arasındaki çocukların ebeveynlerinin istismara yönelik farkındalığını tespit etmektir. Araştırmanın yöntemi tarama araştırmalarından kesitsel taramadır. Araştırmada veri toplama aracı olarak araştırmacılar tarafından geliştirilen Kişisel Bilgi Formu ve Pekdoğan (2017) tarafından geliştirilen "Ebeveynlere Yönelik İstismar Farkındalık Ölçeği" kullanılmıştır. Araştırmanın evrenini Lefkoşa bölgesinde okul öncesi eğitimi alan 4-6 yaş aralığındaki çocukların ebeveynleri oluşturmuştur. Örneklemi ise evrenden tesadüfi örnekleme yöntemi ile belirlenen ve araştırmaya gönüllü olarak katılan 321 ebeveyn oluşturmuştur. Ebeveynlere Yönelik İstismar Farkındalık Ölçeği ortalamaları ile çalışma grubunun sosyo-demografik özellikleri arasındaki ilişki bağımsız gruplar t Testi ve tek yönlü varyans analizi ile test edilmiştir. Ölçeğin güvenilirliğinin hesaplanabilmesi için Cronbach Alfa iç tutarlılık katsayısına bakılmış ve .65 olarak belirlenmiştir. Araştırma verileri SPSS 21.0 programı ile analiz edilmiştir. Araştırma sonucunda 4-6 yaş çocuğu olan ebeveynlerin istismar konusunda orta düzeyde farkındalığa sahip oldukları belirlenmiştir. Elde edilen puanın orta düzeyde olması ebeveynlerin istismar farkındalığının da orta düzeyde olduğunu göstermektedir. Ölçek maddeleri incelendiğinde ebeveynlerin, cinsel istismar konusunda yeterli bilgiye sahip olmadıkları tespit edilmiştir. Çalışmada bazı sosyo demografik değişkenlere göre anlamlı farklar çıkmaması da çocuk istismarının tüm dünyanın yaşadığı bir sorun olduğu ifadesini desteklemektedir. Araştırma sonuçlarına göre, ebeveynler için istismar konusunda farkındalıklarını artırmaya yönelik eğitimlerin düzenlenmesi önerilebilir.

**Anahtar sözcükler:** 4-6 yaş, ebeveyn, farkındalık, çocuk istismarı, ihmal

\* Uluslararası Kıbrıs Üniversitesi ebozcan@ciu.edu.tr

\*\* Uluslararası Kıbrıs Üniversitesi, bberkmen@ciu.edu.tr

\*\*\* Uluslararası Kıbrıs Üniversitesi nkoran@ciu.edu.tr

## Abstract

The aim of this research is to investigate the awareness of the families about abuse. The families in the target of the research are the families who have children between 4-6 years old. This research was carried out as cross-sectional study. Personal Information Form developed by researchers and Parent Awareness Scale" developed by Pekdoğan (2017) were used as data collection tool. The population of the study was formed by the parents of children between the ages of 4 and 6 who received pre-school education in the Nicosia region. The sample consisted of 321 parents who were randomly sampled and voluntarily participated in the study. The data of the study were analyzed by SPSS 21.0 program. The relationship between the averages of parental abuse awareness scale and the socio-demographic characteristics of the study group were analyzed by t Test and one way ANOVA. For the reliability of the scale Cronbach Alpha was calculated as .65. As a result of the study, it was determined that the awareness level of abuse is medium level. When the scale items were analyzed, it was determined that the parents did not have enough knowledge about sexual abuse. The analyze results of the scales points that the families have medium level of awareness about child abuse. Also the results of the study indicates that the awareness about abuse is not connected with socio demographic issues. According to the results of the study family trainings about child abuse can be recommended.

**Keywords:** *4-6 years old, parent, child abuse, neglect*

## Giriş

Bu bölümde, çocuk istismarı, aile ve çocuk kavramları hakkında ilgili literatür ışığında yer alan bilgiler ortaya konularak, çocuk istismarı ile ilgili ebeveyn farkındalığının önemi vurgulanmıştır.

Toplumların sağlıklı bir şekilde varlığını sürdürebilmesi için yeni neslin gelişimi büyük önem taşımaktadır. Son yıllarda bu yöndeki engellerin en ciddi olanlarından birisi ise çocuk istismarı olarak karşımıza çıkmaktadır. Çocuk istismarı olgusu, Kempe ve arkadaşları (1962) tarafından yayınlanan Örselenmiş Çocuk Sendromu makalesi ile bilimsel çalışmalarda ilk kez karşımıza çıkmaktadır. Genel olarak çocuk istismarı çocukların gelişimine ve sağlığına zarar veren her türlü, kaza dışı ve önlenemez davranışlar olarak tanımlanmaktadır. Fiziksel, cinsel, duygusal istismar ve ihmal olmak üzere dört gruba ayrılan istismar çocukların gelişimi açısından risk faktörü oluşturan durumların başında gelmektedir (Polat, 2007). Fiziksel istismar çocuğun kaza dışı yaralanması ve yetişkinlerin çocuğa fiziksel olarak zarar vermesi şeklinde tanımlanmaktadır. Bu istismar türünde çocuğun sağlığını ve gelişimini olumsuz etkileyen, vücutta iz bırakan morluklar ve yaralara rastlanmaktadır. Fiziksel istismar bu özelliği nedeni ile diğer istismar türlerinden daha kolay fark edilebilmektedir (Gil, 1970; Mullen, Martin, Anderson, Romans & Herbison, 1996). Cinsel istismar ise çocuğun yetişkin tarafından cinsel

doyum amaçlı kullanılması olarak açıklanmaktadır. Cinsel istismar yaygın olmasına rağmen gizli tutulma ve vakalarının kapatılması yaygın bir tutum olarak karşımıza çıkmaktadır (Finkelhor, 1994; Gorey & Leslie, 1997). Duygusal istismar ise çocukları olumsuz etkileyen tutum ve davranışlara maruz kalmasının yanı sıra ilgi, sevgi, bakımdan mahrum bırakılmasıdır. Yaygın olmasına rağmen fiziksel ve cinsel istismar gibi somut bulguların olmaması tespit edilmesini oldukça zorlaştırmaktadır (Glasser, 2002; Polat, 2007). İhmal ise yetişkinin çocuğa karşı yükümlülüklerini yerine getirmemesi olarak ifade edilmektedir. Yetişkinlerin yükümlülüklerini yerine getirmeme durumları sağlık, eğitim, gelişim, beslenme, barınma, güvenli yaşam koşulları gibi alanlarda karşımıza çıkabilmektedir (Gil, 1975; Dubowitz, Black, Starr & Zuravin, 1993).

İstismarın disiplinler arası görüş birliğine sahip bir tanımının olması önleyici çalışmalar açısından önem taşımaktadır. Böylece istismar ile ilgili çalışan uzmanlar hangi olayların istismar kapsamında değerlendirilebileceğine karar verebilmektedir. Fakat istismarla ilgili uygulamalı çalışmalarda fikir birliğine varmak her zaman kolay olmamaktadır. Çünkü istismar içinde yaşanan kültürden, yaşantılardan etkilenmektedir. Uzmanlar istismarın kültüre özgü olabileceğini ve kültürden kültüre farklılık gösterebileceğini aktarmaktadır (Polat, 2007; Firmin & Castle, 2008). Bazı kültürlerde çocuğa hafifçe vurma, ceza verme disiplin araçlarından biri olarak algılansa da bazı kültürlerde bu davranışlar istismar olarak sınıflandırılmaktadır (Glasser, 2002; Polat, 2007).

İstismar tanımı, oluşumu, şiddeti ve sürekliliği kültürel bağlamda değişiklik göstermesine rağmen, tüm dünyanın temel sorunlarından biridir. Dünya genelinde erken çocukluk dönemindeki çocukların istismara uğrama durumu incelendiği zaman 2-4 yaş arasındaki 300 milyona yakın çocuğun yani her 4 çocuktan 3'ünün aileleri tarafından disiplin amaçlı istismara maruz bırakıldığı belirtilmektedir. Ayrıca her 10 çocuktan 6'sı da aileleri tarafından fiziksel istismara maruz kalmaktadır (UNICEF, 2017). Halbuki aile; çocuğa hakları ve sorumlulukları hakkında bilgi veren, hak ihlallerinden çocuğun nasıl korunacağını öğreten üyelerden oluşmaktadır. Fakat bazı durumlarda çocukların hakları bu üyeler tarafından ihlal edilebilmekte ve çocuklar aile içerisinde istismara uğrayabilmektedir. İstismar olgularında çocuklar genelde yakın çevresinde ve tanıdıkları kişilerden zarar görmektedirler. Ayrıca zaman zaman ebeveynler, çocukları üzerinde otorite kurabilmek ve çocuklarını disiplin altına almak için istismara sebep olan davranışlar sergileyebilmektedirler (Gil, 1970; Glaser, 2002). Çocukların erken yaşta hakları ve sorumlulukları ile ilgili bilgilendirilmesi hem çocukların istismardan korunma oranını artırmakta hem de ileride kendisinin ve başkalarının haklarının bilincinde



olmaları açısından olumlu etki yaratmaktadır. Bu durum ancak çocukların ilk öğretmenleri olan ebeveynleri tarafından bilinçlendirilmeleri ve istismardan arınmış bir aile ortamı hayata geçirilebilmektedir (Ammerman & Hersen, 1990; Firmin & Castle, 2008). Ailelerin bunu gerçekleştirebilmesi için hem istismar ile ilgili bilgi ve farkındalığa sahip olması hem de bunu davranışlarına yansıtmayı başarabilmesi gerekmektedir. Bu doğrultuda bu çalışmada 4-6 yaş arasındaki çocukların ebeveynlerinin istismara yönelik farkındalığını saptamak amaçlanmaktadır.

## **Yöntem**

### **Araştırma modeli**

Bu araştırma 4-6 yaş aralığında çocukları olan ebeveynlerin istismar farkındalık düzeylerini belirlemek ve bazı sosyo-demografik özelliklerin bu düzeye etkisinin incelenmesi amacıyla yapılan tarama modelinde betimsel bir araştırmadır. Betimsel araştırma modelinde gerçekleştirilen araştırmalarda varolan durumun saptanması amaçlanmaktadır. Bu araştırmalarda neden-sonuç ilişkisi ortaya konması amaçlanmamakla birlikte geleceğe yönelik tahmin yürütme durumu da amaçlanmamaktadır (Büyüköztürk, Kılıç Çakmak, Akgün, Karadeniz ve Demirel, 2012; Cohen, Manion, ve Morrison, 2000).

### **Evren ve örneklem**

Araştırmanın evrenini Lefkoşa'da ikamet eden ve 4-6 yaş çocuğa sahip ebeveynler olmaktadır. Araştırmanın örneklemini için Lefkoşa'da bulunan okul öncesi eğitim kurumları ile görüşülmüş ve çalışmanın yapılmasına onay veren kurumlardaki gönüllü veliler arasından tesadüfi örnekleme yöntemiyle seçilmiş 321 ebeveyn ile çalışma tamamlanmıştır.

### **Veri toplama araçları**

Araştırmada veri toplamak için Demografik Bilgi Formu ve Ebeveynlere Yönelik İstismar Farkındalık Ölçeği Ebeveyn Formu kullanılmıştır.

### **Demografik bilgi formu**

Araştırmaya gönüllü katılan ebeveynler hakkında bilgi edinmek amacıyla araştırmacılar tarafından oluşturulmuş formdur. Formda katılımcıların yaş, cinsiyet, sahip olunan çocuk sayısı hakkında sorular yer almaktadır.

### **Ebeveynlere yönelik istismar farkındalık ölçeği ebeveyn formu**

Ölçek 4-6 yaş aralığında çocuğu bulunan ebeveynlerin istismar farkındalık düzeylerini belirleyebilmek amacıyla Pekdoğan (2017) tarafından geliştirilmiştir. Ölçek 18 maddeden oluşan 5'li likert tipi bir ölçme aracıdır. Ölçeğin iç tutarlılık katsayısı .98 olarak bulunmuştur. Ölçme aracından alınabilecek en düşük puan 18, en yüksek puan 90'dır. Buna göre ebeveynin aldığı puan 18-42 aralığında ise düşük, 42-66 puan aralığında ise orta, 66-90 puan aralığında ise yüksek düzeyde istismar farkındalıkları olduğunu göstermektedir. Ölçekten alınan puan yükseldikçe, ebeveynlerin istismar farkındalıklarının yüksek olduğu anlamına gelmektedir.

### **Verilerin toplanması**

Verilerin toplanması aşamasında öncelikle Lefkoşa bölgesinde yer alan okul öncesi eğitim kurumlarının yöneticileri ile yüz yüze görüşme yapılmıştır. Bu görüşmede yöneticilere araştırmanın amacı ve araştırmada kullanılacak olan veri toplama araçları hakkında bilgi verilmiştir. Yöneticilerin onayının alınmasından sonra yöneticilerden çocukları 4-6 yaş grubuna devam eden ebeveynlerin irtibat numaraları alınmıştır. Ebeveynler aranarak araştırma amacı ile ilgili bilgilendirilmiştir. Araştırmaya katılmak için gönüllü olan ebeveynler için veri toplama araçları aydınlatılmış onam formu ile çıktı olarak okul öncesi eğitim kurumlarına bırakılmıştır. Her okul ile veri toplama araçlarının araştırmacılara teslim edilmesi için bir takvimlendirme yapılmıştır. Toplam 350 veri toplama aracından 321'i araştırma kapsamında kullanılmak üzere teslim edilmiştir.

### **Verilerin analizi**

Ebeveynlerden elde edilen veriler SPSS 21.0 programı ile analiz edilmiş ve Ebeveynlere Yönelik İstismar Farkındalık Ölçeği ortalamaları ile çalışma grubunun sosyo-demografik özellikleri arasındaki ilişki bağımsız gruplar T Testi ve Tek Yönlü Varyans Analizi ile test edilmiştir. Ölçeğin güvenilirliğinin hesaplanabilmesi için Cronbach Alfa iç tutarlılık katsayısına bakılmıştır. Yapılan Cronbach Alfa iç tutarlılık analizi sonucunda ölçeğin iç tutarlılık katsayısı .65 olarak belirlenmiştir. Bu da ölçeğin orta düzeyde güvenilir olduğunu göstermektedir.

### **Bulgular**

“Demografik Bilgi Formu” aracılığıyla çalışma grubuna ilişkin veriler elde edilmiştir. Bu veriler frekans (*f*) ve yüzde (%) olarak Tablo 1'de sunulmuştur.

Tablo 1 incelendiğinde çalışma grubundaki katılımcıların %86.9'u (n=279) kadınlardan, %13.1'i (n=42) erkeklerden oluşmaktadır. Katılımcıların % 15.6'sı 20-29 yaş, %42.7'si (n=137) 30-34 yaş ve %41.7'si (n=134) 35 yaş ve üzerindedir. Katılımcıların sahip oldukları

çocuk sayılarına bakıldığında ise katılımcıların % 39.6'sı (n=127) tek çocuk, %44.9'u (n=144) iki çocuk ve %15.8'i (n=50) de üç ve üzeri çocuk sahibi olduğunu ifade etmiştir.

**Tablo 1.** Katılımcıların Sosyo-demografik Özellikleri (N=321)

	f	%
<b>Cinsiyet</b>		
Kadın	279	86.9
Erkek	42	13.1
<b>Yaş Grubu</b>		
20-29	50	15.6
30-34	137	42.7
35 ve üzeri	134	41.7
<b>Çocuk Sayısı</b>		
1	127	39.6
2	144	44.9
3 ve üzeri	50	15.8

Çalışmada Ebeveynlere Yönelik İstismar Farkındalık Düzeyi puanlarının araştırmanın değişkenlerine göre farklılaşıp farklılaşmadığını belirlerken parametrik testler kullanılmıştır. Ebeveynlere Yönelik İstismar Farkındalık Düzeyi puanlarının cinsiyete göre farklılık gösterip göstermediğini test etmek için bağımsız gruplar için t-Testi uygulanmış ancak istatistiksel olarak anlamlı bir ilişki bulunamamıştır (Tablo 2).

**Tablo 2.** Katılımcıların Cinsiyetlerine İlişkin t Testi Sonuçları

Cinsiyet	N	$\bar{x}$	SS	Sd	t	p
Kadın	279	2.97	.27	50.803	-1.309	.266
Erkek	42	3.03	.31			

\* p < .05.

Katılımcıların yaşları ve sahip oldukları çocuk sayıları ile Ebeveynlere Yönelik İstismar Farkındalık Düzeyi ortalama puanları tek yönlü varyans analizi ile karşılaştırılmıştır (Tablo 3 ve Tablo 4). K.K.T.C.'de yaşayan ve araştırmaya katılan 4-6 yaş arası ebeveynlerin istismar

farkındalık düzeyinin yaş, cinsiyet ve sahip olunan çocuk sayısına göre farklılaşıp farklılaşmadığını tespit etmek için tek yönlü varyans analizi yapılmış ancak gruplar arasında anlamlı bir farklılaşma olmadığı bulunmuştur.

**Tablo3.** Katılımcıların Ölçekten Aldıkları Puanların Yaş Değişkenine Göre Tek Yönlü Varyans Analizi Sonuçları

<i>f , <math>\bar{x}</math>, ve s Değerleri</i>				<b>ANOVA Sonuçları</b>					
<b>Grup</b>	<b>N</b>	$\bar{x}$	<b>s</b>		<b>KT</b>	<b>Sd</b>	<b>KO</b>	<b>F</b>	<b>p</b>
<b>20-29</b>	50	3.00	.30	G. Arası	.048	2	.024	.309	.734
<b>30-34</b>	137	2.97	.25	G. içi	24.553	318	.077		
<b>35 ve üzeri</b>	134	2.98	.29	Toplam	24.601	320			

**Tablo 4.** Katılımcıların Ölçekten Aldıkları Puanların Sahip Oldukları Çocuk Sayısı Değişkenine Göre Tek Yönlü Varyans Analizi Sonuçları

<i>f , <math>\bar{x}</math>, ve s Değerleri</i>				<b>ANOVA Sonuçları</b>					
<b>Grup</b>	<b>N</b>	$\bar{x}$	<b>s</b>		<b>KT</b>	<b>Sd</b>	<b>KO</b>	<b>F</b>	<b>p</b>
<b>Tek çocuk</b>	127	2.99	.25	G. Arası	.038	2	.019	.247	.781
<b>İki çocuk</b>	144	2.97	.28	G. içi	24.562	318	.077		
<b>Üç ve üzeri</b>	50	2.96	.32	Toplam	24.601	320			

Katılımcıların ölçek maddelerine verdikleri ortalama puanlar incelendiğinde, katılımcıların yanıtlarında 1.28 ortalama puan ile en düşük ortalama puan “ Madde 12: Çocuğumda darp izleri görürsem, çocuğuma sorup nasıl olduğu hakkında bilgi alırım” maddesine verilmiştir. Bir başka sonuç da katılımcıların 4.30 ile en yüksek ortalama puan verikleri “ :Madde 14: Çocuğuma çok sinirlendiğim zaman ona bu davranışının beni rahatsız ettiğini söylerim.” ölçek maddesidir.

**Tablo 5.** Katılımcıların Ölçek Maddelerine Verdikleri Puan Ortalamaları

<b>Maddeler</b>	<b>Ortalama Puan</b>
Madde 1	1.60
Madde 2	3.14
Madde 3	1.96
Madde 4	4.01
Madde 5	2.59
Madde 6	4.01
Madde 7	3.60
Madde 8	3.17

Madde 9	3.29
Madde 10	1.66
Madde 11	3.27
Madde 12	1.28
Madde 13	1.90
Madde 14	4.30
Madde 15	2.43
Madde 16	4.10
Madde 17	3.63
Madde 18	3,61

---

Bununla birlikte katılımcıların cinsel içerikli 3 soruya çelişkili yanıtlar verdikleri dikkat çekmektedir. Buna göre katılımcılar “Madde 7:Çocuğum tv izlerken cinsel içerikli sahnelerde televizyonu kapatır ya da kanal deęiştiririm.” maddesine ortalama 3.60; “ Madde 8:Çocuğum tv izlerken cinsellik, şiddet vb. sahnelerde çocuğumun doğru bilgilenmesi için sesli yorum yaparım.” maddesine ortalama 3.17 ve “ Madde 9: Çocuğum tv izlerken cinsellik, şiddet vb. sahnelerde çocuğum cinsellik, şiddet vb. sahnelerden etkilenmemesi için uyuduktan sonra tv açarım.” maddesine ise ortalama 3.29 puan vermişlerdir.

Araştırmada ayrıca katılımcıların ölçme aracından aldıkları toplam puanlara bakılmıştır. Katılımcıların puanlarının 42-66 aralığında olduğu belirlenmiştir. Ebeveynlere Yönelik İstismar Farkındalık Ölçeği’ne göre 42-66 puan aralığı orta düzeyde istismar farkındalıkları olduğunu göstermektedir.

### **Sonuç ve tartışma**

İstismar çocuğun tüm gelişimine zarar veren kaza dışı ve önlenabilir davranışlar olarak tanımlanmaktadır. Fiziksel, duygusal, cinsel istismar ve ihmal olarak dört ana gruba ayrılan istismar son yıllarda tüm dünyada üzerinde durulan, ciddi boyutlara ulaşan toplumsal bir sorun olarak karşımıza çıkmaktadır (Polat, 2007). Dünya Sağlık Örgütü (2013) 1000 çocuktan ortalama 9’unun ihmal ve istismara uğradığını belirtmektedir. UNICEF’in (2017) verilerine göre de dünya genelinde, 2-4 yaş arasındaki 300 milyona yakın çocuğun yani her 4 çocuktan 3’ünün aileleri tarafından disiplin amaçlı istismara maruz bırakıldığı belirtilmektedir. Ayrıca her 10 çocuktan 6’sı aileleri tarafından fiziksel istismara maruz kalmaktadır. Bu bağlamda, Birleşmiş Milletler Çocuk Hakları Sözleşme’sinde çocukların, ebeveynlerinin veya diğer

yetişkinlerin fiziksel ve/veya psikolojik şiddetinden korunması gerektiği vurgulanmış, konu Birleşmiş Milletler Topluluğu'na üye tüm ülkelerin dikkatine sunulmuştur. (Oral, Engin ve Büyükyazıcı 2010; Dünya Sağlık Örgütü, 2013).

Çocuk istismarı olgusu, Kempe ve arkadaşları (1962) tarafından yayınlanan “Örselenmiş Çocuk Sendromu” isimli makale ile bilimsel çalışmalarda ilk kez karşımıza çıkmaktadır. Bu dönemde yapılan çalışmalar çocuğa yönelik istismarın tüm ülkelerde ve kültürlerde olabileceğine vurgu yapmıştır. Yapılan çalışmalar çocuk istismarının sıklıkla okul öncesi dönemde ve aile üyeleri ile öğretmenler tarafından gerçekleştirildiğini ortaya koymaktadır. İstismar vakalarını araştırmanın en önemli zorluğunun da bundan ve yeterli değerlendirme araçlarının olmayışından kaynaklandığı görülmektedir (Bilir, Dönmez, Güneysu, 1991; Tan, 1991; Taner ve Bahar 2004). Çocuk istismarında özellikle yakın çevrenin etkilerinin görülmesi son derece çelişkili ve inanılması zor bir durum olsa da istatistiksel veriler bu gerçeği açık bir biçimde gözler önüne sermektedir. Bununla birlikte son 10 yılda çocuk istismarına yönelik vakaların artması da bu gerçeğe daha çok dikkat çekmektedir (İnsan Hakları Derneği, 2018; Türkiye’de Çocuk İstismarı Raporu, 2018). Aile üyeleri çoğunlukla yaratacakları uzun veya kısa vadeli zararların farkına varmadan çocuklarının gelişimlerini olumsuz şekilde etkileyebilecek istismara yönelik tutum ve davranışlar sergileyebilmektedirler. Aile içinde anne ve babaların çocuk yetiştirme anlayışları kendi çocukluk yaşantılarından, aile yapılarından, kültürlerinden, sosyo-ekonomik özelliklerinden, eğitim düzeylerinden güçlü bir biçimde etkilenmektedir. Aynı zamanda aile içi şiddet, tek ebeveynli yaşam, zayıf anne-baba ve çocuk ilişkisi, ebeveyn bağımlılığı vb. faktörlerin çocuğa yönelik istismara zemin hazırladığı belirtilmektedir (Bilir, Arı, Dönmez & Güneysu, 1991; Güler, Uzun, Boztaş & Aydoğan 2002; Özmen, 2004; Polat, 2007; Bahar, Savaş & Bahar, 2009)

Araştırmanın sonuçları göz önüne alındığında ebeveynlerin çocuk istismarına yönelik farkındalıklarının orta düzeyde olması ile farkındalık düzeyinin yaş, cinsiyet ve sahip olunan çocuk sayısına göre farklılaşmamasına yönelik bulgular bazı alan yazın çalışmalarıyla desteklenmekte, bazılarıyla farklılaşmaktadır. Yalçın, Koçak ve Duman (2014) tarafından anne babaların çocuk istismarıyla ilgili tutumlarının incelenmesi amacıyla yapılan çalışmanın sonucunda çalışmaya katılan toplam 107 anne ve babanın duygusal istismar farkındalıklarının istatistiksel olarak anlamlı düzeyde farklılaşmadığı belirlenmiştir. Çalışmada ayrıca anne ve babaların istismar farkındalık puanlarının düşük düzeyde olduğu belirlenmiştir. Dallar Bilge ve arkadaşları (2013), alt sosyoekonomik düzeye sahip anne-babaların çocuk istismarı ve ihmali

hakkındaki bilgi düzeyleri, deneyimleri ve kullandıkları disiplin yöntemlerini araştırdıkları çalışmada, 1043 ebeveynle çalışmışlardır. Çalışma sonunda ebeveynlerin ihmal ve istismara yönelik tutumlarının cinsiyetlerine göre farklılaşmadığı, eğitim ve gelir düzeylerine göre ise farklılaştığı saptanmıştır. Bilir ve arkadaşları (1991) ve Hancı (2008) çocuk istismarı ile ilgili çalışmalarında, ailenin düşük eğitilmiş olmasının önemli bir risk faktörü olarak belirtmişlerdir. Bilir ve arkadaşlarının (1991) çalışmasında ayrıca, ailede sahip olunan çocuk sayısı arttıkça istismarın da arttığı yönde bulgulara ulaşılmıştır. Bulut (1996), Güler, Uzun, Boztaş, Aydoğan (2002) ve Yunusoğlu (2007) istismarın ebeveynin cinsiyetiyle olan ilişkisinden bahsederek, anne ve babanın çocuklarına yönelik istismar tutumlarının farklılık gösterdiğini belirtmişlerdir. Yapılan araştırmada elde edilen bulgular genel olarak istismarın her aile ortamında gerçekleşebileceğini ortaya koymaktadır. Bu sonuç her ailenin konu ile ilgili bilgilendirmesi için eğitim almasının önemini bir kez daha ıspatlamaktadır. Zaman zaman aileler için sadece eğitim hizmetleri yeterli olmamakta psikolojik destek hizmetlerine de ihtiyaç duyulabilmektedir (Polat, 2007). Ayrıca yapılan araştırmalarda (Vatansever, Duran, R. Yolsal, 2004; Kara, Biçer, Sevim Gökalep, 2004; Kocaer, 2006; Yunusoğlu, 2007; UNICEF, 2017; Kars, 2018), cinsel istismarın, istismar vakalarında azımsanmayacak düzeyde olduğu belirtilmektedir. Bu veriler araştırmadaki, ebeveynlerin cinsel istismar veya cinsel eğitime ilişkin konularda nasıl davranacakları ile ilgili net olmadıklarına ilişkin bulguyu önemli kılmaktadır. Bununla birlikte ebeveynlerin ölçekte yer alan cinsel içerikli 3 soruya çelişkili yanıtlar vermeleri de dikkat çekmektedir. Bu sonuç katılımcıların cinsel istismar veya cinsel eğitime ilişkin konularda nasıl davranacakları ile ilgili net olmadıklarını düşündürmektedir. Cinsel istismar ile birlikte çocukta cinsel gelişim halen daha aile içinde konuşulmaktan kaçınılan ve tabu oluşturan bir konu olarak karşımıza çıkmaktadır. Çocuğun cinsel istismardan korunması için yetişkinler tarafından konu ile ilgili bilgilendirilmesi önem taşımaktadır. Geçmişte çocuğun bilinçlendirilmesinde cinsel organlarına yönelik eylemler göz önünde bulundurulmaktayken günümüzde çocuğun beden bütünlüğüne dikkat çekilmektedir. Bu konuda önemli olan nokta çocuğun cinsel istismara maruz kalması durumunda bunu güvendiği bir yetişkine anlatabilmesi ve destek hizmetlerinden yararlanabilmesidir. Aslında ulaşılmak istenen nokta çocuğun kendini istismardan koruyabilmesi için eğitim almasıdır. Bunun gerçekleşmesi için de ailelerin çocuklarla bu bilgileri paylaşması gerekmektedir. Fakat bu konuda yeterli bilgiye sahip olmayan aileler çocuğu yanlış bilgilendirebilmektedir. Örneğin aileler çocuğa yabancı biri ile birlikte gitmemesini ya da karanlık ve ıssız yerlerde yalnız kalmamasını öğütlemektedir. Fakat bu öğütlerin aksine istismarcılar genelde çocuğun tanıdığı kişiler olmakla birlikte çocuğun zaman geçirdiği ortamlarda gerçekleşmektedir (Singh,

Parsekar & Nair, 2014; Maree & Venter; Polat, 2007). Bakır ve Kapucu (2017) tarafından Türkiye’de yapılmış olan ve çocuk ihmal ve istismarını konu alan arařtırmaların incelendiđi alıřmaya gre, bu konuda yapılmıř olan alıřmaların zellikle son 10 yılda artıř gsterdiđine dikkat ekilmektedir. alıřmada ayrıca, ocuk istismarının belirlenebilmesi iin kullanılan tarama aralarının dřuk kalitede olduđunu belirten arařtırmalara ve en az alıřılan rneklemin “aile” olduđuna dikkat ekilmiřtir. Bu anlamda bu alıřmanın verilerinin arařtırma sonularına katkı sađladıđı sylenebilir. nk ocuk istismarına ynelik farkındalıđın gittike arttıđı, farkındalıđın aile ile bařladıđı ve ailenin en nemli kilit nokta olduđu dikkate alındıđında, aile bireylerinin farkındalıkları daha da nem kazanmaktadır.

Ebeveynlere uygulanan lek sonucunda en dřuk puan ortalamasının “ocuđumda darp izleri grrsem, ocuđuma sorup nasıl olduđu hakkında bilgi alırım” maddesine ait olduđu saptanmıřtır. Buna gre katılımcıların byle bir durumda olayın nasıl gerekleřtiđini ocuđa sormama eđilimde oldukları dřnlmektedir. Bu durum arařtırmacılara  olasılıđı dřndrmektedir. Birinci olasılık ailelerin olayın nasıl gerekleřtiđini bildiđinden dolayı ocuđa soru sormama eđiliminde olmalarıdır. Yani ocuktaki darp izinin kaynađı aile olabileceđi gibi aile yelerinin de tanıklık ettiđi bir durum olabilmektedir. İkinci olasılık ise ailelerin fiziksel istismara ynelik bulguların kaynađını arařtırmamasının fiziksel istismarı nemsemediklerinden kaynaklandıđı ynndedir. nc bir olasılık ise ailenin fiziksel istismar davranıřını sergileyen kiři ile ilgili yzleřmekten kaınması olabileceđidir. Zaman zaman aile fiziksel istismarın kaynađını bilmekte fakat eřitli nedenlerden dolayı bu davranıřı sergileyen kiři ile ilgili konu hakkında konuřmaktan kaınmaktadır (Barnett, Miller-Perrin & Perrin, 2005; Coohy & Braun, 1997; Kellogg, 2007). .Bir bařka sonu da katılımcıların 4.30 ile en yksek ortalama puan verdikleri “ocuđuma ok sinirlendiđim zaman ona bu davranıřının beni rahatsız ettiđini sylerim.” lek maddesidir. Bu sonu katılımcıların ocuklarıyla yařadıkları olumsuz durumlarda karřılıklı iletiřim kurma ve “ben dili” ni kullanmaya ynelik tutumlar sergileme eđiliminde olduklarını dřndrmektedir. Bu yanıt ailelerin ocuk ile sađlıklı iletiřim kurma ynnde davranıř sergilediklerini ortaya koymaktadır szel olarak ocukları duygusal istismara maruz bırakma davranıřından uzaklařtıklarını gstermektedir.

Arařtırmada kullanılan Ebeveynlere Ynelik İstismar Farkındalık leđi’nin i tutarlılık katsayısının .65 dzeyinde ıkmıř olması; arařtırmaya katılan ebeveynlerin istismara iliřkin fikirlerini ortaya koymakta yařadıkları eliřkili tutumlar veya istismarın ok fazla tartıřılabilir bir kavram olmayıřı řeklinde yorumlanabilmektedir. Yukarıda belirtildiđi gibi



istismar konusunda yapılan çalışmalar hala çok azdır ve genellikle istismarı gerçekleştirenler aile üyeleridir. Bu nedenle anne ve babaların bu konudaki hassasiyetleri, tedirginlikleri ve çok fazla konuşulmak istenen bir durum olarak tercih edilmemesi bu sonucu doğurmuş olabilir.

Kıbrıs Türk toplumunun çocuğa değer veren imaja sahip olması ve çocuğun ailedeki yeri dikkate alındığında (Eser, 2016), araştırmanın ulaştığı sonuçların, ebeveynlerin çocuk istismarına yönelik farkındalıklarının beklenen düzeyden düşük olduğu söylenebilir. Bu anlamda araştırmadan çıkan sonuçlar ve incelenen literatür ışığında uygulayıcılara ve araştırmacılara yönelik olarak aşağıdaki öneriler sunulmuştur.

- Ebeveynlerin çocuk istismarı farkındalığı orta düzeydedir. Bu nedenle Kıbrıs Türk Toplumunda çocuk istismarına yönelik bilgilendirici çalışmalar planlanarak arttırılabilir. Bu konuda sosyal medya bir aracı olarak kullanılabilir.
- Ebeveynlere yönelik yerel yönetimler tarafından çocuk istismarı konusunda aile eğitimleri düzenlenebilir.
- Ebeveynlerin çocuk istismarı durumunda izlenmesi gereken adımlar ile ilgili bilgilendirilmesine yönelik çalışmalar planlanabilir.
- Ebeveynlerin çocuk istismarına ilişkin bazı sorulara (cinsel içerikli) çelişkili cevap verdikleri dikkate alındığında, özellikle cinsel istismar konusunda yapılacak çalışmalara yer verilmesi önerilebilir.
- Çalışma nicel yöntemlerle birlikte, gözlem ya da görüşme gibi nitel yöntemleri de içeren karma bir çalışma şeklinde yapılabilir.
- İstismar farkındalığına yönelik çalışmalar farklı kültürlerde yapılarak sonuçları karşılaştırılabilir.
- Örneklem grubu genişletilerek, çalışmaya öğretmenler ve çocuklar da dahil edilebilir.

## **Kaynaklar**

- Ammerman, R. T. & Hersen, M. (1990). *Children at risk. An evaluation of factors contributing to child abuse and neglect*. New York: Plenum Pres.
- Bahar, G., Savaş, A. H, Bahar, A. (2009). Çocuk istismarı ve ihmali: Bir gözden geçirme. *Fırat Sağlık Hizmetleri Dergisi*, 12(4): 51-65.
- Bakır, E., Kapucu, S. (2017). Çocuk ihmali ve istismarının Türkiye’de yapılan araştırmalara yansması: Bir literatür incelemesi. *Hacettepe Üniversitesi Hemşirelik Fakültesi Dergisi*, 4(2), 13–24.

- Barnett, O., Miller-Perrin, C. L., & Perrin, R. D. (2005). *Family violence across the lifespan: An introduction*. Sage Publications, Inc.
- Bilir, Ş., Arı M., Dönmez, N., Güneysu, S. (1991). *4-12 yaşları arasında 16.100 çocukta örselenme durumları ile ilgili bir inceleme*, (Editör: Konanç, E., Gürkaynak, İ., Egemen, A.). Çocuk İstismarı ve İhmali. Ankara: Gözde Repo Ofset
- Bulut, I. (1996). *Genç anne ve çocuk istismarı*. Ankara: Bizim Büro.
- Büyüköztürk, Ş., Kılıç Çakmak, E., Akgün, Ö. E. , Karadeniz, Ş., ve Demirel, F. (2012). *Bilimsel araştırma yöntemleri*. Ankara: Pegem A.
- Cohen, L., Manion, L. ve Morrison, K. (2000). *Research methods in education*. London New York: Routledge Falmer.
- Coohey, C., & Braun, N. (1997). Toward an integrated framework for understanding child physical abuse. *Child Abuse & Neglect*, 21(11), 1081-1094.
- Çocuk Haklarının Desteklenmesi ve Korunmasına İlişkin AB Kılavuz İlkeleri (2017). 15.04.2018. [https://www.avrupa.info.tr/sites/default/files/201704/EU%20Guidelines%20Rights%20of%20Child\\_v5e.pdf](https://www.avrupa.info.tr/sites/default/files/201704/EU%20Guidelines%20Rights%20of%20Child_v5e.pdf).
- Çocuk Haklarına Dair Sözleşmenin Onaylanmasının Uygun Bulunmasına İlişkin Yasa. (1996). 12.12.2018 <http://www.mahkemeler.net>
- Eser, B. (2016). *Kuzey Kıbrısta ailede çocuğun değerinin aile yapıları açısından incelenmesi*. (Yayınlanmamış Yüksek Lisans Tezi). DAÜ Lisansüstü Eğitim Öğretim ve Araştırma Enstitüsü, Gazi Magosa.
- Finkelhor, D. (1994). The international epidemiology of child sexual abuse. *Child abuse & neglect*, 18(5), 409-417.
- Firmin, W. M. ve Castle, L. S. (2008). Early childhood discipline: A review of the literature. *Journal of Research on Christian Education*.17, 107-129.
- Güler, N., Uzun, S., Boztaş, Z. ve Aydoğan, S. (2002). Anneleri tarafından çocuklara uygulanan duygusal ve fiziksel istismar/ihmal davranışı ve bunu etkileyen faktörler. *Cumhuriyet Üniversitesi Tıp Fakültesi Dergisi*. 24, (3), 128-134.
- Dallar Bilge.Y., Taşar, M. A., Kılınçoğlu, B., Özmen, S., & Tıraş, Ü. (2013). Alt sosyoekonomik düzeye sahip anne-babaların çocuk istismarı ve ihmali hakkındaki bilgi düzeyleri, deneyimleri ve kullandıkları disiplin yöntemleri. *Anadolu Psikiyatri Dergisi*; 14:27-35
- Dubowitz, H., Black, M., Starr Jr, R. H., & Zuravin, S. (1993). A conceptual definition of child neglect. *Criminal Justice and Behavior*, 20(1), 8-26.
- Dünya Sağlık Örgütü. (2013). European report on preventing child maltreatment, 20.04.2018. [http://www.euro.who.int/\\_data/assets/pdf\\_file/0019/217018/European-Report-on-Preventing-Child-Maltreatment.pdf](http://www.euro.who.int/_data/assets/pdf_file/0019/217018/European-Report-on-Preventing-Child-Maltreatment.pdf)
- Glaser, D. (2002). Emotional abuse and neglect (psychological maltreatment): A conceptual framework. *Child Abuse & Neglect*, 26(6-7), 697-714.

- Gil, D. G. (1970). *Violence against children: Physical child abuse in the United States* (Vol. 6). Cambridge, MA: Harvard University Press.
- Gil, D. G. (1975). Unraveling child abuse. *American journal of Orthopsychiatry*, 45(3), 346.
- Gorey, K. M., & Leslie, D. R. (1997). The prevalence of child sexual abuse: Integrative review adjustment for potential response and measurement biases. *Child Abuse & Neglect*, 21(4), 391-398.
- Hancı, H. (2008). İzmir'de eğitim hastanelerinde çocuk istismarı tanısı alan olgularla ilgili İzmir çocuk istismarı araştırma grubunun on sekiz aylık deneyimi. 20.04.2018. <http://www.sosyalhizmetuzmani.org/cocukistismari.htm>
- İnsan Hakları Derneği (2018). İHD: Türkiye cinsel istismarda 3. Sırada, 16 yılda 440 bin çocuk doğum yaptı. 12.12.2018. <https://tr.sputniknews.com/turkiye/201806101033803155-ihd-turkiye-cinsel-istismar-cocuk-dogum/>
- Kara, B., Biçer, Ü. & Sevim Gökalp, A. (2004). Çocuk istismarı. *Çocuk Sağlığı ve Hastalıkları Dergisi*. 47: 140-15
- Kars, Ö. (2018). Çocuk istismarına karşı farkındalık. 20.04.2018. <http://www.aydin24haber.com/cocuk-istismarina-karsi-farkindalik-363987h.htm>
- Kempe C, H, Silverman F, N, Steele B, F, Droegemueller W, Silver H, K. (1962). The battered-child syndrome. *JAMA*.1962;181(1):17–24. doi:10.1001/jama.1962.03050270019004
- Kellogg, N. D. (2007). Evaluation of suspected child physical abuse. *Pediatrics*, 119(6), 1232-1241.
- Kocaer, Ü. (2006). *Hekim ve hemşirelerin çocuk istismarı ve ihmaline yönelik farkındalık düzeyleri*, (Yayınlanmamış Yüksek Lisans Tezi), Marmara Üniversitesi, İstanbul.
- Maree, J. G., & Venter, C. J. (2018). Improving the career resilience of a survivor of sexual abuse. *Early Child Development and Care*, 188(2), 240-249.
- Mullen, P. E., Martin, J. L., Anderson, J. C., Romans, S. E., & Herbison, G. P. (1996). The long-term impact of the physical, emotional, and sexual abuse of children: A community study. *Child abuse & neglect*, 20 (1), 7-21.
- Özmen, K. S. (2004). Aile içinde öfke ve saldırganlığın yansımaları. *Ankara Üniversitesi Eğitim Bilimleri Fakültesi Dergisi*.37: 27–39.
- Pekdoğan, S. (2017). İstismar farkındalık ölçeği ebeveyn formu: ölçek geliştirme çalışması. *Akademik Bakış Dergisi*. 62, 173-185.- [https://www.researchgate.net/publication/319528926\\_Istismar\\_Farkindalik\\_Olcegi\\_Ebeveyn\\_Formu\\_Olcek\\_Gelistirme\\_Calismasi](https://www.researchgate.net/publication/319528926_Istismar_Farkindalik_Olcegi_Ebeveyn_Formu_Olcek_Gelistirme_Calismasi)
- Polat, O. (2007). *Çocuk istismarı tanımlar I*. İstanbul: Seçkin Yayıncılık.
- Singh, M. M., Parsekar, S. S., & Nair, S. N. (2014). An epidemiological overview of child sexual abuse. *Journal of Family Medicine and Primary Care*, 3(4), 430.
- Taner, Y., Bahar, G. (2004). Çocuk istismarı ve ihmali, psikiyatrik yönleri, *Hacettepe Tıp Dergisi*, 35: 82-85.

- Tan, M. (1991). Öğretmen Dayağı. (Editör: Konanç, E., Gürkaynak, İ., Egemen, A.). *Çocuk istismarı ve ihmalinin önlenmesi*. Ankara: Gözde Repo Ofset.
- Türkiye’de Çocuk İstismarı Raporu-2. ASUMA ve İMDAT (2018). 12.12.2018 tarihinde <http://imdat.org/wp-content/uploads/2018/05/RAPOR-%C3%87OCUK-%C4%B0ST%C4%B0SMARI-tam.pdf>
- Oral K.Ü., Engin, P ve Büyükyazıcı, Z.(2010). Türkiye’ De Çocuk İstismarı Ve Aile İçi Şiddet Araştırması. 12.10.2018 tarihinde <http://www.unicef.org.tr/files/bilgimerkezi/doc/cocuk-istismari-raporu-tr.pdf> indirilmiştir
- UNICEF (2017). A familiar face. 16.04.2018. <https://data.unicef.org/resources/a-familiar-face/>
- Vatansever, Ü. , Duran, R. ve Yolsal E. (2004). Pediatrik acilde çocuk istismarı ve ihmali olasılığını akılda tutalım. *Türk Pediatri Dergisi*, 39(120), 4.
- Yunusoğlu, E., A. (2007). “Mersin’in kanayan yarası: “Sokakta çalışan çocuklar”. 16.04.2018 tarihinde [http://www.mersin.edu.tr/icerik\\_p.php?hid=585](http://www.mersin.edu.tr/icerik_p.php?hid=585) indirilmiştir.



DOI: 10.22559/folklor.937

Folklor/edebiyat, cilt:25, sayı: 97-1, 2019/1

## Okul Öncesi Eğitim Kurumlarındaki Öğretmenlerin Psikolojik Sermaye Ve Okul Kültürü Özellikleri Arasındaki İlişkinin İncelenmesi

Investigation Of The Relationship Between Teachers' Psychological Capital And School Culture Characteristics In Preschool Education Institutions

Figen Yaman Lesinger\*

Salim Akyürek\*\*

Hülya Şenol\*\*\*

### Öz

Psikolojik sermaye, psikolojik bir kaynak, insan ve sosyal sermayenin bir ögesi, bireysel düzeyde performansı ve gelişimi özendirir, ayrıca örgütsel düzeyde verimlilik artışı ve yatırım getirisi sağlayarak örgütlere rekabet avantajı kazandıran bir kaldıraç güç olarak karşımıza çıkmaktadır. Bu nedenle kamu, özel sektör ya da sivil toplum kuruluşlarında örgütsel yapılanma açısından elde edilerek yönetilmesi gereken önemli bir güç niteliğindedir. Örgütlerin psikolojik sermayelerini ölçmesi sonunda elde edilebilecek bilgiler yönetim tarafından alınan çeşitli kararlara fayda sağlamakta ayrıca kişisel ve örgütsel verimlilik ve performans artışı sağlayan bir gücün ise yönetilebilmesine olanak tanımaktadır. İşletmelerin amaçlarına ulaşip başarılı sonuçların alınabilmesi için sadece çalışanların yetenekleri yeterli olmamakta başka unsurların da bir araya gelerek bir bütün oluşturması gerekmektedir. İç ve dış çevrede bir işletmenin algılanabilen bir tarzı ve karakteri olmalıdır. Her örgüt farklı bir kimliğe sahip olmalıdır ki bu özel kimlik örgüt kültürü olarak adlandırılmaktadır. Bu araştırmanın temel amacı okul öncesi kurumlarda çalışan öğretmenlerin psikolojik sermaye ve okul kültürü algıları arasındaki ilişkileri ortaya koyarak, demografik faktörlere göre psikolojik sermaye ve okul kültürü algılarının farklılaşp farklılaşmadığını belirlemektir. Evren olarak Kuzey Kıbrıs Türk Cumhuriyeti (KKTC)'nde bulunan Okul öncesi eğitim kurumları seçilmiştir. Anket 2018 yılında Lefkoşa ve Gazimağusa şehirlerinde bulunan okul öncesi eğitim kurumlarında görev yapan öğretmenlere uygulanmıştır. Araştırmada kullanılan anketin birinci bölümünde katılımcıların demografik özellikleri, ikinci bölümünde okul kültürü ölçeği, üçüncü bölümünde ise psikolojik sermaye ölçeği yer almıştır. Araştırma sonunda ortaya çıkan veriler SPSS 22.0 paket programı ile analiz edilmiştir. Katılımcıların okul kültürü ve psikolojik sermaye ölçeklerinin alt boyutlarından aldığı toplam puanlara denk gelen ortalama, en küçük ve en büyük değerler, standard sapma gibi tanımlayıcı istatistikler Skewness Kurtosis testi ile analiz edilmiştir. Ayrıca Okul Kültürü Ölçeği ile Psikolojik Sermaye Ölçeklerinin alt boyutlarının demografik özellikler ile aralarındaki farkın belirlenmesi için t testi analizi, araştırmada kullanılan iki ölçeğin ve alt boyutlarının birbirleri ile olan korelasyonlarının belirlenmesinde Pearson korelasyon analizi kullanılmıştır. Yapılan korelasyon analizleri sonucunda okul öncesi öğretmenlerin okul kültürü algıları ve psikolojik sermaye düzeyleri arasında negative, düşük düzeyde anlamlı bir ilişki saptanmıştır. Araştırma sonucunda var olan sonuçların bu alanla ilgili literature ve daha sonra yapılacak olan çalışmalara ayrıca konunun gelişimine katkı sağlayacağı değerlendirilmektedir.

**Anahtar sözcükler:** okul kültürü, psikolojik sermaye, öğretmen, okulöncesi kurum öğretmeni

### Abstract

\* Spor Bilimleri Fakültesi, Yakın Doğu Üniversitesi, Mersin 10, Türkiye. figenyaman.lesinger@neu.edu.tr

\*\* School of Tourism and Hotel Management, Near East University, Mersin 10, Turkey, salim.akyurek@neu.edu.tr

\*\*\* Faculty of Arts and Sciences, Eastern Mediterranean University, Mersin 10, Turkey, hulya.senol@emu.edu.tr

Psychological capital as a psychological resource, an element of human and social capital, is a leverage power that encourages the performance and development at the individual level, and also gives a competitive advantage to the organizations by providing efficiency increase and return on investment at the organizational level. For this reason, it is an important power that should be managed in terms of organizational structuring in public, private sector or civil society organizations. The information that can be obtained at the end of the measurement of the psychological capital of the organizations provides benefit to the various decisions taken by the management and enables the management of a power that provides personal and organizational efficiency and performance increase. In order to achieve the goals of the enterprises and to obtain successful results, only the skills of the employees are not sufficient and other elements must come together and form a whole. There must be a perceived style and character of an enterprise in the internal and external environment. Each organization should have a different identity, this particular identity is called organizational culture. The main purpose of this study is to determine the relationship between psychological capital and school culture perceptions of teachers working in pre-school institutions and to determine whether psychological capital and school culture perceptions differ according to demographic factors. Preschool education institutions in the Turkish Republic of Northern Cyprus (TRNC) were selected as the Universe. The questionnaire was applied to the teachers working in pre-school education institutions in Nicosia and Famagusta in 2018. In the first part of the survey, there are demographic characteristics of the participants, the second part included the school culture scale and the third part of the questionnaire included psychological capital scale. The data obtained from the study were analyzed with SPSS 22.0 package program. Descriptive statistics such as mean, minimum and maximum values and standard deviation of the total scores of the participants obtained from the sub-dimensions of school culture and psychological capital were analyzed with the Skewness Kurtosis test. In addition, t-test analysis was used to determine the differences between the demographic characteristics of the sub-dimensions of the School Culture Scale and the Psychological Capital Scales. Pearson correlation analysis was used to determine the correlations between two scales and between the sub-dimensions of two scales used in the study. As a result of the correlation analysis, a negative, low level significant relationship was found between the school culture perceptions and psychological capital levels of pre-school teachers. It is evaluated that the results obtained from this study will contribute to the related literature, future works and the development of the subject.

**Keywords:** *school culture, psychological capital, teacher, preschool teacher*

## **Giriş**

Çağımızda örgütler küreselleşme nedeniyle ulusal sınırların kalktığı ve rekabetin giderek arttığı bir ortamda hayatlarını sürdürmek zorundadırlar. Bu nedenle diğer örgütlerle rekabet edebilme gücünü elde etmek ve bu gücü korumak durumundadırlar. Rekabet gücünün sağlanabilmesi, örgüte mensup olanların kendilerini örgüt ile bütünleştirmesine, fedakarlık ederek özveri ve bağlılıkla çalışmasına bağlıdır. Bu da ortak bir gücün varlığını gerektirmektedir. Bu ortak güce örgütün sahip olduğu kültür yani kısaca örgüt kültürü adı verilmektedir. İnsanı sadece çalışanlar açısından değil tüm insanlar açısından geniş bir çerçevede ele alan örgüt kültürü çok sayıda, birbirini tamamlayan soyut ve somut maddi unsurlarla birlikte manevi unsurlardan oluşan geniş bir yapıyı oluşturmakta ve toplum kültürünün bir alt değeri olarak bir çok değişkenden etkilenmektedir. Örgüt kültürünü etkileyen önemli değişkenlerden bazıları örgüte mensup üyelerin sahip oldukları kişisel deneyim, birikim ve değerlerdir. Çalışanların psikolojik sermayesi olarak nitelendirilebilecek bu özellikler bireyin olumlu ve güçlü yanlarını örgüte yansıtmasını ifade etmektedir. Bu kapsamda bireyin psikolojik sermayesi adı altında değerlendirilen bu özellikler durağan

olmayan bir yapıyı işaret eder ve bireyi örgüt ile bütünleştirmeye çalışır. Zamanla gelişen bu yapı örgütsel düzeyde gelişimin ve performansın artmasını, dolayısıyla verimliliğin artmasını sağlar ve örgüte rekabet avantajını da kazandırmış olur. Aynı şekilde bir eğitim ve öğretim örgütü olan okullar da çağın gerektirdiği okul kültürünü oluşturmaya ve onu korumaya çalışırlar. Aksi takdirde gelişimin gerisinde kalmaya mahkumdurlar.

## **Literatür İncelemesi**

### **Okul kültürü**

Okul kültürü, bir okulun kimliğini oluşturan ve okuldaki tüm çalışanların davranış biçimlerine, eylemlerine etki eden maddi ve manevi öğelerin tümüdür (Gümüseli, 2006). Okul kültürünün oluşmasına katkı sağlayan iç faktörler yöneticiler (Balcı, 2004), okulun tarihi (Şişman ve Turan, 2004) ve okul içi etkileşimidir (Şimşek, 2003). Okulun dış çevresi öğrencilerin sosyo-ekonomik durumları, kentsel ve kırsal alanlar ve bu alanların coğrafi özellikleri, velilerin beklentileri ve içinde bulunulan toplumun desteği ise dış etkenler olarak sıralanmaktadır (Aslan, Özer ve Bakır, 2009).

Okul kültürünün temel öğeleri değerler, inançlar, normlar, tutumlar, gizli sayılıtlar, kahramanlar, hikâyeler, dil, semboller, sloganlar ve törenlerdir (Taymaz, 2003). Değerler, kararların nasıl alındığını, iletişimin ne şekilde olduğunu, çalışanların örgüt içinde nasıl ilerlediğini gösterir (Güçlü, 2003). Schein'e (2010) göre inançlar; örgüt üyelerine nasıl düşünülmesi ve hissedilmesi gerektiğini anlatarak davranışlara yön vermektedir. Normlar örgüt içinde nasıl davranılacağı, diğer üyelerle nasıl iletişimde bulunulacağı konularında yol göstericidir (Korkut, 2010). Normlar gözle görülmez, bir organizasyon performansını artırmak istiyorsa ilk olarak odaklanması gereken normlarıdır (Shahzad, Lugman, Khan & Shabbir, 2012). Tutumlar kişinin nesne, düşünce ya da olaylara karşı olumlu ya da olumsuz bilişsel değerlendirme veya duygusal yaklaşımlarının bütünüdür. Kişilerin tutumları onların inanç ve değerleri tarafından belirlenmektedir (Doğan, 2007). Gizli sayılıtlar (varsayımlar) doğruluğu araştırılıp tartışılmadan, incelenmeden olduğu gibi kabul edilen yargı ve genellemelerden meydana gelir. Sayılıtlar kültürün inanç, değer ve norm sistemine yön vermektedir. Kahramanlar örgüt kültürünün sembollerini yansıtan temsilcilerdir, rol modellerdir (Rahmisyari, 2015). Kahramanlarla ilgili olarak anlatılan hikâyeler, öyküler örgüte yeni katılan üyelerin örgütsel değerleri öğrenmesini ve benimsemesini sağlar. Ayrıca her örgüt kendine özgü olan dil sayesinde mevcut kültürü kabul eder ve koruma eğiliminde olur. Bu açıdan bakıldığında örgüt için ortak bir dilin oluşturulması bütünleştirici ve örgütün sürekliliğini sağlayıcı bir özelliğe sahiptir (Şişman, 2007). Semboller insanlara özel bir anlam

ifade eden objeler, hareketler ve olayları temsil etmektedir (Demir, 2007). Sloganlar örgüt üyelerine coşku veren yazılı ve sözlü söylemlerdir. Onların moral ve motivasyonlarını arttırarak enerjilerini yükseltir. Törenler örgüt kültürünün kişilere aktarılmasını sağlayan ve geliştirilen gelenekselleşmiş etkinliklerdir. Yönetimce düzenlenen sosyalleşmeye yönelik yemekler, çaylar, toplantılar, yarışmalar kültürü yaşatmaya ve geliştirmeye katkıda bulunan diğer unsurlardır (Taymaz, 2003).

Okul kültürünü yaratmak ve güçlendirmek bir okulda başarıyı destekleme ve başarının devamını sağlamada temel gereklilik olarak görülmektedir (Bean ve Martinez, 2015). Araştırmacılar olumlu ve etkili okul kültürünün bir okula çok fazla sayıda yarar sağladığını önemle vurgulanmaktadır. Okul kültürü okulun üyeleri için kimlik duygusu oluşmasını, okulun vizyonuna bağlılığın artmasını, davranış standartlarının açıklığa kavuşturulmasını, okul içinde varolan belirsizliklerin en aza indirilmesini, ve tüm çalışanlara yapılması gereken işlerin nasıl yapılacağına dair açıklık getirilmesini sağlar. Ayrıca tüm çalışanlara okulun niçin var olduğunu hatırlatarak işlerin nasıl yürütüleceğine dair bir felsefe sağlar (Şimşek, 2003), okul ve yönetimine olan güveni oluşturur, yıkıcı çatışmaları önler, öğretmenler ile öğrencilerin davranış ve beklentilerini şekillendirir ve bu sayede bir okulun başarısını artırır (Gümüşeli, 2006). Okul üyelerinin beraber ortak hareket etmesini (Çelik, 2009) ve üyeler arasında bütünleşmeyi (Balcı, 2002) sağlayarak okuldaki etkililik ve verimliliğinin artmasına yardımcı olur (Deal ve Peterson, 2002). Diğer yandan olumlu bir kültür yaratılması kalitenin artmasında önemli rol oynarken, olumsuz bir kültürün oluşumu ise gelişmeyi etkiler (Ayık ve Ada, 2009).

Her okulda olumlu okul kültürü var olacak diye bir olgu yoktur. Olumsuz okul kültürlerinde yönetim tarafından sergilenen davranışlarda ve öğretmenlerin kendi aralarında gözle görülebilecek kadar net bir ayırım vardır. Olumsuz okul kültürüne sahip olan okullarda öğretmenler moral olarak çöküntüye uğrar, öğrencilere verilecek olan hizmetler unutulur, negatif ve yıkıma varan eleştiriler baskın duruma gelir (Demirkol ve Savaş, 2012) profesyonel öğrenme gerçekleşemez ve çalışanlar değişime karşı direnirler (Fullan, 2001). Bu bağlamda olumlu okul kültürü okulun değişimi ve gelişimini sağlayabileceği gibi olumsuz okul kültürü ise engelleyici bir rol de oynayabilir. Negatif norm ve değerler okulların kültürünü olumsuz etkiler. Bu nedenle bir okulun iç paydaşları olan öğretmenlerin negatif tutum, davranış ve düşünceleri de okul gelişimini olumsuz yönde etkilemektedir.

### **Psikolojik Ssrma**



Bir bireyin olumlu psikolojik gelişme durumu (Luthans, Youssef ve Avolio, 2006; Luthans ve Avalio, 2009:300) olan psikolojik sermayenin temel özelliği, görevi başarma ve amaçlara ulaşmada motivasyonel katkı sağlamadır. Psikolojik sermaye iyimserlik, umut, öz yeterlilik ve psikolojik dayanıklılık olarak dört boyuttan oluşmaktadır (Avey, Luthans ve Mhatre, 2008). Bu dört boyut arasında yüksek düzeyde etkileşim vardır. Psikolojik sermaye, boyutlarının toplamından daha fazla anlam taşımaktadır , ayrıca performans ve davranış üzerinde daha büyük etkiye sahiptir. (Luthans, Youssef ve Avolio, 2006; Avey, Luthans ve Mhatre, 2008; Kutanis ve Oruç, 2014:147). Ölçülebilir bir yapıyı teşkil edecek şekilde psikolojik sermaye kavramı altında toplanan bu dört boyut birbiri ile benzerliklerinin yanısıra birbirinden bağımsız ve ayrışan özelliklere de sahiptirler (Çetin ve Basım 2012:126). Bireyin boyutlardan birisine yüksek düzeyde sahip olması diğer boyutları da etkilemekte, değişime ve gelişime neden olmaktadır (Yaşın, 2016:92). Örneğin umudu yüksek olan bireylerin güven duygusunun ve öz yeterlilik durumlarının yüksek olduğu, kriz durumlarına dayanıklı, hızlı çıkış yolu bulabilen bireyler oldukları vurgulanmaktadır (Snyder, 2000:40).

Psikolojik sermaye bütün olarak boyutları ile birlikte tanımlanacak olursa; kişinin sorumluluk esnasında kendine güvenmesi ve her türlü durumda başarı için çaba göstermesi (öz yeterlilik), olumlu bir bakış açısıyla başarıya ulaşma isteği (iyimserlik) ve bunun için çabalaması, inancını kaybetmeden yeni yollar denemesi (umut), zor şartlarda mücadeleyi bırakmaması (dayanıklılık) olarak tanımlanabilir (Luthans, Youssef ve Avolio, 2007:3). Kişinin olumlu ve güçlü yanları ile ilgili olan psikolojik sermaye dinamik psikolojik bir potansiyeli ifade eder. Zamanla büyüyen bir yapısı vardır (Kutanis ve Oruç, 2014:147).

Psikolojik sermaye bireylerin güçlü ve olumlu yönlerini anlayarak geliştirmeye çalışır ve bireylere daha mutlu, başarılı ve iyi olabileceğinin yollarını öğretmeyi hedefler. Psikolojik bir kaynak, insan ve sosyal sermayenin bir elemanı olan psikolojik sermaye, bireysel düzeyde gelişmeye ve performans artışına, örgütsel seviyede ise verimlilik artışına ve yatırım getirisine sebep olarak örgütlere rekabet avantajı kazandıran bir kaldıraç güç olarak karşımıza çıkmaktadır. Bu nedenle kamu, özel sektör ya da sivil toplum kuruluşlarında örgütsel yapılanma açısından elde edilerek yönetilmesi gereken önemli bir güç niteliğindedir. Örgütlerin psikolojik sermayelerini ölçmesi sonunda elde edilebilecek bilgiler yönetim tarafından alınan çeşitli kararlara fayda sağlamakta ayrıca kişisel ve örgütsel verimlilik ve performans artışını sağlayan bir gücün ise yönetilebilmesine olanak tanımaktadır. Psikolojik sermayenin oluşturulması ve geliştirilmesinde destekleyici örgüt kültürü önemli bir rol oynamaktadır(Luthans, 2002; Luthans ve Youssef, 2004; Luthans ve Youssef, 2007).

Psikolojik sermayenin bileşenlerinde yaşanan gelişmeler çalışanların performansını tetikleyerek onların örgüt içerisinde olumlu katkılarına artırmakta ve bu sayede örgüt ikliminde geliştirmektedir(Luthans vd., 2005; 2007a).

Örgütlerin psikolojik sermayelerini ölçmesi sonunda elde edilen bilgiler yönetim tarafından alınan çeşitli kararlara fayda sağlamakta ayrıca kişisel ve örgütsel verimlilik ve performans artışını sağlayan bir gücün ise yönetilebilmesine olanak tanımaktadır.

### **Araştırmanın amacı**

Araştırmanın amacı; okul öncesi okullarda görev yapan öğretmenlerin psikolojik sermayeleriyle okul kültürü algıları arasındaki ilişkileri ortaya çıkartmak ve demografik faktörlere göre psikolojik sermaye ile okul kültürü algılarının farklılaşıp farklılaşmadığını saptamaktır. .

Bu araştırma doğrultusunda aşağıdaki sorulara cevaplar aranmıştır?

1. Öğretmenlerin okul kültürü algıları ve alt boyutları ile psikolojik sermaye düzeyleri ve alt boyutları arasında anlamlı bir ilişki var mıdır?
2. Öğretmenlerin psikolojik sermaye ve okul kültürü ölçeklerinin alt boyutlarından aldığı puanlar arasında kurumların bulunduğu bölgelere göre anlamlı bir fark var mıdır?
3. Öğretmenlerin psikolojik sermaye ve okul kültürü ölçeklerinin alt boyutlarından aldığı puanlar arasında çalışma yıllarına göre anlamlı düzeyde bir fark var mıdır?
4. Öğretmenlerin psikolojik sermaye ve okul kültürü ölçeklerinin alt boyutlarından aldığı puanlar arasında gelir durumlarına göre anlamlı düzeyde bir fark var mıdır?
5. Öğretmenlerin psikolojik sermaye ve okul kültürü ölçeklerinin alt boyutlarından aldığı puanlar arasında mezun oldukları bölümlere göre anlamlı düzeyde bir fark var mıdır?
6. Öğretmenlerin psikolojik sermaye ve okul kültürü ölçeklerinin alt boyutlarından aldığı puanlar arasında öğrenim durumlarına göre anlamlı düzeyde bir fark var mıdır?
7. Öğretmenlerin psikolojik sermaye ve okul kültürü ölçeklerinin alt boyutlarından aldığı puanlar arasında kurumdaki pozisyonlarına (görevleri) göre anlamlı düzeyde bir fark var mıdır?
8. Öğretmenlerin psikolojik sermaye ve okul kültürü ölçeklerinin alt boyutlarından aldığı puanlar arasında yaşlarına göre anlamlı düzeyde bir fark var mıdır?

### **Evren ve örneklem**

Bu çalışmada araştırma evrenini Kuzey Kıbrıs Türk Cumhuriyeti 'nde bulunan Okul öncesi okullarda görev yapan öğretmenler oluşturmaktadır. Örneklemi seçkisiz rastgele örnekleme yöntemi kullanılarak ulaşılan, Lefkoşa ve Gazimağusa şehirlerinde görev yapan 278 okul öncesi öğretmeni oluşturmaktadır. Örneklem %95 güven düzeyi, %5 örnekleme hatası ile seçilmiştir.Öğretmenlerin sosyo-demografik özellikleri Tablo 1 de verilmiştir.

**Tablo 1: Okul Öncesi Öğretmenlerin Sosyo-Demografik Özellikleri**

<b>Çalışma yılları (yıl)</b>	<b>Sayı (n)</b>
1-3	87
4-9	177
10-14	0
15 ve üstü	14
<b>Gelir (TL)</b>	<b>Sayı(n)</b>
1000-2000	50
2000-3000	222
3000-4000	6
<b>Mezun olduğu okul</b>	<b>Sayı(n)</b>
Okul Öncesi Öğretmenliği	194
Diğer	84
<b>Öğrenim durumu</b>	<b>Sayı (n)</b>
Ortaokul	3
Lise	29
Lisans	166
Yüksek lisans	80
<b>Pozisyon</b>	<b>Sayı (n)</b>
Okul öncesi öğretmeni	219
Yardımcı öğretmen	47
Müdür	6
Diğer	6
<b>Yaş</b>	<b>Sayı (n)</b>
20 ve altı	20
21-30	0
31-35	119
36-40	0
41-45	139

### **Metodoloji**

#### **Verilerin toplanması**

Kesitsel bir saha araştırması olan bu çalışmada verilerin toplanması için iki adet ölçek kullanılmıştır. Örgüt kültürü ölçeği Şahin (2011) tarafından geliştirilmiştir. Ölçek gelişme kültürü, okul liderliği, meslektaş-kişisel destek, öğrenim kültürü ve öğretmen işbirliği, olmak üzere beş boyuttan ve 37 maddeden oluşmaktadır. Tüm ölçek için Cronbach Alpha güvenilirlik katsayısı .93 dür. Boyutların güvenilirlik katsayıları ise .89 ile .73 değerleri arasında değişmektedir. Ölçeğin KMO katsayısı 916, Barlett testi sonucu  $\chi^2$ : 3448.514, df:666 dır ve  $p$ : .000 değerlerinde anlamlıdır. Cronbach Alpha güvenilirlik katsayısı toplam ölçek için .95 olarak hesaplanmıştır.

Faktör analizi yapılmış ve toplam varyansın %58,24 ünü açıklayarak özdeğeri (eigen value) 1,00'in üzerinde olan 5 faktörlü bir yapı elde edilmiştir. Ölçeğin Türkçe ve İngilizce versiyonları faktör yükleri .30'nin üzerinde uygun bir değer vermektedir.

Araştırmada kullanılan psikolojik sermaye ölçeği Luthans, Avolio, Avey ve Norman (2007) tarafından geliştirilmiştir. Çetin ve Basım (2012) bu ölçeği Türkçeye uyarlamıştır. Ölçek, umut, öz yeterlilik, dayanıklılık ve iyimserlik, olarak dört boyut ve 24 maddeden oluşmaktadır. Ölçeğin geçerliliğini saptamak için öğrenci ve çalışanlardan oluşan iki ayrı örneklem kullanılarak doğrulayıcı faktör analizi yapılmıştır. Her iki örneklem içinde en iyi uyum değerlerini dört boyutlu yapının sağladığı belirlenmiştir (1nci örneklem=  $\chi^2/df=1,80$ ; RMSEA=0,046; CFI=0,93 ve 2nci örneklem=  $\chi^2/df=1,91$ ; RMSEA=0,048; CFI=0,92). Dört ayrı örneklemden elde edilen; umut (0,72, 0,75, 0,80, 0,76), psikolojik dayanıklılık (0,71, 0,71, 0,66, 0,72), öz yeterlilik (0,75, 0,84, 0,85, 0,75), iyimserlik (0,74, 0,69, 0,76, 0,79) alt boyutları ile ölçeğin bütünü için (0,88, 0,89, 0,89, 0,89) Cronbach Alfa değerleri ölçeğin güvenilirliğinin yüksek olduğunu göstermektedir (Luthans vd., 2007a). Yapılan analizler sonucunda 3 madde ölçekten çıkarılmış ve 21 madde olarak son şekli verilen ölçek uygulanmıştır.

### **Verilerin analizi**

Araştırma verileri SPSS 22.0 paket programı kullanılarak analiz edilmiştir. Katılımcıların sosyo-demografik özelliklerinin belirlenmesinde frekans analizi kullanılmıştır. Okul kültürü ve psikolojik sermaye ölçeklerinin alt boyutlardan alınan toplam puanlara ait ortalama, en küçük ve en büyük değerler, standart sapma gibi tanımlayıcı istatistikler Skewness Kurtosis testi ile analiz edilmiştir. Skewness Kurtosis ölçüleri -2 ile +2 arasında bulunduğu için verilerin normallik ölçüsü içinde olduğu belirlenmiştir. Bu sebeplede tüm analizler paramatik testler ile yapılmıştır. Okul Kültürü Ölçeği ile Psikolojik Sermaye Ölçeklerinin alt boyutlarının demografik özellikler ile aralarındaki ilişkinin belirlenmesi t testi

analizi ile yapılmıştır. Ayrıca okul kültürü ve psikolojik sermaye ölçekleri arasındaki korelasyonlar pearson korelasyon analizi ile hesaplanmıştır.

### Bulgular ve yorumlar

Okul kültürü ve Psikolojik sermaye arasındaki ilişki Spearman Korelasyon katsayısı ile incelenmiş ve elde edilen sonuçlar Tablo-2 'de gösterilmiştir

**Tablo 2: Okul Kültürü ve Psikolojik Sermaye Ölçeklerinin Birbirleri ile Olan Korelasyon Sonuçları**

Değişken	n	r	P
Okul Kültürü	278	-.029**	.633
Psikolojik Sermaye			

(p<.05)\*\*

Tablo 2 incelendiğinde, öğretmenlerin okul kültürü algıları ile psikolojik sermaye düzeyleri arasında negatif düşük düzeyde anlamlı bir ilişki ( $r=-.029$ ,  $p<.05$ ) gözlenmektedir. Boyutlar bazında yapılan korelasyon analiz sonuçları Tablo 3'de verilmiştir.

**Tablo 3. Okul Kültürü Ve Psikolojik Sermaye Ölçeklerinin Boyutlar Açısından**

Psikolojik Sermaye	Okul Kültürü	Okul Liderliği	Meslektaşlık ve Kişisel Destek	Öğretmen İşbirliği	Gelişme Kültürü	Öğretim Kültürü
Psikolojik dayanıklılık	r	-,015	-,219**	-,138*	,041	,119*
	P	,809	,000	,021	,494	,047
Umut	r	,063	-,223**	-,214**	-,032	,089
	P	,294	,000	,000	,600	,139
Öz yeterlilik	r	,103	-,137*	-,076	,111	,229**
	P	,085	,022	,204	,065	,000
İyimserlik	r	-,113	-,265**	-,172**	-,043	-,008
	P	,059	,000	,004	,479	,899

### Korelasyon Sonuçları

Psikolojik dayanıklılık ile meslektaşlık-kişisel destek arasında negatif doğrultuda, düşük düzeyde anlamlı ( $r=-.219$ ,  $p<.05$ ) bir ilişki tespit edilmiştir. Umut ile meslektaşlık-kişisel destek arasında negative düşük seviyede anlamlı ( $r=-.223$ ,  $p<.05$ ); umut ve öğretmen işbirliği arasında negatif yönde düşük düzeyde anlamlı ( $r=-.214$ ,  $p<.05$ ) tespit edilmiştir. Öz

yeterlilik ile öğretim kültürü arasında pozitif yönde düşük düzeyde anlamlı ( $r=.229$ ,  $p<.05$ ), iyimserlik ile meslektaşlık- kişisel destek arasında negatif yönde düşük düzeyde anlamlı ( $r=-.265$ ,  $p<.05$ ), iyimserlik ile öğretmen işbirliği arasında negatif yönde düşük düzeyde anlamlı ( $r=-.172$ ,  $p<.05$ ) bir ilişki tespit edilmiştir..

Psikolojik sermaye alt boyutu olan psikolojik dayanıklılık ile okul kültürü alt boyutu olan meslektaşlık-kişisel destek arasında negatif yönde düşük düzeyde anlamlı; umut ile meslektaşlık-kişisel destek ve öğretmen işbirliği arasında negatif yönde düşük düzeyde anlamlı; öz yeterlilik ile öğretim kültürü arasında pozitif yönde düşük düzeyde anlamlı, iyimserlik ile meslektaşlık- kişisel destek arasında negatif yönde düşük düzeyde anlamlı; iyimserlik ile öğretmen işbirliği arasında negatif yönlü düşük seviyede anlamlı bir ilişki bulunmuştur.

**Tablo 4'te Araştırmaya Dahil Edilen Öğretmenlerin Okulların Bulunduğu Bölgelere Göre Psikolojik Sermaye Ölçeği Ve Okul Kültürü Ölçeğinden Aldıkları Puanların Karşılaştırılması Verilmiştir.**

Alt Boyut	Bölgeler	n	X±Sd	f	p
İyimserlik	Lefkoşa	148	5,38±0.66	5,29	0.02*
	Mağusa	130	5,44±0.51		
Psikolojik Dayanıklılık	Lefkoşa	148	5,39±0.64	1,28	0.25
	Mağusa	130	5,43±0,58		
Umut	Lefkoşa	148	5.20±0,61	2,25	0.13
	Mağusa	130	5,07±0.52		
Öz Yeterlik	Lefkoşa	148	5.36±0.68	1,56	0.21
	Mağusa	130	5.32±0.62		
Okul Liderliği	Lefkoşa	148	2,07±0,47	16,46	0.00*
	Mağusa	130	1,95±0,27		
Meslektaş, Kişisel Destek	Lefkoşa	148	1.87 ±0.59	15,37	0.00*
	Mağusa	130	1.75±0.32		

<b>Öğretmen İşbirliği</b>	Lefkoşa	148	2.07±0.47	11,90	0.01*
	Mağusa	130	2.01±0.32		
<b>Gelişme Kültürü</b>	Lefkoşa	148	1,94±0,58	5,79	0,01*
	Mağusa	130	1,85±0.38		
<b>Öğretim Kültürü</b>	Lefkoşa	148	2,08±0,91	0,03	0,86
	Mağusa	130	2,16±0,99		

(p<.05)\*\*

Tablo 4 incelendiğinde araştırmaya dahil edilen öğretmenlerin okulların bulunduğu bölgelere göre psikolojik sermaye ölçeğinin iyimserlik alt boyutundan aldığı puanlar arasında istatistiksel olarak anlamlı bir fark olduğu tespit edilmiştir (p<0,05). Okulları Lefkoşa bölgesinde yer alan öğretmenler (5,38±0.66) Mağusa bölgesindeki öğretmenlere göre daha iyimserdir.

Katılımcı öğretmenlerin psikolojik sermaye ölçeğinin alt boyutlardan aldığı toplam puanlar okulların bulunduğu bölgelere göre incelendiğinde, öğretmenlerin psikolojik dayanıklılık, umut ve öz yeterlilik alt boyutlarından aldığı puanlar arasında istatistiksel olarak anlamlı düzeyde bir fark olmadığı görülmüştür (p<0,05). Tüm öğretmenler bu alt boyutlardan benzer puanlar almıştır.

Öğretmenlerin okul kültürü ölçeğinin alt boyutlarından aldığı toplam puanlar okulların bulunduğu bölgelere göre incelendiğinde, öğretmenlerin ölçeğin okul liderliği, meslektaş, kişisel destek, öğretmen işbirliği, gelişme kültürü alt boyutlarından aldığı puanlar arasında istatistiksel olarak anlamlı düzeyde bir fark olduğu tespit edilmiştir (p<0,05). Lefkoşa bölgesindeki okul öncesi eğitim kurumlarında çalışan öğretmenler bu alt boyutlardan Gazimağusa bölgesindeki okul öncesi kurumlarda çalışan öğretmenlerden daha yüksek puanlar almışlardır.

Öğretmenlerin okulların bulunduğu bölgelere göre okul kültürü ölçeğinde yer alan alt boyutlardan aldığı toplam puanlar incelendiğinde, öğretmenlerin ölçekte yer alan öğretim kültürü alt boyutundan aldıkları puanlar arasında istatistiksel olarak anlamlı düzeyde bir fark olmadığı görülmüştür (p<0,05). Lefkoşa ve Gazimağusa bölgelerindeki okul öncesi kurumlarda çalışan öğretmenler bu alt boyuttan benzer puanlar almıştır.

Tablo 5’ te araştırmaya dahil edilen öğretmenlerin çalışma yıllarına göre psikolojik sermaye ölçeği ve okul kültürü ölçeğinden aldıkları puanların karşılaştırılması verilmiştir. Araştırmaya katılan 10-14 yılları arasında katılımcı yer almadığından Tablo 5’te yer verilmemiştir.

**Tablo 5. Öğretmenlerin Psikolojik Sermaye ve Okul Kültürü Alt Boyutlarının Çalışma Yılları ile Aralarındaki Anlamlılık Testi Sonuçları**

<b>Alt Boyut</b>	<b>Çalışma Yılları</b>	<b>n</b>	<b>X±Sd</b>	<b>f</b>	<b>p</b>
<b>İyimserlik</b>	1-3	87	5,42±0,68	0,11	0,88
	4-9	177	5,40±0,55		
	15 yıl ve üstü	14	5,48±0,45		
<b>Psikolojik Dayanıklılık</b>	1-3	87	5,41±0,66	0,56	0,56
	4-9	177	5,40±0,61		
	15 yıl ve üstü	14	5,58±0,46		
<b>Umut</b>	1-3	87	5,11±0,60	0,32	0,72
	4-9	177	5,14±0,57		
	15 yıl ve üstü	14	5,23±0,51		
<b>Öz Yeterlik</b>	1-3	87	5,30±0,68	0,83	0,43
	4-9	177	5,35±0,65		
	15 yıl ve üstü	14	5,54±0,50		
<b>Okul Liderliği</b>	1-3	87	1,97±0,35	1,26	0,28
	4-9	177	2,04±0,42		
	15 yıl ve üstü	14	2,19±0,27		
<b>Meslektaş, Kişisel Destek</b>	1-3	87	1,87 ±0,59	0,35	0,70
	4-9	177	1,75±0,32		
	15 yıl ve üstü	14			
<b>Öğretmen İşbirliği</b>	1-3	87	2,07±0,47	1,27	0,28
	4-9	177	2,01±0,32		
	15 yıl ve üstü	14			
<b>Gelişme Kültürü</b>	1-3	87	1,94±0,58	2,66	0,72
	4-9	177	1,85±0,38		
	15 yıl ve üstü	14			
<b>Öğretim Kültürü</b>	1-3	87	2,08±0,91	1,03	0,35
	4-9	177	2,16±0,99		
	15 yıl ve üstü	14			



---

(p<.05)\*\*

Öğretmenlerin çalışma yıllarına göre psikolojik sermaye ölçeğinin alt boyutlardan aldığı toplam puanlar incelendiğinde, öğretmenlerin çalışma yıllarına göre ölçekte yer alan iyimserlik, psikolojik dayanıklılık, umut ve öz yeterlilik alt boyutlarından aldığı puanlar arasında istatistiksel olarak anlamlı seviyede bir fark olmadığı tespit edilmiştir (p<0,05). Tüm öğretmenler bu alt boyutlardan benzer puanlar almıştır.

Araştırmaya dahil edilen öğretmenlerin çalışma yıllarına göre okul kültürü ölçeğinde yer alan alt boyutlardan aldıkları toplam puanlar incelendiğinde, öğretmenlerin çalışma yıllarına göre ölçekte yer alan okul liderliği, meslektaş-kişisel destek, öğretmen işbirliği, gelişme kültürü ve öğretim kültürü alt boyutlarından aldığı puanlar arasında istatistiksel olarak anlamlı düzeyde bir fark olmadığı görülmüştür (p<0,05). Tüm öğretmenler bu alt boyutlardan benzer puanlar almıştır.

Tablo 6’da öğretmenlerin gelir durumlarına göre psikolojik sermaye ölçeği ve okul kültürü ölçeğinden aldığı puanların karşılaştırılması verilmiştir.

**Tablo 6. Öğretmenlerin Psikolojik Sermaye ve Okul Kültürü Alt Boyutlarının Gelir Durumu ile Aralarındaki Anlamlılık Testi Sonuçları**

Alt Boyut	Gelir	N	X±Sd	F	P
İyimserlik	1000-2000	50	5,43±0,67	2,98	0,52
	2000-3000	222	5,42±0,56		
	3000-4000	6	4,83±0,83		
Psikolojik Dayanıklılık	1000-2000	50	5,39±0,72	3,49	0,32
	2000-3000	222	5,43±0,58		
	3000-4000	6	4,76±0,66		
Umut	1000-2000	50	5,02±0,65	2,61	0,75
	2000-3000	222	5,17±0,55		
	3000-4000	6	4,77±0,68		
Öz Yeterlilik	1000-2000	50	5,24±0,79	2,21	0,11
	2000-3000	222	5,38±0,61		
	3000-4000	6	4,91±0,79		

<b>Okul Liderliği</b>	1000-2000	50	1,92±0,32	10,21	0,00*
	2000-3000	222	2,01±0,38		
	3000-4000	6	2,68±0,61		
<b>Meslektaş, Kişisel Destek</b>	1000-2000	50	1,75±0,44	15,18	0,00*
	2000-3000	222	1,80±0,46		
	3000-4000	6	2,85±0,68		
<b>Öğretmen İşbirliği</b>	1000-2000	50	1,95±0,34	12,04	0,00*
	2000-3000	222	2,04±0,40		
	3000-4000	6	2,79±0,64		
<b>Gelişme Kültürü</b>	1000-2000	50	1,85±0,42	8,91	0,00*
	2000-3000	222	1,88±0,49		
	3000-4000	6	2,73±0,88		
<b>Öğretim Kültürü</b>	1000-2000	50	2,18±1,15	3,98	0,20
	2000-3000	222	2,08±0,99		
	3000-4000	6	3,16±0,73		

(p<.05)\*\*

Tablo 6 incelendiğinde öğretmenlerin gelir durumlarına göre, psikolojik sermaye ölçeğinin alt boyutlardan aldığı toplam puanlar incelendiğinde, öğretmenlerin gelir durumlarına göre ölçeğin iyimserlik, psikolojik dayanıklılık, umut ve öz yeterlilik alt boyutlarından aldığı puanlar arasında istatistiksel olarak anlamlı seviyede bir fark olmadığı tespit edilmiştir (p<0,05). Bu alt boyutlardan katılımcılar benzer puanlar almıştır.

Katılımcı öğretmenlerin gelir durumlarına göre, okul kültürü ölçeğinin okul liderliği, meslektaş-kişisel destek, gelişme kültürü, öğretmen işbirliği alt boyutlarından aldığı puanlar arasında istatistiksel olarak anlamlı bir fark olduğu bulunmuştur (p<0,05). Bu fark 3000-4000 tl maaş alan öğretmenlerden kaynaklanmaktadır. Sonuçlara göre gelir düzeyi yüksek olan öğretmenlerin okul liderliği, meslektaş- kişisel destek, gelişme kültürü, öğretmen işbirliği bakımından daha yüksek puanlar almıştır (p<0,05).

Öğretmenlerin gelir durumlarına göre, okul kültürü ölçeğinin alt boyutlardan aldığı toplam puanlar incelendiğinde, öğretmenlerin gelir durumlarına göre ölçekte yer alan öğretim kültürü alt boyutundan aldığı puanlar arasında istatistiksel olarak anlamlı düzeyde bir fark olmadığı tespit edilmiştir (p<0,05). Farklı gelir düzeyi gruplarındaki öğretmenler bu alt boyutlardan benzer puanlar almıştır.

Tablo 7.'de arařtırmaya dahil edilen öğretmenlerin mezun olduđu bölümlere göre psikolojik sermaye ölçeđi ve okul kültürü ölçeđinden aldıkları puanların karşılaştırılması verilmiştir.

**Tablo 7. Öğretmenlerin Psikolojik Sermaye ve Okul Kültürü Alt Boyutlarının Mezun Olduđu Bölüm ile Aralarındaki Anlamlılık Testi Sonuçları**

Alt Boyut	Mezun olduđu okul	n	X±Sd	f	p
<b>İyimserlik</b>	Okul Öncesi Öğretmenliđi	194	5,39±0,64	1,64	0,20
	Diđer	84	5,45±0,46		
<b>Psikolojik Dayanıklılık</b>	Okul Öncesi Öğretmenliđi	194	5,40±0,65	0,68	0,40
	Diđer	84	5,44±0,52		
<b>Umut</b>	Okul Öncesi Öğretmenliđi	194	5,16±0,61	0,46	0,49
	Diđer	84	5,08±0,47		
<b>Öz Yeterlik</b>	Okul Öncesi Öğretmenliđi	194	5,35±0,69	0,03	0,85
	Diđer	84	5,32±0,57		
<b>Okul Liderliđi</b>	Okul Öncesi Öğretmenliđi	194	2,07±0,42	3,47	0,06
	Diđer	84	1,92±0,29		
<b>Meslektaş, Kişisel Destek</b>	Okul Öncesi Öğretmenliđi	194	1,84 ±0,54	3,37	0,06
	Diđer	84	1,75±0,34		
<b>Öğretmen İşbirliđi</b>	Okul Öncesi Öğretmenliđi	194	2,07±0,44	8,55	0,00*
	Diđer	84	1,97±0,30		
<b>Gelişme Kültürü</b>	Okul Öncesi Öğretmenliđi	194	1,93±0,54	1,00	0,31
	Diđer	84	1,82±0,40		

<b>Öğretim Kültürü</b>	Okul Öncesi Öğretmenliği	194	2,11±0,94	0,01	0,92
	Diğer	84	2,13±0,98		

(p<.05)\*\*

Tablo 7 incelendiğinde öğretmenlerin mezun oldukları bölüme göre, psikolojik sermaye ölçeğinin psikolojik dayanıklılık, iyimserlik, öz yeterlilik ve umut alt boyutlarından aldığı puanlar arasında istatistiksel olarak anlamlı düzeyde bir fark olmadığı saptanmıştır (p<0,05). Tüm öğretmenler bu alt boyutlardan benzer puanlar almıştır.

Katılımcı öğretmenlerin mezun oldukları bölüme göre, okul kültürü ölçeğinin alt boyutlardan aldığı toplam puanlar incelendiğinde, öğretmenlerin ölçeğin okul liderliği, meslektaş, kişisel destek, gelişme kültürü ve öğretim kültürü alt boyutlarından aldığı puanlar arasında istatistiksel olarak anlamlı düzeyde bir fark olmadığı saptanmıştır (p<0,05). Tüm öğretmenler bu alt boyutlardan benzer puanlar almıştır.

Öğretmenlerin mezun oldukları bölüme göre okul kültürü ölçeğinde yer alan alt boyutlardan aldıkları toplam puanlar incelendiğinde, öğretmenlerin ölçeğin öğretmen işbirliği alt boyutundan aldığı puanlar arasında istatistiksel olarak anlamlı düzeyde bir fark olduğu tespit edilmiştir (p<0,05). Okul öncesi öğretmenliği bölümünden mezun olan öğretmenler (2.07±0.44) diğer bölümlerden mezun olan öğretmenlerden daha yüksek puanlar almıştır.

Tablo 8’de araştırmaya dahil edilen öğretmenlerin öğrenim durumlarına göre psikolojik sermaye ölçeği ve okul kültürü ölçeğinden aldıkları puanların karşılaştırılması verilmiştir.

**Tablo 8. Öğretmenlerin Psikolojik Sermaye ve Okul Kültürü Alt Boyutlarının Öğrenim Durumu İle Aralarındaki Anlamlılık Testi Sonuçları**

Alt Boyut	Öğrenim durumu	n	X±Sd	f	p
<b>İyimserlik</b>	Ortaokul	3	5,66±0,28	0,31	0,81
	Lise	29	5,46±0,46		
	Lisans	166	5,41±0,68		
	Yüksek Lisans	80	5,38±0,59		
<b>Psikolojik Dayanıklılık</b>	Ortaokul	3	5,73±0,23	0,28	0,83
	Lise	29	5,40±0,43		
	Lisans	166	5,41±0,70		
	Yüksek Lisans	80	5,39±0,48		

<b>Umut</b>	Ortaokul	3	5,55±0,38	1,21	0,30
	Lise	29	5,17±0,53		
	Lisans	166	5,16±0,64		
	Yüksek Lisans	80	5,05±0,45		
<b>Öz Yeterlik</b>	Ortaokul	3	5,44±0,48	0,33	0,80
	Lise	29	5,38±0,41		
	Lisans	166	5,36±0,73		
	Yüksek Lisans	80	5,28±5,55		
<b>Okul Liderliği</b>	Ortaokul	3	2,20±0,17	3,71	0,01*
	Lise	29	1,88±0,23		
	Lisans	166	2,07±0,41		
	Yüksek Lisans	80	1,93±0,38		
<b>Meslektaş, Kişisel Destek</b>	Ortaokul	3	1,75±0,21	2,09	0,10
	Lise	29	1,68±0,29		
	Lisans	166	1,87±0,56		
	Yüksek Lisans	80	1,75±0,38		
<b>Öğretmen İşbirliği</b>	Ortaokul	3	2,04±0,26	1,51	0,21
	Lise	29	1,89±0,26		
	Lisans	166	2,06±0,45		
	Yüksek Lisans	80	2,05±0,35		
<b>Gelişme Kültürü</b>	Ortaokul	3	2,20±0,00	1,99	0,11
	Lise	29	1,75±0,35		
	Lisans	166	1,94±0,53		
	Yüksek Lisans	80	1,84±0,48		
<b>Öğretim Kültürü</b>	Ortaokul	3	1,88±0,38	0,45	0,71
	Lise	29	1,98±0,70		
	Lisans	166	2,17±0,98		
	Yüksek Lisans	80	2,08±0,98		

(p<.05)\*\*

Tablo 8 incelendiğinde araştırmaya dahil edilen öğretmenlerin öğrenim durumlarına göre psikolojik sermaye ölçeğinin psikolojik dayanıklılık, iyimserlik, öz yeterlilik ve umut alt boyutlarından aldığı puanlar arasında istatistiksel olarak anlamlı düzeyde bir fark olmadığı görülmüştür (p<0,05). Bu alt boyutlardan tüm yaş gruplarındaki öğretmenler benzer puanlar almıştır.

Öğretmenlerin öğrenim durumlarına göre, okul kültürü ölçeğinin alt boyutlarından aldığı toplam puanlar incelendiğinde, okul liderliği alt boyutundan aldıkları puanlar arasında istatistiksel olarak anlamlı bir fark olduğu tespit edilmiştir (p<0,05). Bu fark ortaokul mezunu yardımcı öğretmenlerden kaynaklanmaktadır. Sonuçlara göre ortaokul

mezunu olan yardımcı öğretmenler okul liderliği, bakımından ( $2,20\pm 0,17$ ) daha yüksek puanlar almıştır ( $p<0,05$ ).

Katılımcı öğretmenlerin öğrenim durumlarına göre, okul kültürü ölçeğinin alt boyutlardan aldığı toplam puanlar incelendiğinde, meslektaş- kişisel destek, gelişme kültürü, öğretmen işbirliği ve öğretim kültürü alt boyutlarından aldıkları puanlar arasında istatistiksel olarak anlamlı düzeyde bir fark olmadığı gözlenmiştir ( $p<0,05$ ). Bu alt boyutlardan tüm yaş gruplarındaki öğretmenler benzer puanlar almıştır.

Tablo 9’da araştırmaya dahil edilen öğretmenlerin okuldaki görevlerine göre psikolojik sermaye ölçeği ve okul kültürü ölçeğinden aldıkları puanların karşılaştırılması verilmiştir.

**Tablo 9. Öğretmenlerin Psikolojik Sermaye ve Okul Kültürü Alt Boyutlarının Okuldaki Görevleri (Pozisyonlar) İle Aralarındaki Anlamlılık Testi Sonuçları**

Alt Boyut	Pozisyon	n	X±Sd	f	p
İyimserlik	Okul Öncesi Öğretmenliği	219	5,39±0,57	2,99	0,31
	Yardımcı Öğretmen	47	5,55±0,41		
	Müdür	6	5,66±0,20		
	Diğer	6	4,87±1,70		
Psikolojik Dayanıklılık	Okul Öncesi Öğretmenliği	219	5,37±0,60	3,08	0,28
	Yardımcı Öğretmen	47	5,60±0,41		
	Müdür	6	5,66±0,20		
	Diğer	6	5,00±1,72		
Umut	Okul Öncesi Öğretmenliği	219	5,15±0,56	2,21	0,08
	Yardımcı Öğretmen	47	5,14±0,43		
	Müdür	6	5,27±0,32		
	Diğer	6	4,55±1,48		
Öz Yeterlik	Okul Öncesi Öğretmenliği	219	5,34±0,63	1,28	0,27
	Yardımcı Öğretmen	47	5,40±0,53		
	Müdür	6	5,47±0,37		
	Diğer	6	4,86±1,81		

<b>Okul Liderliği</b>	Okul Öncesi Öğretmenliği	219	2,01±0,42	0,33	0,80
	Yardımcı Öğretmen	47	1,99±0,25		
	Müdür	6	2,03±0,12		
	Diğer	6	2,16±0,39		
<b>Meslektaş, Kişisel Destek</b>	Okul Öncesi Öğretmenliği	219	1,82±0,51	0,39	0,75
	Yardımcı Öğretmen	47	1,77±0,26		
	Müdür	6	1,87±0,31		
	Diğer	6	2,00±0,97		
<b>Öğretmen İşbirliği</b>	Okul Öncesi Öğretmenliği	219	2,07±0,43	1,37	0,25
	Yardımcı Öğretmen	47	1,94±0,29		
	Müdür	6	1,93±0,23		
	Diğer	6	2,02±0,39		
<b>Gelişme Kültürü</b>	Okul Öncesi Öğretmenliği	219	1,90±0,53	0,12	0,92
	Yardımcı Öğretmen	47	1,85±0,37		
	Müdür	6	1,90±0,30		
	Diğer	6	1,93±0,41		
<b>Öğretim Kültürü</b>	Okul Öncesi Öğretmenliği	219	2,12±0,95	0,57	0,63
	Yardımcı Öğretmen	47	2,17±1,04		
	Müdür	6	2,05±0,47		
	Diğer	6	1,63±0,35		

(p<.05)\*\*

Tablo 9 incelendiğinde araştırmaya dahil edilen öğretmenlerin görevlerine göre psikolojik sermaye ölçeğinin alt boyutlarından aldıkları toplam puanlar incelendiğinde, öğretmenlerin görevlerine göre ölçekte yer alan umut, iyimserlik, öz yeterlilik ve psikolojik dayanıklılık alt boyutlarından aldığı puanlar arasında istatistiksel olarak anlamlı düzeyde bir fark olmadığı tespit edilmiştir (p<0,05). Bu alt boyutlardan tüm yaş gruplarındaki öğretmenler benzer puanlar almıştır.

Araştırmaya dahil edilen öğretmenlerin görevlerine göre okul kültürü ölçeğinin alt boyutlardan aldığı toplam puanlar incelendiğinde, öğretmenlerin görevlerine göre ölçekte yer alan okul liderliği, meslektaş, kişisel destek, öğretmen işbirliği, gelişme kültürü ve öğretim kültürü alt boyutlarından aldıkları puanlar arasında istatistiksel olarak anlamlı

düzye de bir fark olmadığı saptanmıştır ( $p<0,05$ ). Tüm gruplardaki öğretmenler bu alt boyutlardan benzer puanlar almıştır.

Tablo 10’da öğretmenlerin yaş gruplarına göre psikolojik sermaye ölçeği ve okul kültürü ölçeğinden aldıkları puanların karşılaştırılması verilmiştir.

**Tablo 10 Öğretmenlerin Psikolojik Sermaye ve Okul Kültürü Ölçeği Alt Boyutlarının Yaş İle Aralarındaki Anlamlılık Testi Sonuçları**

Alt Boyut	Yaş	n	X±Sd	f	p
<b>İyimserlik</b>	20 ve altı	20	5,02±1,26	5,52	0,00*
	31-35	119	5,49±0,53		
	41-45	139	5,40±0,46		
<b>Psikolojik Dayanıklılık</b>	20 ve altı	20	5,11±1,11	2,68	0,07
	31-35	119	5,45±0,63		
	41-45	139	5,42±0,49		
<b>Umut</b>	20 ve altı	20	5,22±1,02	0,25	0,77
	31-35	119	5,14±0,60		
	41-45	139	5,12±0,46		
<b>Öz Yeterlik</b>	20 ve altı	20	5,19±1,13	0,69	0,49
	31-35	119	5,37±0,70		
	41-45	139	5,34±5,51		
<b>Okul Liderliği</b>	20 ve altı	20	2,18±0,49	2,07	0,12
	31-35	119	1,98±0,38		
	41-45	139	2,01±0,38		
<b>Meslektaş, Kişisel Destek</b>	20 ve altı	20	1,98±0,79	1,54	0,21
	31-35	119	1,78±0,45		
	41-45	139	1,82±0,46		
<b>Öğretmen İşbirliği</b>	20 ve altı	20	2,06±0,56	0,33	0,71
	31-35	119	2,02±0,41		
	41-45	139	2,06±0,38		
<b>Gelişme Kültürü</b>	20 ve altı	20	1,87±0,63	1,12	0,32
	31-35	119	1,85±0,48		
	41-45	139	1,94±0,49		



<b>Öğretim Kültürü</b>	20 ve altı	20	1,86±0,74	1,33	0,26
	31-35	119	2,07±0,96		
	41-45	139	2,20±0,96		

(p<.05)\*\*

Tablo 10 incelendiğinde öğretmenlerin yaş gruplarına göre psikolojik sermaye ölçeğinin iyimserlik alt boyutundan aldığı puanlar arasında istatistiksel olarak anlamlı bir fark olduğu görülmüştür (p<0,05). 31-35 yaş grubunda bulunan öğretmenler diğer yaş gruplarındaki öğretmenlere göre daha iyimserdir.

Öğretmenlerin yaş gruplarına göre psikolojik sermaye ölçeğinin alt boyutlarından aldığı toplam puanlar incelendiğinde, umut, psikolojik dayanıklılık ve öz yeterlilik alt boyutlarından aldıkları puanlar arasında istatistiksel olarak anlamlı düzeyde bir fark olmadığı saptanmıştır (p<0,05). Bu alt boyutlardan tüm yaş gruplarındaki öğretmenler benzer puanlar almıştır.

Öğretmenlerin yaş gruplarına göre okul kültürü ölçeğinin alt boyutlarından aldığı toplam puanlar incelendiğinde, meslektaş-kişisel destek, okul liderliği, öğretmen işbirliği, öğretim kültürü ve gelişme kültürü alt boyutlarından aldıkları puanlar arasında istatistiksel olarak anlamlı düzeyde bir fark olmadığı tespit edilmiştir (p<0,05). Bu alt boyutlardan tüm yaş gruplarındaki öğretmenler benzer puanlar almıştır.

### **Tartışma ve sonuç**

Yapılan korelasyon analizleri sonucunda okul öncesi öğretmenlerin psikolojik sermaye düzeyleri ve okul kültürü algıları arasında negatif yönde düşük düzeyde anlamlı bir ilişki saptanmıştır. Boyutlar açısından incelendiğinde, psikolojik dayanıklılık ile meslektaşlık- kişisel destek arasında negatif yönde düşük düzeyde anlamlı, umut ile meslektaşlık-kişisel destek ve öğretmen işbirliği arasında negatif yönde düşük düzeyde anlamlı, öz yeterlilik ile öğretim kültürü arasında pozitif yönde düşük düzeyde anlamlı, iyimserlik ile meslektaşlık- kişisel destek arasında negatif yönde düşük düzeyde anlamlı, iyimserlik ile öğretmen işbirliği arasında negatif yönde anlamlı bir ilişki bulunmuştur. Literatür incelendiğinde, psikolojik sermaye ve okul kültürü arasındaki ilişkiyi inceleyen çok az sayıda çalışma bulunmuştur. Çetin ve diğ (2013) çalışmalarında Danışman ve Özgen (2003) tarafından geliştirilen ve 40 maddesi olan bir örgüt kültürü ölçeği kullanmıştır. Kullanılan ölçek her biri dört maddeden oluşan “Kuralcılık eğilimi”, “Hiyerarşi eğilimi”, “Klan eğilimi”, “Takım eğilimi”, “Rasyonellik eğilimi” ve “Açıklık eğilimi”, her biri beşer

maddeden oluşan “Destekleyicilik eğilimi” ve “Gelişme eğilimi”, altı maddeden oluşan “Sonuç eğilimi” olmak üzere toplam dokuz boyutlu bir yapıya sahiptir. Araştırmacılar ölçeği bir özel firmada çeşitli pozisyonlarda çalışan toplam 230 katılımcıya uygulanmıştır

Yapılan çalışma destekleyici örgüt kültürünün kişilerin psikolojik sermayelerini artırdığı sonucuna varmıştır. Çetin ve diğ.(2013) ün elde ettiği sonuçlar yapılan çalışma sonuçlarını desteklememektedir. Bu durumun sebebi yapılan çalışmada aynı psikolojik sermaye ölçeği kullanılmasına rağmen, örgüt kültürü ölçeği yerine okul kültürü ölçeği kullanılmıştır ve ölçek okul öncesi kurumlarında görev yapan öğretmenlere uygulanmıştır. Okul kültürü ölçeğinin alt boyutlarının örgüt kültürü ölçeği alt boyutlarından farklı olması (meslektaş- kişisel destek, okul liderliği, öğretmen işbirliği, öğretim kültürü, gelişme kültürü) ayrıca katılımcıların sosyo-demografik özelliklerinin farklı olması bu sonucu doğurmuş olabilir. Araştırmaya katılan öğretmenlerin yaş grupları incelendiğinde büyük çoğunluğunun 31-45 yaş aralığında olduğu görülmektedir. Öğretmenlerin yaş gruplarına göre psikolojik sermaye ölçeğinden ve alt boyutlarından aldıkları puanlar incelendiğinde, psikolojik sermaye boyutlarından iyimserlik boyutundan aldıkları puanlar ve yaş grupları arasında istatistiksel olarak anlamlı bir fark olduğu tespit edilmiştir . Bu farkın 31-35 yaş grubu öğretmenler lehine olduğu görülmektedir. 31-35 yaş grubunda bulunan öğretmenlerin 41-45 ve 20 yaş ve altı yaş gruplarındaki öğretmenlere göre daha iyimser oldukları tespit edilmiştir. İyimser yaklaşım bireylerin olaylara daha iyimser ve hoşgörülü bakması ve yaşanan sorunları daha sakin ve gerçekçi bir şekilde değerlendirmesidir. 20 yaş ve altı okul öncesi kurumlarda çalışan öğretmenlerin tecrübe yıllarının az olması çalıştıkları kurumlardan beklentilerinin çok fazla olması ve bu beklentilerin yeterince karşılanmamış olmasının bu sonuca sebep olduğu değerlendirilmektedir. Öğretmenlerin yaş gruplarına göre okul kültürü ölçeğinden ve alt boyutlarından aldığı toplam puanlar arasında ise istatistiksel olarak anlamlı bir fark saptanamamıştır . Bu durumun sebebi öğretmenlerin farklı yaş gruplarında olmalarına rağmen öğretmen işbirliği, okul liderliği, öğretim kültürü, meslektaş- kişisel destek, gelişme kültürü alt maddelerine ilişkin benzer görüşe sahip olması olabilir.

Öğretmenlerin mezun oldukları bölüme göre, psikolojik sermaye ölçeğinden ve alt boyutlarından aldığı puanlar arasında istatistiksel olarak anlamlı düzeyde bir fark tespit edilmemiştir. Mezun olunan bölüme göre okul kültürü ölçeğinde yer alan alt boyutlardan aldıkları toplam puanlar incelendiğinde, gelişme kültürü, okul liderliği, meslektaş-kişisel destek, ve öğretim kültürü alt boyutlarından aldıkları puanlar arasında istatistiksel olarak anlamlı düzeyde bir fark olmadığı ancak öğretmen işbirliği alt boyutundan alınan puanlar

arasında istatistiksel olarak anlamlı düzeyde bir fark tespit edilmiştir. Okul öncesi öğretmenliği bölümünden mezun olan öğretmenler diğer bölümlerden (lise, vb) mezun olan öğretmenlerden daha yüksek puanlar almıştır. Bu durum okul öncesi eğitim kurumlarında okul öncesi mezunu öğretmenlerin görev yapması gereğini önemle ortaya koymaktadır. Çünkü bir okulun etkililiğinin ve eğitimde öncü olabilmesinin en önemli unsurlarından bir tanesi öğretmen işbirliğidir.

Öğretmenlerin öğrenim durumlarına göre psikolojik sermaye ölçeğinden ve alt boyutlarından aldığı puanlar arasında istatistiksel olarak anlamlı düzeyde bir fark bulunmamıştır. Öğretmenlerin öğrenim durumlarına göre okul kültürü ölçeğinde yer alan alt boyutlardan aldığı toplam puanlar incelendiğinde, öğretim kültürü, meslektaş- kişisel destek, gelişme kültürü ve öğretmen işbirliği alt boyutlarından alınan puanlar arasında istatistiksel olarak anlamlı düzeyde bir fark olmadığı, fakat okul liderliği alt boyutundan alınan puanlar arasında istatistiksel olarak anlamlı bir fark olduğu tespit edilmiştir. Bu farkın ortaokul mezunu yardımcı öğretmenlerden kaynaklandığı görülmektedir. Sonuçlara göre ortaokul mezunu olan yardımcı öğretmenler okul liderliği, bakımından daha yüksek puanlar almıştır. Görmen (2012), yüksek lisans veya doktora eğitimi almış ve kurumlarında belli bir pozisyonu işgal eden çalışanlarında örgüt kültürü eğilimlerinin yüksek olduğunu yaptığı araştırma sonucu ortaya koymuştur. Bu durum yapılan çalışma sonuçları ile çelişmektedir. Bu durumun nedeni çalışmaya katılan ortaokul mezunu yardımcı öğretmenlerin liderlik vasıflarının diğer öğretmenlerden daha fazla olduğunu sonucunu göstermektedir. Öğretmenlerin görevlerine göre psikolojik sermaye ve okul kültürü ölçeği ve alt boyutlarından aldıkları puanlar incelendiğinde istatistiksel olarak anlamlı düzeyde bir fark olmadığı saptanmıştır. Tüm gruptaki öğretmenler bu ölçeklerden ve alt boyutlardan benzer puanlar almışlardır. Okulların bulunduğu bölgelere göre sonuçlar incelendiğinde, öğretmenlerin psikolojik sermaye ölçeğinin iyimserlik alt boyutundan aldığı puanlar arasında istatistiksel olarak anlamlı bir fark olduğu tespit edilmiştir. Psikolojik sermaye çalışan bireyin kişilik özelliklerini ifade etmekte ve çalışma performansını etkilemektedir (Owen ve Cole, 2012; Walumbwa, Luthans, Avey ve Oke, 2011). Pozitif psikolojik sermayeleri yüksek düzeyde olan öğretmenler mesleklerini devam ettirebilmektedirler (Klassen ve Chiu, 2010). Bir bireyin psikolojik iyilik hali, dayanıklılık (Keyes, 2007), öz yeterlilik (Meier, Semmer, Elfering ve Jacobshagen, 2008) ve iyimserlikten (Carver, Carver, Smith, Antoni, Petronis, Weiss ve Derhagopian, 2005) etkilenmektedir. Bu çerçevede Lefkoşa bölgesinde bulunan okul öncesi kurumlarda çalışan öğretmenlerin psikolojik sermayelerinin pozitif olduğu ve bu

öğretmenlerin Gazimağusa da çalışan öğretmenlere göre daha dayanıklı, öz yeterliliğe sahip ve iyimser olduğu görülmektedir. Parmaksız (2011) yaptığı çalışmada iyimserlik puan ortalamaları arasında yer değişkenine göre anlamlı bir fark saptamamıştır. Araştırmacı öğretmenlerin iyimserliklerinin yaşanan yerin dışında diğer değişkenler tarafından belirlenerek etkilendiği sonucuna varmıştır ki bu sonuç yapılan çalışmanın verileri ile çelişmektedir. Bu çelişkinin nedeninin araştırmaların örneklemini öğretmen yerine öğretmen adaylarından oluşmasından kaynaklandığı düşünülebilir.

Öğretmenlerin okulların bulunduğu bölgelere göre okul kültürü ölçeğinde yer alan alt boyutlardan aldıkları toplam puanlar incelendiğinde, gelişme kültürü, okul liderliği, öğretmen işbirliği ve meslektaş-kişisel destek alt boyutlarından aldıkları puanlar arasında istatistiksel olarak anlamlı düzeyde bir fark olduğu görülmüştür. Lefkoşa bölgesindeki okul öncesi öğretim kurumlarında çalışan öğretmenler bu alt boyutlardan Gazimağusa bölgesindeki okul öncesi kurumlarda çalışan öğretmenlerden daha yüksek puanlar almışlardır. Lefkoşa şehrinin başkent olması bu nedenle başkentte eğitsel ve kültürel etkinliklerin diğer şehirlere göre daha fazla yapılması bu sonuca sebep olmuş olabilir.

Araştırmaya katılan öğretmenlerin gelir durumlarına göre okul kültürü ölçeğinde yer alan gelişme kültürü, okul liderliği, öğretmen işbirliği ve meslektaş- kişisel destek alt boyutlarından aldıkları puanlar arasında istatistiksel olarak anlamlı bir fark olduğu tespit edilmiştir . Bu fark 3000-4000 TL maaş alan öğretmenlerden kaynaklanmaktadır. Sonuçlara göre gelir düzeyi yüksek olan öğretmenlerin gelişme kültürü, okul liderliği, öğretmen işbirliği ve meslektaş-kişisel destek, bakımından daha yüksek puanlar almıştır. Ekonomik gelir düzeyi dışsal bir motivasyon kaynağıdır ve öğretmenlerin çalıştıkları okullara uyumunu etkileyen en önemli faktörlerdendir (Klassen, Chong, Huan, Wong, Kates, ve Hannok, 2008) ve maddi açıdan gelir düzeyi yüksek olan öğretmenler amaç odaklı çalışmalara yönelir (Ryan ve Deci, 2000). Parmaksız (2011) öğretmen adaylarının katılımı ile yaptığı çalışmada sosyo-ekonomik durumu orta olanların sosyo-ekonomik durumu zayıf olanlara göre daha yüksek iyimserlik puanlarına sahip olduğunu saptamıştır. İyimserlik düzeyi yüksek olan öğretmenlerin ise okul liderliği, meslektaş, kişisel destek, öğretmen işbirliği ve gelişme konularında daha girişken ve sağduyuya sahip olmaları beklenen bir sonuçtur.

## **Öneriler**

Eğitim kurumlarının yaşanan çağa uyabilmesi, bilgi toplumunun ihtiyaçlarına cevap verebilecek şekilde yenilenecek gelişebilmesi için öğretmenlerin katkılarıyla güçlenen bir örgüt kültürüne sahip olması gerekmektedir. Örgütlerin verimliliğini artıran, onlara yatırım

getirisi sađlayan ve bu sayede örgütlere rekabet edebilme avantajı kazandıran psikolojik sermaye, güçlü bir örgüt kültürünün muhafazasındada önemli bir güç olarak karşımıza çıkmaktadır. Bu sebeple, okulların örgüt kültür düzeylerini ve çalışanlarının psikolojik sermaye düzeylerini ölçmesi yararlı olacaktır. Okul kültürü zayıf, çalışanlarının psikolojik sermaye düzeyleri düşük çıkan okullar, yaşanan bu probleme sebep olan faktörleri araştırmalı ve bu faktörleri ortadan kaldırmak için tüm öğretmenlerinin katkısı ile çaba sarf ederek önlemler almalıdır.

### **Kaynaklar**

- Aslan, M., Özer, N. ve Bakır, A.A. (2009). Administrators' and teachers' views on school culture: A qualitative study. *Elementary Education Online*, 8(1), 268-281.
- Avey, J.B., Luthans, F., & Mhatre, K. H. (2008). A call for longitudinal research in positive organizational behavior. *Journal Of Organizational Behavior*, 29(5), 705-711.
- Ayık, A. ve Ada, Ş. (2009). İlköğretim okullarında oluşturulan okul kültürü ile okulların etkililiđi arasındaki ilişki. *Gaziantep Üniversitesi Sosyal Bilimler Dergisi*, 8(2):429 -446
- Balcı, A. (2002). *Etkili okul ve okul geliştirme: Kuram Uygulama ve Araştırma*. Ankara: Pegem A Yayıncılık.
- Balcı, A. (2004). Türkiye'de eğitim yöneticisi ve eğitimin müfettişi yetiştirme uygulamaları: Sorunlar ve öneriler. *Çağdaş Eğitim Dergisi*. 29, 307.
- Bean, L., ve Martinez, B. C. (2015). Sunday School teacher, culture warrior: The politics of layleaders in three religious traditions. *Social Science Quarterly*, 96 (1), 133-147.
- Carver, C. S., Smith, R. G., Antoni, M. H., Petronis, V. M., Weiss, S., & Derhagopian, R. P. (2005). Optimistic personality and psychosocial well-being during treatment predict psychosocial well-being among long-term survivors of breast cancer. *Health Psychology*, 24 (5), 508-516.
- Çelik, V. (2009). *Sınıf yönetimi*. 5. Baskı, Ankara: Nobel Yayın Dağıtım.
- Çetin, F. & Basım, H.N. (2012). Örgütsel Psikolojik Sermaye: Bir Ölçek Uyarlama Çalışması. *Amme İdaresi Dergisi*. 45(1), 121-137.
- Çetin, F., Hazır, K ve Basım H.N. (2013). Destekleyici örgüt kültürü ile örgütsel psikolojik sermaye etkileşimi: Kontrol odağının aracılık rolü. *H.Ü. İktisadi ve İdari Bilimler Dergisi*, 31 (1), 13.
- Deal, T. E. ve Peterson, K. D. (1999). *Shaping school culture: The heart of leadership*. Jossey-Bass Inc., Publishers, 350 Sansome Street, San Francisco, CA 94104.
- Demir, N. ( 2007). *Örgüt kültürü ve iş tatmini*. İstanbul: Türkmen Kitapevi.
- Demirkol, A. Y. ve Savaş, A. C.(2012). Okul müdürlerinin örgüt kültürü algılarının incelenmesi. *Süleyman Demirel Üniversitesi Fen-Edebiyat Fakültesi Sosyal Bilimler Dergisi*, 25.
- Doğan, B. (2007). *Örgüt kültürü*. İstanbul: Beta Basım.
- Fullan, M.(2001). *Leading in a culture of change*. San Francisco: Jossey-Bass Publishers.
- Görmen, M. (2012). Örgüt kültürünün örgütsel sinizm tutumları üzerine etkisi ve bir uygulama, *Yayınlanmamış Yüksek Lisans Tezi*, Gazi Üniversitesi Sosyal Bilimler Enstitüsü, Ankara
- Güçlü, N. (2003). Örgüt kültürü. *Gazi Üniversitesi Sosyal Bilimler Dergisi*, 23 (2), 61-85.
- Gümüşeli, A. İ.(2006). Okul kültürü ve liderlik. *Artı Eğitim Dergisi*, 8, 14.
- Keyes, C. L. M. (2007). Promoting and protecting mental health as flourishing: A complementary Strategy for improving national mental health. *American Psychologist*, 62 (2), 95-108.

- Klassen, R. M., Chong, W.H., Huan, V.S., Wong,I., Kates, A., ve Hannok, W. (2008). Motivation beliefs of secondary school teachers in Canada and Singapore: A mixed methods study. *Teaching and Teacher Education*, 24, 1919–1934.
- Klassen, R. M., ve Chiu, M. M. (2010). Effects on teachers' self-efficacy and job satisfaction: Teacher gender, years of experience, and job stress. *Journal of Educational Psychology*, 102 (3), 741–56.
- Korkut, F. (2010). Hemşirelerin örgüt kültürü algılarının iş tatminine etkisi üzerine istanbul ilinde bir alan çalışması. *Yayımlanmamış Yüksek Lisans Tezi*. Beykent Üniversitesi Sosyal Bilimler Enstitüsü, İstanbul.
- Kutanis, R.O., & Oruc, E. (2014). A theoretical investigation on positive organizational behavior and positive psychological capital. *The Journal of Happiness & Well-Being*, 2 (2), 145-159
- Luthans, F. & Avolio, B.J. (2009). The point of positive organizational behavior. *Journal of Organizational Behavior*, 30. 291-307.
- Luthans, F. & Youssef, C.M. (2004). Human, social and now positive psychological capital management. *Organizational Dynamics*, 33, 143-160.
- Luthans, F., Avolio, B. J., Walumbwa, F. O. & Li,W. (2005). The Psychological Capital of Chinese Workers: Exploring the Relationship with Performance. *Management and Organization Review*, 1 (2), 249-271
- Luthans, F, Avolio, B. J., Avey, J. B. & Norman, S. M. (2007a). Positive Psychological Capital: Measurement and Relationship with Performance and Satisfaction. *Personnel Psychology*, 60, 541-572.
- Luthans, F. &Youssef, C. M. (2007). Emerging positive organizational behavior. *Journal of Management*, 33 (3), 321-349.
- Luthans, F. (2002). Positive organizational behavior: Developing and managing psychological strengths. *The Academy of Management Executive*, 18, 57-72.
- Luthans, F., Avolio, B. J., Avey, J. B. & Norman, S. M. (2007). Positive psychological capital measurement and relationship with performance and satisfaction, *Personnel Psychology*, 60, 541-572.
- Luthans, F., Youssef C. M. & Avolio B. J. (2007). *Psychological Capital*, New York: Oxford University Press.
- Luthans, F.,Youssef, C. M., & Avolio, B. J. (2006). *Psychological capital: Developing the human competitive edge*. Oxford University Press.
- Meier, L. L.,Semmer, N. K., Elfering, A., ve Jacobshagen, N. (2008). The double meaning of control: Three-way interactions between internal resources, job control, and stressors at work. *Journal of Occupational Health Psychology*, 13 (3), 244–258.
- Owen, S. ve Cole, K. (2012). Building psychological capital at work. *Acorn Training and Consulting, one day workshop*.
- Parmaksız, İ. (2011). Öğretmen adaylarının benlik saygısı düzeylerine göre iyimserlik ve stresle başa çıkma tutumlarının incelenmesi. *Yayınlanmamış Yüksek Lisans Tezi*, Selçuk Üniversitesi, Konya.
- Rahmisyari (2015). Effect of leadership styles, organizational culture, and employees development on performance (Studies in PT. PG. Gorontalo of Tolangohula Unit). *International Journal of Business and Management Invention*, 4(1), 2319-8028.
- Ryan, R. M., ve Deci, E. L. (2000). Self-determination theory and the facilitation of intrinsic motivation, social development, andwell-being. *American Psychologist*, 55, 68-78.
- Şahin,S. (2011). Öğretimsel liderlik ve okul kültürü arasındaki ilişki (İzmir ili örneği), *Kuram ve Uygulamada Eğitim Bilimleri*,11(4) , 1909-1928.

- Shahzad, F., Luqman, R. A., Khan, A. R., ve Shabbir, L. (2012). Impact of organizational culture on organizational performance: An overview. *Inter Disciplinary Journal of Contemporary Research In Business*, 3(9), 975-985.
- Şimşek, Y. (2003). Okul müdürlerinin iletişim becerileri ile okul kültürü arasındaki ilişki Eskişehir ili örneği. *Yayımlanmamış Yüksek Lisans Tezi*. Eskişehir: Anadolu Üniversitesi, Eğitim Bilimleri Enstitüsü.
- Şişman, M. (2007). Örgütler ve Kültürler. 2.Baskı. Ankara: Pegem A.
- Şişman, M. ve Turan S. (2004). Bazı örgütsel değişkenler açısından çalışanların iş doyumu ve sosyal-duygusal yalnızlık düzeyleri MEB Şube Müdür adayları üzerinde bir araştırma. *Osmangazi Üniversitesi Sosyal Bilimler Dergisi*, 5(1), 117-128.
- Snyder, C.R. (2000). *Handbook of Hope*. San Diego: Academic Press.
- Taymaz, H. (2003). School Management. Ankara: Pegem Press.
- Walumbwa, F.O., Luthans, F., Avey, J.B. ve Oke, A. (2011). Authentically leading groups: The mediating role of positivity and trust. *Journal of Organizational Behavior*, 32, 4–24.
- Yaşın T. (2016). Kişilik özellikleri ve psikolojik sermayenin psikolojik iyi oluş, akış deneyimi, iş tatmini ve çalışan performansına etkileri. *Yayımlanmamış Doktora Tezi*, Başkent Üniversitesi Sosyal Bilimler Enstitüsü, Ankara.



DOI: 10.22559/folklor.967

Folklor/edebiyat, cilt:25, sayı: 97-1, 2019/1

## **60-72 Aylık Çocukların Bilişsel, Sosyal- Duygusal ve Özbakım Yeterliklerinin Çeşitli Değişkenler Açısından İncelenmesi: Kuzey Kıbrıs Örneği**

**An Investigation of 60 – 72 Months-Old Preschool Children’s Qualification on Cognitive, Socio-Emotional and Self-Care Skills in Terms of Specific Variables: North Cyprus Sample**

**Sarem Özdemir\***

### **Öz**

Okul öncesi dönem, çocuğun birçok becerisinin (öz bakım, sosyal- duygusal, bilişsel vs.) gelişmesi için kritik bir dönemi oluşturmaktadır. Bu çalışmanın amacı; çalışan ve ev hanımı annelerin çocuklarında bilişsel, sosyal- duygusal ve öz bakım gelişim özellikleri arasında bir farklılaşma olup olmadığını incelemektir. Araştırma tarama modeli ile gerçekleştirilmiş ve betimsel analiz kullanılmıştır. Araştırmanın evreni Kuzey Kıbrıs Türk Cumhuriyeti Lefkoşa’da yaşayan 60-72 aylık yaş grubu çocukları olan çalışan ve ev hanımı olan anneler oluşturmaktadır. Araştırmada veri toplama aracı olarak okul öncesi öğretim programında 60-72 aylık yaş grubunun sahip olması gereken bilişsel, sosyal-duygusal ve öz bakım becerileri gelişim özelliklerinden oluşan bir dereceleme ölçeği kullanılmıştır. Araştırma verileri 2016 Şubat ve Mart aylarında toplanmış ve analiz edilmiştir. Bu dereceleme ölçeğinin kişisel bilgiler formunda annenin eğitim durumu, annenin yaşı, çocuk sayısı, annenin çalışıp çalışmama durumu ve mesleği hakkında sorular yer almıştır. Sonuçlara bakıldığı zaman çalışan annelerin çocuklarının öz bakım becerileri ve sosyal-duygusal gelişim özellikleri açısından çalışmayan annelerin çocuklarına nispeten daha yüksek puanlar almışlardır. Ayrıca annenin eğitim düzeyi daha yüksek olan çocukların sosyal duygusal gelişim puanları ve özbakım becerilerinin daha yüksek olduğu saptanmıştır. Bununla birlikte yaşı daha büyük olan annelerin çocuklarının özbakım becerilerinin daha iyi bir düzeyde olduğu sonucuna varılmıştır.

**Anahtar sözcükler:** *okul öncesi, bilişsel, sosyal-duygusal, çalışan anne,*

**Abstract:** Preschool education is a critical period in terms of improving cognitive, social-emotional, language and self-care skills of a human’s life. The main purpose in this study is to investigate differences of competencies of children’s cognitive, social-emotional and self-care skills in terms of mothers’ employment status. Cross sectional survey method and descriptive analysis were used in this study. Target population was all mothers who have a child at age 6 and accessible population was mothers who live in Nicosia. Random sampling was used to assign the questionnaire. The items in the rubric were formed with related to the objectives mentioned in the preschool education curriculum. Participant mothers were asked to specify the degree of competency on cognitive, social-emotional and self-care learning skills.

---

\* Uluslararası Kıbrıs Üniversitesi, sozdemir@ciu.edu.tr



Data obtained in this study were collected in the February and March 2016. Questionnaire also included personal information about participants that are; employment situation, age, number of children, level of education and job of the mother. According to the results, children of mothers at home had higher scores on social-emotional and self-care skills. In addition, it was found that children with higher education level had higher social emotional development scores and self-care skills. It was also concluded that the older mothers' children had a better level of self-care skills.

**Keywords:** *Mothers at home, working mothers, cognitive development, social-emotional development, self-care development.*

## **Giriş**

Okulöncesi eğitim, çocuğun doğduğu günden temel eğitime başladığı güne kadar süren 0-6 yaş arasındaki dönemi kapsayan; fiziksel, zihinsel, sosyal-duygusal ve dil gelişimlerinin büyük oranda tamamlandığı gelişim ve eğitim süreci olarak tanımlanmaktadır (Aslanargun ve Tapan, 2012). Yaşamın ilk yılları çocuğun gelişimi ve eğitimi açısından büyük önem taşımaktadır. Temel bilgi, beceri ve alışkanlıkların kazanıldığı bu kritik yıllarda, eğitim asla tesadüflere bırakılmamalıdır. Bu nedenle okul öncesi dönemindeki eğitim; bilimsel ve sistematik bir şekilde sürdürülmelidir. Bu dönemdeki eğitim, çocuğun duygusal gelişimini, becerilerini geliştirmekte ve toplum içerisinde sosyal uyumuna yardımcı olmaktadır (Kandır ve Alpan, 2008). Çocuğun ilk sosyalleşmeye başladığı ve eğitildiği kurum ailedir.

Çocuk için en sağlıklı ortam anne ve babasının bir arada bulunduğu aile ortamıdır. Anne-baba-çocuk ilişkisi, temelde anne ve babanın gösterdiği tutumlara bağlıdır. Anne ve babaların çocuklarına karşı sergiledikleri tutumlar; çocuğun özellikleri ile kendi kişilik ve demografik özelliklerinden etkilenebilmektedir. Yapılan araştırmalara göre birçok toplumda olduğu gibi Türk toplumunda da çocuk yetiştirme tutumları ile ilgili kültürel ve geleneksel görüşlere göre çoğunlukla çocuk bakımı annenin görevi, evin ekonomik gereksinimlerini karşılayan, çalışmakla yükümlü olan kişi sorumluluğu ise babanın görevi olarak görülmektedir. Günümüzde değişen hayat şartlarıyla birlikte, aile yapısı ve çalışma koşulları da değişim göstermiş ve çocuk bakım ihtiyacını da beraberinde getirmiştir. Artık küçük çocukların bakımını üstlenen, tek başına bakan kişinin anne olmadığı, birçok annenin evin dışında çalışma zorunluluğunun bulunması çocuk bakım sorumluluğunun paylaşılması gerçeğini ortaya çıkarmış ve annelerde çalışma hayatına atılmıştır (Şahin ve Özyürek, 2008).

Kadının çalışmasıyla birlikte bazı sıkıntılar doğmuştur. Özellikle evli ve çocuk sahibi olan kadınlar için bu zorlukların başında; annenin olmadığı saatlerde çocuğun bakımı, işinden yorgun ve gergin gelen annenin çocuğuna yeterince zaman ayıramaması ve onunla sağlıklı bir iletişim kuramaması gelmektedir. Anneler çocuklarını evde bırakmak konusunda suçluluk duygusuna kapılmakta, bunun kısa ve uzun vadeli etkileri konusunda endişe duymaktadırlar.

Zira, bu durumun gelecekte çocuklarının gelişimini etkileyebileceği kaygısına kapılmaktadırlar (Aktaş, 1994).

Çalışan anneler ve çocukları üzerinde yapılan araştırmalar arasında bulgular genellikle beklenilenin tersine, annenin çalışmasının çocuğu olumsuz şekilde etkilemediği yönündedir (Cummins, 2015) Her gün işe giden annelerin çocuklarının gelişiminin yavaş olmadığını ve zarar görmediklerini gösterir. Çalışan annelerin çocuklarında herhangi bir gelişimsel sorun bulunamamıştır. Annenin çocuğun bakımı için önemli bir kaynak olduğu ancak annenin çocuğu ile güçlü bir ilişki oluşturmasında önemli olan etkenin annenin çocuğu ile geçirdiği sürenin uzun veya kısa oluşu değil, çocuğu ile geçirdiği sürenin niteliğidir. Ancak çalışan annelerin çocuğu ile geçirdiği sürenin sınırlı olması ve eve döndüğünde evle ilgili faaliyetlerle de ilgilenmek zorunda kalması nedeni ile çalışmayan annelere göre zamanlarını ve enerjilerini daha iyi organize etmeleri gerekmektedir (Demiriz ve Dinçel, 2000).

Hoffman (1998) çalışan ve ev hanımı olan annelerle yaptığı çalışmada, annesi çalışan kız çocuklarının diğer çocuklara oranla daha yüksek akademik başarıları olduğunu ve ileriki kariyer seçimlerini daha özgür yaptıklarını bulmuştur. Aynı şekilde, çalışan annelerin çocuklarının sosyal-duygusal değerlerinin daha yüksek olduğu sonucuna ulaşmıştır. Çocukta sosyal ilişkilerin gelişmesinde anne çocuk diyalogunun önemli etkisi vardır. Anne ile çocuk arasında kurulan sağlıklı iletişim, çocuğun sağlıklı bir kişilik geliştirmesini sağlar. Başkaları ile olumlu ilişkiler kurması için temel oluşturur (Alpan ve Kandır, 2008). Pelcovitz (2013) ise çocuğun yaşamının ilk yılında çalışan annelerin çocuklarının annesi çalışmayan çocuklarıne oranla ölçülen 8 bilişsel gelişim göstergesinden istatistiksel olarak daha düşük puanlar aldığını bulmuştur. Pelcovitz aynı zamanda çalışan annelerin depresyon belirtilerine sahip olduğunu kaydetmiştir. Demiriz ve Dinçel (2000) çalışan annelerin çocuklarının öz bakım becerilerinde daha başarılı olduklarını hatta çalışmayan annelerin çocuklarının öz bakımıyla ilgili ihtiyaçlarını erken yaşlarda annelerin karşılaması nedeniyle, bu durumun ileriye yönelik birçok sorunu ortaya çıkarabileceğini, çocuğun öz güvenden yoksun, bağımlı bir birey olmasına yol açabileceği sonucuna varmıştır.

### **Araştırmanın önemi**

UNICEF (2011) 8 yaşına kadar çocukların ne kadar kaliteli bir çevrede olursa o kadar iyi zihinsel, fiziksel, sosyal ve duygusal anlamda gelişebileceğine ilişkin kanıtların gittikçe arttığını belirtmiştir. Bu durumda çocuğun ilk 8 yıl boyunca çevresinde kimlerin olduğu oldukça büyük bir önem taşımaktadır.

Gardner, Ward, Burton ve Wilson (2003) annenin çocuk hayatında birincil ve en önemli role sahip olduğunu işaret etmiştir. Jacobvitz ve Sroufe (1987) yaptıkları çalışmada özellikle risk faktörü altında olan annelerin çocuklarının ileride bazı problemlere maruz olabileceğini bulmuştur. Bu da özellikle annelerin içinde bulunduğu sosyal parametrelerin incelenmesi gerekli kılmaktadır. Farklı kültürlerde yapılan çalışmalarda özellikle annenin çocuğun eğitimine katkı koyabilecek parametreleri incelendiğinde bunun sonucunun olumlu olduğu tespit edilmiştir (Baker, Cameron, Rimm-Kaufman, & Grissmer, 2012; Brooks-Gunn & Markham, 2005; Gershoff, Raver, Aber ve Lennon, 2007; Baker, 2013). Okul öncesi eğitimin önemi kültürümüzde 20. Yüzyılın başlarından beridir bilinmesine rağmen son 20 yıldır özellikle üstüne düşülen ve hala içerik kalitesi açısından sıkıntılar yaşanan bir durumdur (Oktay, 1990). Böyle bir durumda ebeveynleri, özellikle de anneleri içeren bir araştırma yapmak önem kazanmıştır. Bu çalışma son 20 yıl içinde büyüyen bir hızla artan nüfusa yönelik açılan okul öncesi kurumlardaki anneler ile görüşülmesi ve çocukların gelişim özelliklerinin hangi düzeyde olduğunun belirlenmesi açısından önemlidir. Okul öncesi kurumlara giden çocukların bilişsel gelişim, sosyal-duygusal gelişim ve özbakım beceri düzeylerinin saptanmasının kurumların kalitesine ilişkin ipuçları vereceği de düşünülmektedir.

### **Araştırmanın amacı ve problemleri**

Bu çalışmada çocukların bilişsel, sosyal ve duygusal ve özbakım becerilerinin gelişmesi konusunda hayatında en önemli birey olan annenin mesleği, eğitim düzeyi, yaşı ve aylık gelirine göre farklılaşma olup olmadığı incelenmiştir. Buna göre aşağıdaki araştırma sorularına yanıt aranmıştır.

1. Araştırmaya katılan 60-72 aylık çocukların bilişsel gelişim özellikleri annenin çalışma ya da çalışmama durumuna göre istatistiksel olarak anlamlı bir farklılık göstermekte midir?
2. Araştırmaya katılan 60-72 aylık çocukların sosyal-duygusal özellikleri annenin çalışma ya da çalışmama durumuna göre istatistiksel olarak anlamlı bir farklılık göstermekte midir?
3. Araştırmaya katılan 60-72 aylık çocukların özbakım becerileri annenin çalışma ya da çalışmama durumuna göre istatistiksel olarak anlamlı bir farklılık göstermekte midir?
4. Araştırmaya katılan 60-72 aylık çocukların bilişsel gelişim özellikleri annenin eğitim düzeyine göre istatistiksel olarak anlamlı bir farklılık göstermekte midir?
5. Araştırmaya katılan 60-72 aylık çocukların sosyal-duygusal gelişim özellikleri annenin eğitim düzeyine göre istatistiksel olarak anlamlı bir farklılık göstermekte midir?

6. Araştırmaya katılan 60-72 aylık çocukların özbakım becerileri annenin eğitim düzeyine göre istatistiksel olarak anlamlı bir farklılık göstermekte midir?
7. Araştırmaya katılan 60-72 aylık çocukların sosyal-duygusal özellikleri annenin yaşına göre istatistiksel olarak anlamlı bir farklılık göstermekte midir?
8. Araştırmaya katılan 60-72 aylık çocukların özbakım becerileri annenin yaşına göre istatistiksel olarak anlamlı bir farklılık göstermekte midir?
9. Araştırmaya katılan 60-72 aylık çocukların bilişsel gelişim özellikleri annenin yaşına göre istatistiksel olarak anlamlı bir farklılık göstermekte midir?
10. Araştırmaya katılan 60-72 aylık çocukların sosyal-duygusal özellikleri annenin aylık gelir düzeyine göre istatistiksel olarak anlamlı bir farklılık göstermekte midir?
11. Araştırmaya katılan 60-72 aylık çocukların özbakım becerileri annenin aylık gelir düzeyine göre istatistiksel olarak anlamlı bir farklılık göstermekte midir?
12. Araştırmaya katılan 60-72 aylık çocukların bilişsel gelişim özellikleri annenin aylık gelir düzeyine göre istatistiksel olarak anlamlı bir farklılık göstermekte midir?

### **Yöntem**

Bu araştırma tarama modelinde betimsel bir araştırmadır. Çalışmada tanımlayıcı ve anlam çıkartıcı istatistikler kullanılmıştır. Frekans, yüzde, Mann Whitney U testi ve Kruskal-Wallis H kullanılmıştır. Çalışmada elde edilen veriler normallik testini karşılayamadığı için parametrik olmayan analizler kullanılmıştır. Çalışmada veri toplamak için okul öncesi eğitim programında belirtilen, bilişsel, sosyal-duygusal gelişim özellikleri ve öz bakım becerilerine ilişkin kazanımlar kullanılmıştır. Araştırmanın evrenini Kuzey Kıbrıs'ta yaşayan 60-72 aylık çocuğu olan ebeveynler ve 60-72 aylık çocuklar oluşturmaktadır. Çalışmanın örneklemini ise Lefkoşa'da yer alan özel bir okul öncesi kurum ile Güzelyurt bölgesindeki bir devlet anaokulunda eğitim alan çocuklar ve ebeveynleri oluşturmuştur.

### **Veri toplama aracı**

Çalışmada kullanılan ölçme aracı Türkiye Millî Eğitim Bakanlığı tarafından hazırlanan okul öncesi eğitim programı (2013) temel alınarak hazırlanmıştır. Program içeriğinde, gelişimsel bir yaklaşımın çocuğun sosyal ve duygusal, motor, bilişsel, dil gelişim alanları ile öz bakım becerilerini birlikte el ele aldığı ifade edilmiştir. Bir diğer deyişle bu programda temel, çocukların gelişimsel özellikleri üzerine kurulmuştur. Öğrenme süreçleri planlanırken çocukların ilgileri, gereksinimleri ve içinde yaşadıkları çevre koşulları dikkate alınmıştır. Bu programda aynı zamanda kazanımlar ve buna bağlı olarak göstergeler belirlenmiştir. Göstergeler bu kazanımların somut hale gelme durumudur. Araştırmacılar tarafından

hazırlanan ankette önce kişisel bilgiler ardından da okul öncesi öğretim programında yer alan gelişim özelliklerine ilişkin bir derecelendirme ölçeği kullanılmıştır.

Ebeveynlere kazanıma ilişkin belirtilen üç farklı seçenektan birini işaretlemişlerdir. Bu seçenekler sırasıyla “henüz yapamıyor”, “yardımla yapabiliyor” ve “bağımsız yapabiliyor” şeklindedir. Bir örnek vermek gerekirse, özellik şöyle olsun; “ 6 – 10 nesneyi herhangi bir özelliğine göre gruplayabilir”, ebeveynler çocuğun bu özelliği gösterebilme durumunu yukarıda verilen dereceye göre belirleyip cevap vermiştir. Bu çalışmada uygunluk örnekleme kullanılmıştır.

### **Verilerin toplanması**

Veriler toplanmadan önce ilgili kurumlardan izinler alınmıştır. Önce Millî Eğitim Bakanlığı, ardından okul idaresi ile görüşülmüş ve anketin içeriği aktarılmıştır. Aynı zamanda çalışma konusuyla ilgili ebeveynlere çalışma hakkında bir mektup gönderilmiş ve bilgilendirilmişlerdir. Millî Eğitim Bakanlığı’ndan izin alındıktan sonra, sınıf öğretmenleri her bir öğrenci için anketi doldurmuştur. Sınıf öğretmenlerinin her bir çocuk için anketi doldurması yaklaşık 5 dakika sürmüştür. Araştırma boyunca gönüllülük ilkesi esaslarına uyulmuştur.

### **Bulgular**

Bu bölümde sırasıyla annenin çalışma durumu, eğitim düzeyi, yaşı ve aylık gelirine göre çocukların bilişsel, sosyal-sosyal-duygusal ve öz-bakım beceri düzeylerine ilişkin analiz sonuçları verilmiştir.

Tablo 1.1 Bilişsel Gelişim Puanlarının Annenin Çalışma ya da Çalışmama Durumuna göre Mann-Whitney U Testi Sonuçları

Anninin Çalışma Durumu	n	Ranj	Ortanca	Ortalama	U	p
Çalışıyorum	22	41	24,5	21,95	166,00	,396
Ev Hanımıyım	18	56	24,5	18,72		

Tablo 1.1’de de görülebileceği gibi  $U = 16600$   $p = ,396$  değerleri ev hanımı ve çalışan annelerin çocuklarının bilişsel gelişim puanlarının istatistiksel olarak anlamlı bir farklılık yaratmadığı saptanmıştır. Bununla birlikte çalışan annelerin çocuklarının bilişsel gelişim

puanlarının çalışmayan annelerin çocuklarının sosyal beceri puanlarından daha fazla olduğu gözlemlenmiştir. ( $\bar{X}_{EH} = 18,72$   $\bar{X}_C = 21,95$ )

Tablo 1.2 Sosyal-Duygusal Gelişim Puanlarının Annenin Çalışma ya da Çalışmama Durumuna göre Mann-Whitney U Testi Sonuçları

Anninin Çalışma Durumu	n	Ranj	Ortanca	Ortalama	U	p
Çalışıyorum	22	18	26,5	26,32	70,000	,000 <sup>b</sup>
Ev Hanımıyım	18	36	26,5	13,39		

Tablo 1.2’de de görülebileceği gibi  $U = 70,000$ ,  $p = ,000$  değerleri çalışan annelerin çocuklarının sosyal-duygusal gelişim puanları ile ev hanımı annelerin çocuklarının sosyal-duygusal gelişim puanları arasında istatistiksel olarak anlamlı bir farklılık olduğu saptanmıştır. Çalışan annelerin çocuklarının sosyal-duygusal gelişim puanlarının ev hanımı annelerin çocuklarının sosyal-duygusal beceri puanlarından daha fazla olduğu gözlemlenmiştir. ( $\bar{X}_{EH} = 13,39$   $\bar{X}_C = 26,32$ )

Tablo 1.3 Özbakım Beceri Puanlarının Annenin Çalışma ya da Çalışmama Durumuna göre Mann-Whitney U Testi Sonuçları

Meslek	n	Ranj	Ortanca	Ortalama	U	p
Çalışıyorum	22	15	18,00	23,32	136,000	,095
Ev Hanımıyım	18	26	18,00	17,06		

Tablo 1.3’te de görülebileceği gibi  $U = 136,000$   $p = ,095$  değerleri çalışan annelerin çocuklarının özbakım beceri puanları ile ev hanımı annelerin çocuklarının özbakım beceri puanları arasında istatistiksel olarak anlamlı bir farklılık olmadığı saptanmıştır. Ancak çalışan annelerin çocuklarının özbakım beceri puanlarının ev hanımı annelerin çocuklarının özbakım beceri puanlarından daha fazla olduğu gözlemlenmiştir. ( $\bar{X}_{EH} = 17,06$   $\bar{X}_C = 23,32$ )

Tablo 2.1 Bilişsel Gelişim Puanlarının Annenin Eğitim Düzeyi Açısından Kruskal-Wallis H testi Sonuçları

Eğitim Düzeyi	n	sd	$\bar{X}$	$\chi^2$	<i>p</i>
Lise	24	38	20,17	,049	,825
Üniversite	16		21,00		

Çocukların bilişsel gelişim puanlarının annenin eğitim düzeyine göre değişip değişmediğini ortaya koymak amacıyla tek yönlü varyans analizi yapılmıştır. Ancak normallik varsayımı karşılanmadığı için Kruskal- Wallis H testi uygulanmıştır.  $\chi^2(38) = 0,49$   $p = ,825 > ,05$  olduğundan dolayı bilişsel beceri puanlarının annenin eğitim düzeyine göre anlamlı bir farklılık göstermediği saptanmıştır. Ancak, üniversite mezunu annelerin çocuklarının diğer çocuklara göre daha yüksek bilişsel beceri puanına sahip olduğu görülmüştür.

Tablo 2.2 Sosyal-Duygusal Gelişim Puanlarının Annenin Eğitim Düzeyi Açısından Kruskal-Wallis H testi Sonuçları

Eğitim Düzeyi	n	sd	$\bar{X}$	$\chi^2$	<i>p</i>
Lise	24	38	15,67	10,361	,001
Üniversite	16		27,75		

Çocukların sosyal-duygusal gelişim puanlarının annenin eğitim düzeyine göre değişip değişmediğini ortaya koymak amacıyla tek yönlü varyans analizi yapılmıştır. Ancak normallik varsayımı karşılanmadığı için Kruskal- Wallis H testi uygulanmıştır ve annelerin eğitim düzeyi ile çocukların sosyal-duygusal becerileri arasında anlamlı bir fark ortaya çıkmıştır. Üniversite mezunu annelerin çocuklarının diğer çocuklara göre daha yüksek sosyal-duygusal beceri puanına sahip olduğu görülmüştür.

Tablo 2.3 Özbakım Beceri Puanlarının Annenin Eğitim Düzeyi Açısından Kruskal-Wallis H testi Sonuçları

Eğitim Düzeyi	n	sd	$\bar{X}$	$\chi^2$	<i>p</i>
Lise	24	38	17,50	4,172	,041
Üniversite	16		25,00		

Çocukların özbakım beceri puanlarının annenin eğitim düzeyine göre değişip değişmediğini ortaya koymak amacıyla tek yönlü varyans analizi yapılmıştır. Ancak normallik varsayımı karşılanmadığı için Kruskal- Wallis H testi uygulanmıştır ve annelerin eğitim düzeyi ile çocukların özbakım becerileri arasındaki farkın istatistiksel olarak anlamlı olduğu ortaya çıkmıştır. Üniversite mezunu annelerin çocuklarının diğer çocuklara göre daha yüksek özbakım beceri puanına sahip olduğu görülmüştür.

Tablo 3.1 Bilişsel Gelişim Puanlarının Annenin Yaşına Göre Kruskal-Wallis H Testi Sonuçları

Yaş Aralığı	n	sd	$\bar{X}$	$\chi^2$	p
26-31	16		18,50	,787	,375
32-37	24		21,83		

Çocukların bilişsel beceri puanlarının annenin eğitim yaşına göre değişip değişmediğini ortaya koymak amacıyla yapılan Kruskal-Wallis H testi sonucunda bilişsel beceri puanlarının annenin yaşına göre anlamlı bir farklılık göstermediği saptanmıştır. Ayrıca, yaşı daha büyük annelerin çocuklarının diğer çocuklara göre daha yüksek bilişsel beceri puanına sahip olduğu görülmüştür.

Tablo 3.2 Sosyal-Duygusal Gelişim Puanlarının Annenin Yaşına Göre Kruskal-Wallis H Testi Sonuçları

Yaş Aralığı	n	sd	$\bar{X}$	$\chi^2$	p
26-31	16		18,50	,788	,375
32-37	24		21,83		

Çocukların sosyal-duygusal gelişim puanlarının annenin yaşına göre değişip değişmediğini ortaya koymak amacıyla yapılan Kruskal- Wallis H testi sonucunda sosyal-duygusal gelişim puanlarının annenin yaşına göre anlamlı bir farklılık göstermediği saptanmıştır. Bununla birlikte, yaşı daha büyük annelerin çocuklarının diğer çocuklara göre daha yüksek sosyal- duygusal beceri puanına sahip olduğu görülmüştür.

Tablo 3.3 Özbakım Beceri Puanlarının Annenin Yaşına Göre Kruskal-Wallis H Testi Sonuçları

Yaş Aralığı	n	sd	$\bar{X}$	$\chi^2$	p
26-31	16		16,25	3,721	,045
32-37	24		23,33		



Çocukların özbakım beceri puanlarının annenin yaşına göre değişip değişmediğini ortaya koymak amacıyla yapılan Kruskal- Wallis H testi sonucunda özbakım beceri puanlarında annenin yaşına göre anlamlı bir farklılık saptanmıştır. Yaşı daha büyük annelerin çocuklarının diğer çocuklara göre daha yüksek özbakım beceri puanına sahip olduğu görülmüştür.

Tablo 4.1 Bilişsel Gelişim Puanlarının Annenin Aylık Gelirine Göre Kruskal-Wallis H Testi Sonuçları

Aylık Gelir	n	sd	$\bar{X}$	$\chi^2$	<i>p</i>
Yok	18		18,72	,839	,840
1000TL-1600TL	4		21,50		
1700TL-2300TL	10		22,70		
2300 TL ve üzeri	8		21,25		

Çocukların bilişsel gelişim puanlarının annenin aylık gelirine göre değişip değişmediğini ortaya koymak amacıyla yapılan Kruskal- Wallis H testi sonucunda bilişsel gelişim puanlarının annenin aylık gelirine göre anlamlı bir farklılık göstermediği saptanmıştır. Ayrıca aylık geliri daha çok olan annelerin çocuklarının diğer çocuklara göre daha yüksek bilişsel gelişim puanına sahip olduğu görülmüştür.

Tablo 4.2 Sosyal-Duygusal Gelişim Puanlarının Annenin Aylık Gelirine Göre Kruskal-Wallis H Testi Sonuçları

Aylık Gelir	n	sd	$\bar{X}$	$\chi^2$	<i>p</i>
Yok	18		13,39	18,831	,000
1000 TL-1600 TL	4		13,50		
1700 TL-2300 TL	10		27,10		
2300 TL ve üzeri	8		31,75		

Çocukların sosyal-duygusal gelişim puanlarının annenin aylık gelirine göre değişip değişmediğini ortaya koymak amacıyla yapılan Kruskal- Wallis H testi sonucunda sosyal-duygusal gelişim puanlarının annenin aylık gelirleri arasındaki farkın istatistiksel olarak

anlamli olduđu bulunmuştur. Aylık geliri daha çok olan annelerin çocuklarının diđer çocuklara göre daha yüksek sosyal-duygusal gelişim puanına sahip olduđu görülmüştür.

Tablo 4.3 Özbakım Beceri Puanlarının Annenin Aylık Gelirine Göre Kruskal-Wallis H Testi Sonuçları

Aylık gelir	n	sd	$\bar{X}$	$\chi^2$	p
Yok	18		17,06	6,56	,087
1000TL-1600TL	4		15,00		
1700TL-2300TL	10		27,50		
2300 TL ve üzeri	8		22,25		

Çocukların özbakım beceri puanlarının annenin aylık gelirine göre deđişip deđişmediđini ortaya koymak amacıyla yapılan Kruskal- Wallis H testi sonucunda özbakım beceri puanlarının annenin aylık gelirine göre anlamlı bir farklılık olmadığı saptanmıştır. Ancak, aylık geliri daha çok olan annelerin çocuklarının diđer çocuklara göre daha yüksek özbakım beceri puanına sahip olduđu görülmüştür.

### **Tartışma ve öneriler**

Araştırmada çalışan annelerin çocuklarının çalışmayan anne çocuklarına göre sosyal-duygusal gelişim düzeylerinin istatistiksel olarak daha yüksek olduđu saptanmıştır. Yale Üniversitesi'nde 4 yıl boyunca 17 ailenin gözlemlenmesi ile sonuçlandırılan bir araştırmaya göre çalışan anne çocuklarının okula daha iyi uyum sağladığı, toplumdaki statüler konusunda daha fazla bilgi sahibi olduđu ve daha cana yakın olduđunu tespit etmiştir (Shreve, 1987). Bunun yanında Shreve (1987) ayrıca çalışan annelerin erkek çocuklarının da ileride kadın hakları veya kadına gösterilen saygı açısından daha eşitlikçi olduđunu vurgulamıştır. Lucas Thompson, Goldberg ve Prause'nin (2010) çalışmasında çalışan annelerin çocuklarında diđer çocuklara oranla önemli denecek derecede daha az depresyon ve içe kapanma sıkıntılarına rastlanmıştır. Bu bulgu çalışmada saptanan çalışan annelerin çocuklarının sosyal-duygusal

Annelerin eğitim düzeyleri ve çocuklarının bilişsel, sosyal-duygusal ve özbakım gelişim göstergelerine bakıldığında, elde edilen veriler üniversite mezunu anne çocuklarının sosyal-duygusal gelişim ve özbakım becerilerinin daha yüksek olduđunu ortaya koymuştur. Yapılan araştırmalarda da özellikle annenin eğitim seviyesinin çocuğun ilgili gelişim alanlarında bire bir etkisi olduđu belirtilmiştir (Alexander, Entwisle ve Bedinger, 1994; Davis-Kean, 2005; Klebanov, Brooks-Gunn, ve Duncan, 1994; Smith, Brooks-Gun ve Klebanov, 1997).

Bunun sebebi ise eğitimli ailenin çocuğuna daha çok uyaranlarla dolu bir ortam sunması ve bu durumun çocuğun kendine olan inancını, başarısını ve sosyal-duygusal gelişimini olumlu etkilemesi ile ilişkilendirilmesi olarak gösterilmektedir. Bunun yanında çocuğun potansiyelini ortaya çıkaracak olan çevrenin de benzer şekilde ailenin eğitim durumuyla doğrudan ilgisi olduğu vurgulanmıştır. Çalışmada her ne kadar çocukların bilişsel gelişim gösterge puanları arasında anlamlı bir farklılık çıkmamış da olsa eğitim seviyesi lisans olan annelerin çocuklarının ortalama bilişsel gelişim gösterge puanları daha yüksek çıkmıştır. Burada, eğitim seviyesi daha yüksek olan annelerin öğrenmeyi öğrenmek konusunda nispeten iyi bir performans koymuş olmaları eğitim ve nüfus arasındaki ilişkiyi doğrular niteliktedir. Erden (2013) eğitim seviyesi arttıkça bebek ölüm oranı, doğum oranının düştüğünü ve ömür beklentisinin arttığını ifade etmiştir. Eğitim seviyesinin artması ile ebeveynlerin sağlık hizmetleri başta olmak üzere çocuk gelişimine ilişkin daha donanımlı olmaları çocuklardaki bilişsel gelişimin daha ileri seviyede olmasıyla açıklanabilir.

Araştırmada bu bulgulara paralel olarak, gelir düzeyi daha iyi olan annelerin çocuklarının sosyal-duygusal gelişim gösterge puanları daha yüksek çıkmıştır. Morris (2008) yılında yaptığı çalışmada annelerin aylık gelir seviyesinin artmasıyla çocuklarının sosyal-duygusal kazanım seviyelerinde de artış olduğunu saptamıştır. Özbakım ve bilişsel gelişim puanlarında anlamlı bir farklılık çıkmaması ise gelir düzeyi daha yüksek olan annelerin bu geliri nasıl kullandıklarıyla ilgili olabilir. Gelir düzeyi daha iyi olan anne eğer vaktinin çoğunu işinde geçiriyorsa çocukla birlikte harcayacağı gelişim süresinden kısıyor olabilir. Annesiyle zaman geçiremeyen çocuk ise bu yoksunluktan kaynaklı Özbakım becerileri ve bilişsel gelişim puanlarında bir farklılığa rastlanamamış olabilir. Almani, Abro and Mughari (2012) 3600 kişi ile yaptıkları çalışmada çalışan anne çocuklarının kendinden daha emin, pozitif ve kendine yetebilen çocuklar olduğunu bulmuştur. Bir annenin çocuğuna yeterli zamanı ayıramaması durumunda gelişim sürecinin darbe alacağı söylenebilir.

Çalışmada annenin yaşı da değişken olarak kullanılmış ve özbakım becerileri bağlamında daha büyük yaşı olan annelerin çocuklarında daha yüksek özbakım becerileri olduğu saptanmıştır. Her ne kadar bilişsel ve sosyal-duygusal anlamda istatistiksel olarak manidar bir farklılık çıkmasa da yaşı büyük annelerin çocuklarının aldıkları değerler daha yüksek olarak bulunmuştur. Spieker, Larson, Lewis, White ve Gilchrist (1997) yaptıkları çalışmada yaşı daha küçük annelerin çocuklarıyla yaptıkları çalışmada 185 çocuğun sadece %26,9'unun kognitif ölçeklerden normal aralıkta puanlar elde ettiğini belirtmiştir. Tearne (2015), 1980 – 2011 arasında anne-babanın yaşı, ekonomik durumu, çocuk sayısı ve çeşitli

değişkenleri ele alan çalışmaların hepsini inceledikten sonra yaşı daha büyük annelerin çocuklarının bilişsel düzeylerinin daha yüksek bulunduğunu belirtmiştir.

Bu çalışmada lise ve lisans mezunu anneler yer almıştır. Ancak okur yazar olmayan anne sayısı günümüzde azımsanmayacak kadar fazladır. Türkiye İstatistik Kurumu'nun açıkladığı 2014 değerlerine göre Türkiye'de okur yazar olmayan kadınların oranı %9,4'tür (TUİK, 2014). Kuzey Kıbrıs'ta ise 2015'te açıklanan 2006 verileri incelendiğinde okur-yazar olmayan kadın nüfusun %3,6'sını oluşturduğu görülmüştür. Bu verilere dayanarak annelerin eğitim seviyesinin artırılmasına yönelik planlamalar yapılmalıdır. Bu kişilerin üniversite adası olan Kuzey Kıbrıs'ta üniversitede Eğitim Fakülteleri bünyesinde eğitim seviyelerini artırmalarına yardımcı olunmalıdır. Öte yandan 5 şehirde ev hanımı annelere yönelik dernekler oluşturup, kadınların kişisel becerilerine göre eğitim ve mesleklere yönlendirilmeleri sağlanmalıdır. Bu derneklerin yanında gezici okulların da oluşturulması ülkede en ücra köşedeki kişilere ulaşımı kolaylaştıracaktır. Bütün bunlara ek olarak çalışan anneler için devlet eliyle sağlanacak olan düzenlemelere ihtiyaç vardır. Üstelik sadece anneler için değil babalar için de bu imtiyazın tanınması önem taşımaktadır. Doğum izni sürecinin anne-babanın yardımlaşarak geçirebilmesi için yakın sayılabilecek ve yeterince uzun bir zamana ihtiyacı vardır. İlgili kurumlar tarafından görüşülerek alınabilecek kararlar çocukların gelişimi için en doğru adım olacaktır. Ancak bütün bunlardan daha önemli olarak annelerin çocuklarıyla kaliteli zaman geçirmesi, onunla ilgilenmesi ve oynaması gerekmektedir. Çocuk ancak böyle bir süreç içindeyken zihinsel, sosyal-duygusal gelişim gösterebilir ve özbakım becerilerini kazanabilir.

### **Extendend abstract**

Preschool education is a critical period in a human's life in which cognitive, social-emotional, language and self-care skills are developed.

In other words, preschool is an early childhood program which is designed to help 60-72 months old children with the development of cognitive, social, emotional, language, self-care and physical skills. The safest and most supportive environment for a child cannot be described without a mother and father. A home with both a mother and father is the safest, healthiest and most supportive since both have a great importance and impact on children's development. Because of the physiological and psychological differences between men and women, they have special roles in the development of the child. As both roles are necessary for the healthy development of children, there should a cooperation between parents. In most of the related studies, it is stated that mothers are responsible for raising children whereas fathers are supposed to earn money for their families. However, this has obviously changed in this century

as a result of the changes in economical and sociological parameters as women have taken more active roles in earning money. Because of working mothers, the child care has been reshaped. Consequently, parents need a baby-sitter to take care of their children (Özyürek and Şahin, 2008). According to the study carried by Pelcovitz (2013), children whose mothers work part-time till the age of one, fewer disruptive behavioral problems are observed in children than those whose mothers who work full-time during the first twelve months. This increased risk for behavioral difficulties is apparent at the age of three and during the first grade. He has also found that mothers who work full-time tend to look for higher-quality substitute childcare and to show higher levels of sensitivity to their children. He also points out that early maternal employment might have advantageous results when families are at risk due to financial problems or in the case of single-parent families. Similarly, recent studies which are conducted in different cultures reveal the fact that mother related parameters affect the development of children in multi ways (Baker, Cameron, Rimm-Kaufman, & Grissmer, 2012; Brooks-Gunn & Markham, 2005; Gershoff, Raver, Aber & Lennon, 2007; Baker, 2013). From this point of view, the main purpose of this study is to investigate differences in the competencies of children's cognitive, social-emotional and self-care skills in terms of mothers' employment status.

A cross sectional survey method and the descriptive analysis were used in this study. The target population consisted of 40 mothers who all had children at the age of six and who lived in Nicosia. Random sampling was used in the study. The items in the rubric were formed with respect to the objectives mentioned in the preschool education curriculum. Participant mothers were asked to specify the degree of competency in cognitive, social-emotional and self-care learning skills. The data of the study were collected in February and March 2016. The questionnaire also included personal information about participants as follows; employment status, age, number of children, level of education and job of the mother. Both descriptive and inferential statistics were used to analyze the data. Frequencies, percentages, Mann-Whitney U Test and Kruskal Wallis H-Test were used.

According to the results, children having mothers with a university degree, have obtained higher scores in the cognitive, social-emotional and self-care skills. Recent research studies put forward that level of education of mothers directly affects the development of children in various ways such as cognitive, physical, emotional, language and self-care skills. The higher, the level of Mothers' education is, the better they encourage their children to think and talk on daily routines and/or activities. In addition, such mothers provide their children with rich environments and more opportunities which may help them build self-confidence, self-esteem and they encourage their children to work harder (Alexander, Entwisle & Bedinger,

1994; Davis-Kean, 2005; Klebanov, Brooks-Gunn & Duncan, 1994; Smith, Brooks-Gunn & Klebanov, 1997; Stanberry, 2016). At the same time, it has been found that the children of the mothers with a better income have higher social emotional points. Morris (2008) states that both the increased income and employment have positive effects on children's social emotional development.

In the study, it was found that children of mothers with older age had higher self-care skills Spieker, Larson, Lewis, White and Gilchrist (1997), in their study, reported that only 26.9% of 185 children of very young mothers had normal scores in cognitive scales.

The study is based on the data obtained from the mothers as participants with the high school and university education. However, the percentage of illiterate women in North Cyprus is 3.6. As the percentage is somehow worrisome, the government should take some steps to go forward and help mothers to get basic education. In this manner universities and the government should cooperate to help those people. To this end, mobile schools should be used for those people who are unable to have their education in a city. Moreover, civil organizations, universities and the governmental offices should provide job opportunities for mothers according to their personal qualifications. Hence Morris (2008) emphasizes, "Welfare reforms that support work, and thus succeed in increasing income as well as employment, have positive effects on younger children. The benefits were particularly pronounced for preschool-aged as compared to middle childhood or adolescent children, and appear to be due to the income increase for parents that resulted from these income-support policies"

It should be clarified that a mother may have really difficulties and/or challenges with the responsibility of raising a child when working. Since, a working mother have to both fulfill her maternal duties and keep working to increase her or families' income to provide better opportunities for her child, need of supporting working mothers should be well defined. Furthermore, there should be some adjustments with respect to the women's need which are necessary in their work places to help them fulfill their raising child responsibility while working.

### **Kaynaklar**

Aktaş, Y. (1994). Çalışan anne ve çocuğu. Yaşadıkça Eğitim. *Eğitim Dergisi*, 7 – 12.

Almani, A.S., Abro, A. & Mugheri, A. (2012). Study of the effects of working mothers on the development of children in Pakistan. *International Journal of Humanities and Social Science*, 2(11), 164 – 171

- Aslanargun, E., Tapan, F. (2011). Okul öncesi eğitim ve çocuklar üzerindeki etkileri. *Abant İzzet Baysal Üniversitesi Eğitim Fakültesi Dergisi*, 11 (2), 219-238.
- Alexander K.L, Entwisle, D. R., & Bedinger, S.D. (1994). When expectations work: Race and socioeconomic differences in school performance. *Social Psychology Quarterly*, 57(4), 283–299.
- Baker, C. E. (2013). Fathers' and Mothers' Home Literacy Involvement and Children's Cognitive and Social Emotional Development: Implications for Family Literacy Programs. *Applied Developmental Science*, 17(4), 184-197. doi:10.1080/10888691.2013.836034
- Baker, C. E., Cameron, C. E., Rimm-Kaufman, S. E., & Grissmer, D. (2012). Family and sociodemographic predictors of early academic achievement among African American boys in kindergarten. *Early Education and Development*, 23, 883–890.
- Brooks-Gunn, J., & Markman, L. B. (2005). The contribution of parenting to ethnic and racial gaps in early academic achievement. *The Future of Children*, 15(1), Early academic achievement: Closing Racial and Ethnic Gaps), 139–168.
- Cummins, D. (2015). The truth about children of working mothers 9 Aralık 2018 tarihinde <https://www.psychologytoday.com/intl/blog/good-thinking/201505/the-truth-about-children-working-mothers> adresinden erişilmiştir
- Davis-Kean P., E. (2005). The influence of parent education and family income on child achievement: The indirect role of parental expectations and the home environment. *Journal of Family Psychology*.294–304.
- Demiriz, S. ve Dinçer, Ç. (2000). Okul öncesi dönem çocuklarının z bakım becerilerinin annelerinin çalışıp çalışmama durumuna göre incelenmesi. *Hacettepe Üniversitesi Eğitim Fakültesi Dergisi*, 19, 58-65.
- Erden, M. (2012). *Eğitim Bilimlerine Giriş*. Ankara: Arkadaş Yayınları
- Gardner, F., Ward, S. Burton, J ve Wilson, C. (2003) The Role of Mother–Child Joint Play in the Early Development of Children's Conduct Problems: A Longitudinal Observational Study, 12(3), 361–378
- Gershoff, E. T., Raver, C. C., Aber, J. L., & Lennon, M. C. (2007). Income is not enough: Incorporating material hardship into models of income associations with parenting and child functioning. *Child Development*, 78, 70–95.
- Hoffmann, L. W. (1998). The effects of the mother's employment on the family and the child.

- tarihinde <http://parenthood.library.wisc.edu/Hoffman/Hoffman.html> adresinden erişilmiştir.
- Jacobvitz, D. B. & Sroufe, L. A. (1987). The early caregiver–child relationship and attentiondeficit disorder with hyperactivity in kindergarten; A prospective study. *Child Development*, 58, 1488–1495.
- Kandır, A. ve Alpan, Y. (2008). Okul öncesi dönemde sosyal-duygusal gelişime anne-baba davranışlarının etkisi. *Aile ve Toplum*, 4 (1), 33-38.
- Klebanov P., K, Brooks-Gunn J., & Duncan, G, J. (1994). Does Neighborhood and family poverty affect mother’s parenting, mental health, and social support? *Journal of Marriage and the Family*, 441–455.
- Kuzey Kıbrıs Türk Cumhuriyeti Devlet Planlama Örgütü (2015). 2010-2013 Makroekonomik ve Sektörel Gelişmeler. 13 Mayıs 2016 tarihinde <http://www.devplan.org/Macroeco/MACRO20102013.pdf> adresinden erişilmiştir.
- Lucas-Thompson, R., Goldberg, W., Prause, J., (2010). Maternal work early in the lives of children and its distal associations with achievement and behavior problems: A meta-analysis. *Psychological Bulletin*, 136(6), 915-942.
- Morris, P. A. (2008). The effects of welfare reforms on the social and emotional development of young children. 12 Mayıs 2016 tarihinde <http://www.child-encyclopedia.com/welfare-reform/according-experts/effects-welfare-reforms-social-and-emotional-development-young> adresinden erişilmiştir.
- Pelcovitz, D. (2013). The impact of working mothers on child development 4 Mart 2016 tarihinde <https://www.ou.org/life/parenting/impact-working-mothers-child-development-empirical-research-david-pelcovitz/> adresinden erişilmiştir.
- Smith J.,R, Brooks-Gunn J, Klebanov P.K. (1997) Consequences of living in poverty for young children’s cognitive and verbal ability and early school achievement. In: Duncan GJ, Brooks-Gunn J, editors. *Consequences of growing up poor*. New York: Russell Sage Foundation, 132–189.
- Spieker, S. J., Larson, N. C., Lewis, S. M., White, R. D., & Gilchrist, L. (1997). Children of adolescent mothers: cognitive and behavioral status at age six. *Child & Adolescent Social Work Journal*, 14(5), 335–364.
- Şahin, T. Ş. ve Özyürek, A. (2008). 5-6 yaş grubu çocuğa sahip ebeveynlerin demografik özelliklerinin çocuk yetiştirme tutumlarına etkisinin incelenmesi. *Türk Eğitim Bilimleri Dergisi*. 395-414.



Smith J.,R, Brooks-Gunn J, Klebanov P.,K. (1997). Consequences of living in poverty for young children's cognitive and verbal ability and early school achievement. In: Duncan GJ, Brooks-Gunn J, editors. Consequences of growing up poor. New York: Russell Sage Foundation, 132–189.

Shreve, A. (1987). The men of tomorrow. *Working Mother* 10 (7). 51-52.

Tearne, J. E. (2015). Older maternal age and child behavioral and cognitive outcomes: a review of the literature. *Fertility and Sterility*® 103(6), 1381 – 1391

TUİK (2014). İstatistiklerle Kadın. 12 Mayıs 2016 tarihinde <http://www.tuik.gov.tr/PreHaberBultenleri.do?id=18619> adresinden erişilmiştir.

UNICEF (2011). Women Motherhood Early Childhood Development. Regional Office Central and Eastern Europe & the Commonwealth of Independent States. 2 Eylül tarihinde [http://www.unicef.org/ceecis/Women\\_Motherhood-07-21-2011-final-WEB.pdf](http://www.unicef.org/ceecis/Women_Motherhood-07-21-2011-final-WEB.pdf) adresinden erişildi.



DOI: 10.22559/folklor.968

Folklor/edebiyat, cilt:25, sayı: 97-1, 2019/1

## **Okul Öncesi Eğitim Kurumlarına Devam Eden Çocukların Motivasyon Düzeylerinin Problem Çözme Becerileri ve Öğretmenlerine İlişkin Bazı Değişkenler Açısından İncelenmesi\***

An Investigation of the Motivation Levels of Children in Preschool Education Institutions in Terms of Problem Solving Skills and Some Variables Related to Teachers

**Mehlika Köyceğiz\*\***

**Saide Özbey\*\*\***

### **Öz**

Araştırma okul öncesi eğitim kurumlarına devam eden çocukların motivasyon düzeylerinin bazı değişkenler ve problem çözme becerileri açısından incelenmesi amacıyla yapılmıştır. Araştırmanın evrenini 2017-2018 Eğitim Öğretim yılında Erzurum ilinin Yakutiye, Palandöken ve Aziziye merkez ilçelerinde bulunan resmi ilköğretim okullarının anasınıfları, bağımsız anaokulları ve özel ilköğretim okullarının anasınıflarına devam eden 48-72 aylık çocuklar ve öğretmenleri oluşturmaktadır. Araştırmanın örneklemini evrenden tesadüfi küme örnekleme formülü kullanılarak belirlenmiş 387 çocuk ve öğretmenleri oluşturmaktadır. Araştırmada veri toplama aracı olarak “Genel Bilgi Formu”, “Motivasyon Ölçeği” ve “Kişilerarası Problem Çözme Ölçeği” kullanılmıştır. Araştırmada çocukların motivasyon düzeylerinin bazı değişkenler ve problem çözme becerileri arasında ilişki olup olmadığını belirlemek amacıyla ilişkisel tarama modeli kullanılmıştır. Araştırma sonucunda; çocukların motivasyon düzeylerinde öğretmenlerin kıdem yılı, öğretmenin mezuniyeti ve çocukların okula devam etme süresi değişkenlerine göre farklılık olduğu; öğretmenin yaşı değişkenine göre ise anlamlı farklılık olmadığı saptanmıştır. Çocukların Motivasyon Ölçeği’nin Bilişsel Sebat, Yetişkinle Sosyal Sebat, Çocuklarla Sosyal Sebat ve Genel Yeterlilik alt ölçeklerinden aldıkları puanlar ile Kişilerarası Problem Çözme Ölçeği’nin Yıkıcı Problem Çözme alt ölçeği arasında negatif yönde düşük düzeyde

\* Bu çalışma 2-4 Mayıs tarihleri arasında Girne’de düzenlenen Uluslararası Geleceğin Eğitimine Bakış Konferansı (ICOPFE 2018)’nda bildiri olarak sunulmuştur.

\*\* Burslu Doktora Öğrencisi, Gazi Üniversitesi Eğitim Bilimleri Enstitüsü, mehlikakoycegiz25@hotmail.com

\*\*\* Doç. Dr., Gazi Üniversitesi Temel Eğitim Bölümü Okul Öncesi Eğitimi Anabilim Dalı,saideozbey@gmail.com

anlamli bir iliřki bulunduęu saptanırken; çocukların Motivasyon ölçeğinin tüm alt boyutlarından aldıkları puanlar ile Kiřilerarası Problem Çözme Ölçeğinin Yapıcı Problem Çözme alt boyutundan aldıkları puanlar arasında orta düzeyde pozitif yönde anlamli bir iliřki olduęu saptanmıştır.

**Anahtar sözcükler:** *Motivasyon, Problem Çözme, Çocuk, Okul Öncesi, İçsel Motivasyon.*

### **Abstract**

The study has been conducted to examine the motivation levels of the children attending to pre-school education institutions with respect to some variables and problem solving skills. The population of the study consists of the children in the ages of 48 to 72 months who attend to the nursery classes of the public primary schools, independent kindergartens and nursery classes of private primary schools located in the Yakutiye, Palandöken and Aziziye central districts of the Erzurum province and their teachers during the school year of 2017 to 2018. The sample of the study consists of 387 children and their teachers who were determined by using the random cluster sampling method from the population. As the data collection tool, the study used “General Information Form”, “Motivation Scale” and “Interpersonal Problem Solving Scale”. Relational screening model was used to determine whether the motivation levels of children were correlated with some variables and problem solving skills. As a result of the study, it was determined that the motivation levels of the children varied according to the variables including the years of seniority of teachers, graduation of teachers, attendance duration of the children and there was no significant difference according to the variable of the age of the teachers. It was determined that the scores of the children from the subscales of the Motivation Scale including Cognitive Persistence, Social Persistence with Adults, Social Persistence with Children and General Competence had a negative relation with low significance with their scores from the subscale of Destructive Problem Solving of the Interpersonal Problem Solving Scale. It was also found that there was a positive relation with medium significance between the scores of the children from all subscales of the Motivation scale and their scores from the Constructive Problem Solving subscale of the Interpersonal Problem Solving Scale.

**Keywords:** *Motivation, Problem Solving, Child, Pre-school, Internal Motivation.*

### **Giriř**

Çocuk doğduęu andan itibaren çevresiyle etkileřime girerek yaşamı anlamlandırmaya çalışmaktadır. Bu anlamlandırma çocuğun doğuştan sahip olduęu; dışarıdan herhangi bir etkinin olmadığı içten gelen motivasyon ile sağlanmaktadır. Motivasyon; çocuğun amaca yönelik bir davranıřı başlatmasına, devamını sağlamasına ve sonlandırmasına neden olan bir süreçtir. Motivasyon çocuęu belirli davranıřlar sergilemeye zorlayan güçtür. Çocuklar 9-12 ay arasında çevrelerindeki olayları kontrol etmeye çalışırken oynadıkları oyunlar, yapbozlar, sökme takma, anahtar ve kapak açma kapama vb. aktiviteler ile motivasyonlarını geliştirirken; 24-36 ayda kendini tanıma ve takdir etme becerileri gelişen çocuklar ev temizlięi setleri, sıralama oyuncakları, ahřap bulmacalar vb. ile oynayarak motivasyon gelişimini

sağlayabilmektedir. 3-5 yaş çocuklarında ise öz düzenleme, sözel iletişim becerilerinin gelişmesi ve sosyal gelişim özerklik gelişimine katkı sağlayan içsel motivasyonun oluşmasında önemli bir yere sahiptir (Carlton ve Winsler'den akt. Özbey ve Dağlıoğlu, 2017).

İçsel motivasyon çocuğun doğal ilgi ve merakının ön planda olduğu öğrenmeleri gerçekleştirdiği zaman meydana gelir. Çocuklara uyarılarla zenginleştirilmiş ortamlarda kendi seçimlerini yapabilme fırsatı sunulduğunda içsel öğrenmenin gerçekleşebilmesine uygun zemin hazırlanmış olur (Koyuncu, 2016, s. 19). Çocuklar içsel motivasyonu sağladıklarında dikkatini toplayabilmekte, kendi kararlarını kendisi verebilmekte, bu kararların sorumluluğunu alabilmekte, duygularını ifade edebilmekte ve özgür seçimler yapabilmektedir (Berkhenke, 2013, s. 14). Motivasyonu yeterli düzeyde olan çocuklar öğrenmeye istekli, soru sorma ve öğrenme isteğinde olurken; motivasyonu düşük olan çocuklar ilgisini farklı noktalara yöneltme, etkinliklere katılma noktasında isteksiz olma gibi istenmeyen davranışlar sergilemektedir (Kumcağız, 2016).

Çocuklar bir etkinliği yapma konusunda eşit derecede motive olsalar bile motivasyon kaynakları, ilgileri ve ihtiyaçları farklı olabilir (Lumsden, 1994, s. 1). Bu nedenle motivasyon çocuğu belirli davranışlar sergileme ve bir şeyler öğrenmeye zorladığından; öğrenmenin gerçekleşebilmesini sağlayan ön şartlardan biri olarak görülmektedir (Selçuk, 2009, s. 219; Acat ve Demiral, 2002, s. 316; Kumcağız, 2016, s. 357; Yazıcı, 2008, s. 423). Motivasyon süreci ihtiyaç, uyarım, davranış ve doyum olmak üzere dört aşamadan oluşur. Süreç, giderilmemiş ihtiyaç sonucu meydana gelen gerilim ile başlar. Bu gerilim sonucu çocuk ihtiyacını gidermek için farklı yollar geliştirerek seçtiği bir yol ile ihtiyacını karşılamaya çalışır. Eğer ihtiyaç yeterli miktarda karşılanırsa çocuğun motivasyon süreci son bulur ve çocuk başka ihtiyaçların giderilmesi için motive olmaya başlar. Süreç bir döngü halinde devam eder (Richard, Porter ve Lyman, 1975, s. 6-7).

Motivasyonun farklı boyutlarla ele alındığı kuramlar bulunmaktadır. Bunlar; davranışçı öğrenme kuramı, bilişsel yaklaşım, sosyal öğrenme yaklaşımı ve insancıl yaklaşımdır. Davranışçı yaklaşıma göre çocuklar sergilediği olumlu davranışlar sonrasında aldığı pekiştireçler sayesinde öğrenme sürecinde motive olur (Ergün, 2012, s. 137; Erden ve Akman, 1995, ss. 232-233). Davranışçı yaklaşıma tepki olarak oluşturulan bilişsel yaklaşıma göre çocuklar çevresini anlamlandırma ihtiyacından dolayı içsel motive olurlar. Bilişsel yaklaşım kuramında motivasyon üzerinde içsel etkenlerin dışsal uyarıcılardan ziyade daha etkili olduğu savunulmaktadır. Bilişsel yaklaşıma göre çocuklar çevreyi anlama ve anlamlandırma ihtiyacından dolayı motive olurlar (Selçuk, 2009, s. 221; Sezer, 2009, s. 393).

Bilişsel ve davranışçı yaklaşım kuramlarının birleştirildiği sosyal öğrenme yaklaşımında, bilişsel özellikler ve çevresel değişkenlerin yanı sıra başarı ve öz yeterlik de bireyin sergilemiş olduğu davranışlara etki etmektedir. İnsancıl yaklaşım ise insanı bir bütün halinde ele alır ve bilişsel, sosyal ve duygusal boyutların motivasyon ve öğrenme üzerindeki etkilerini algılamalar ve içten gelen ihtiyaçlar üzerine odaklanır (Ulusoy, 2007, s. 505). İnsancıl yaklaşımın öncülerinden Maslow'a göre insan ihtiyaçları motivasyon üzerinde etkilidir ve alt basamaklardaki güdünün ihtiyaçları karşılanmadan bir üst düzeydeki ihtiyaçlar karşılanmaz (Koçyiğit ve Kök, 2010, ss. 193-194).

Motivasyon düzeyi yüksek olan çocukların amaçlarını gerçekleştirme konusunda ısrarcı olma, öğrenme deneyiminden hoşlanma ve içeriğe ilişkin daha derin bir anlayış konusunda istekli oldukları saptanmıştır (Carlton ve Winsler, 1998). Heppner ve Peterson (1982) çalışmalarında çocuk motivasyonunun problem çözme becerileri üzerinde önemli rol oynadığını ve problem çözmenin akademik motivasyonla bağlantılı olduğunu saptamışlardır. Yapılan çalışmalar da problem çözme becerisinin kazanılmasının ve geliştirilmesinin önemini vurgulamaktadır. Shure ve Spivack (1982) çocukların problem çözmeye yönelik alacakları eğitimle çevresindekilerle yaşadıkları problemleri çözebileceklerini saptarken; Anliak (2004) çocukların problem çözme becerilerinin geliştirilmesinde farklı eğitim yaklaşımlarıyla zenginleştirilen okul öncesi eğitim programının daha etkili olduğunu belirlemiştir. Problem çözme becerisi; çocuğun karşılaştığı güçlükler karşısında kendi yeteneklerini keşfederek ihtiyaçlarını karşılamasını ve başkalarının yardım etmesini beklemeden kendi çözüm yollarını bulmasını sağlayan beceridir (Erden ve Akman, 1995, s. 215). Okul öncesi dönemde çocuğun çevre ile iletişimi, kavramları geliştirmesi, çevreye uyumu ve yaşadığı sorunları çözmesi bilişsel gelişiminin önemli göstergesidir (Başaran, 2000, s. 79). Çocukların gerçek yaşama uyum sağlamalarında problem çözme yeteneklerinin geliştirilmesi önem arz etmektedir. Çocuğun deneyimleri ve yeni kazanılacak davranışları arasında denge kurmasına karşılaştığı problemler yardımcı olur (Zembat ve Unutkan, 2005). Çocuklar sosyal ortamlarında çeşitli güçlüklerle karşılaşmakta ve problem çözme kapasitelerinden yararlanarak bu güçlüklerin üstesinden gelmektedir. Problemlerin çözümünde yetersizlikler yaşayan bir çocuğun ilk önce mevcut problemi belirlemesi, problemin çözümü için olası çözüm yollarını düşünmesi, bulduğu çözüm yollarının olası sonuçlarını değerlendirmesi ve problem çözümü için girişimde bulunması gerekmektedir (Anliak ve Dinçer, 2005, s.123). Problem çözümü ise öğrenme deneyiminden hoşlanma, amaçlarında daha ısrarcı olma, konu hakkında daha derin bir anlayış geliştirme isteğinde olma ve içsel motivasyona sahip olma durumunda

gerçekleşmektedir (Carlton ve Winsler, 1998). Bereby-Meyer ve Kaplan (2005), 7 ve 11 yaş aralığındaki öğrencilerin problem çözme stratejilerinin transferi üzerinde motivasyonun önemini incelediği çalışmalarında motivasyonu yüksek olan çocukların problem çözme stratejisini kullanma konusunda daha başarılı oldukları saptanmıştır.

Çocuklarda içsel motivasyonun gelişimi doğum öncesinde başlamakla birlikte ailede desteklenmekte; okul ortamları ise içsel motivasyonun güçlenmesi ve devam etmesinde önemli rol oynamaktadır. Çocuk okul ortamında bir yandan çeşitli bilgi ve beceriler kazanırken, bir yandan da davranışları, alışkanlıkları ve kişilik özellikleri yönünden öğretmenini model alır. Öğretmenin doğru ve nitelikli model olması çocukların eğitim ve öğretimlerinde kritik bir öneme sahiptir. Öğretmenin çocukla olumlu ilişkiler kurabilmesi, eğitim etkinliklerini planlaması, uygulaması ve eğitim ortamını hazırlaması etkili bir eğitim gerçekleştirmesinin ön koşulu olarak görülmektedir. Çocuğun gelecek yaşamını etkileyen insanlar arasında okul öncesi öğretmenin ilk sıralarda yer alması çocuğun eğitiminde büyük önem arz etmektedir (Kızıldaş, Halmatov, Sarıtaş, 2012). Yiğenoğlu (2007)' na göre kurumların başarısı bünyesinde çalışan kişilerin tecrübeleri, bilgileri ve motivasyon becerileriyle yakından ilgilidir. Çocuğun bulunduğu öğrenme ortamının düzenlenmesinde, eğitim etkinliklerinin hazırlanmasında ve çocuğun motive edilmesinde en büyük görev ise öğretmene düşmektedir. Kendisinin değerli olduğunu hissettiği bir sınıf ortamı çocuğun öğrenme sürecine katılma isteğini arttırmaktadır. Öğretmenlerin sınıflarını nasıl yönlendirdikleri, etkinlikleri nasıl planladıkları, sınıfta kullandıkları soruların düzeyini nasıl belirledikleri ve çocuklarla kurdukları iletişim biçimi bilgilerin örgütlenmesi konusunda oldukça önemlidir (Shulman, 1986). Okul öncesi öğretmenlerinin gerek yaş, kıdem, mezun olduğu okul, hizmet içi eğitim alma gibi özellikleri gerekse sahip olduğu kişilik özelliklerinin çocukların davranışları üzerinde önemli etkisi bulunduğuna ilişkin çalışmalar mevcuttur. Özbey (2009) okul öncesi dönem çocuklarının problem davranışlarının öğretmenlerinin yaş, kıdem, mezuniyet gibi özelliklerine göre anlamlı farklılık gösterdiğini saptamıştır. Ceylan ve Kılıç Mocan (2017) öğretmenlerin etkili iletişim becerilerine sahip olmasının okul öncesi çocuklarında özgüven duygusunu geliştirdiği, öğrenme ortamına adaptasyonunu sağladığı ve çocuğun ileriki yıllarda hem okul hem de gelişimsel sürecine olumlu katkıda bulunduğunu ifade etmektedirler. Ulutaş ve Macun (2016) ise çocukların duygusal zekâlarının desteklenmesinde öğretmen niteliklerine dikkat çekmişlerdir. Bu nedenle öğretmenin yaşı, mesleki alandaki tecrübesi, alanla ilgili almış olduğu eğitimin çocukların motivasyon düzeylerinde önemli etken olabileceği düşünülmektedir.

Özbey (2018) ve Türkmen ve Özbey (2018)'in yaptıkları çalışmalarda, çocukların motivasyon düzeyleri aile ve çocuğa ilişkin bazı özellikler açısından incelenmiştir. Bu araştırma okul öncesi eğitim kurumuna devam eden 48-72 aylık çocukların motivasyon düzeylerinin çocuğun okula devam etme süresi, öğretmenin kıdem yılı, öğretmenin mezuniyeti ve öğretmenin yaşı değişkenlerine göre farklılık gösterip göstermediği ve çocukların motivasyon düzeyleri ile problem çözme becerileri arasında ilişki olup olmadığı konusuna odaklanmıştır.

## **Yöntem**

### **1. Araştırma modeli**

Çok sayıda elemandan meydana gelen bir evren hakkında genel bir yargıya varmak amacıyla tekil ya da ilişkisel olarak gruplanan genel tarama modeli kullanılmaktadır. Araştırmada çocukların motivasyon düzeylerinin problem çözme becerileri ve öğretmenlerine ilişkin bazı değişkenler arasında ilişki olup olmadığını saptamak için ilişkisel tarama modeli kullanılmıştır. İki ya da daha çok sayıdaki değişken arasında birlikte değişim varlığını ve/veya derecesini belirlemeye ilişkisel tarama modelleri yardımcı olmaktadır (Karasar, 2014; Büyüköztürk, Kılıç Çakmak, Akgün, Karadeniz ve Demirel, 2011). Bu model, değişkenler arasındaki ilişkileri belirlemek için her bir örneklemin puanları için istatistiksel karşılaştırmalar yapılarak gerçekleştirilir (Tekbıyık, 2014, 101).

### **2. Evren ve örneklem**

Yapılan araştırmanın evrenini, 2017-2018 Eğitim Öğretim yılında Erzurum ilinin Yakutiye, Palandöken ve Aziziye merkez ilçelerinde özel ilköğretim okullarının anasınıfları, ilköğretim okullarının anasınıfları ve bağımsız anaokullarına devam eden 48-72 aylık çocuklar oluştururken; örneklemini evren içerisinde tesadüfi küme örnekleme formülü kullanılarak belirlenmiş 387 çocuk ve öğretmenleri oluşturmaktadır.

### **3. Veri toplama araçları ve verilerin analizi**

Araştırmada “*Genel Bilgi Formu*”, çocukların motivasyon düzeylerini belirlemek için “*Okul Öncesi Çocuklar İçin Motivasyon Ölçeği*” ve çocukların problem çözme davranışlarını ölçmek için ise “*Kişilerarası Problem Çözme Ölçeği*” veri toplama aracı olarak kullanılmıştır.

Toplanan verilerin analizi SPSS programında çocukların okula devam süresine göre motivasyon düzeylerini belirlemek amacıyla İlişkisiz Örneklem t Testi, öğretmenin kıdem yılı

ve yaşına göre çocukların motivasyon düzeylerini belirlemek amacıyla Tek Yönlü Varyans analizi, öğretmenin mezuniyete göre çocukların motivasyon düzeylerini belirlemek için Mann Whitney U testi, çocukların motivasyon düzeyleri ve problem çözme düzeyleri arasındaki ilişkiyi belirlemek amacıyla Pearson Korelasyon Testi kullanılmıştır.

### 3. 1. Genel bilgi formu

“Genel Bilgi Formu” çocukların okula devam etme süresi, öğretmenin kıdem yılı, öğretmenin mezuniyet durumu, öğretmenin yaşı gibi bilgilerin öğrenilmesine yönelik maddeleri içermektedir.

### 3. 2. Okul öncesi çocuklar için motivasyon ölçeği (dmq18)

“Okul Öncesi Motivasyon Ölçeği” (DMQ18) Morgan, Maslin-Cole, Harmon, Busch-Rossnagel, Jennings, HauserCram, ve Brockman (1993) tarafından geliştirilmiş ve yeni doğan, okul öncesi ve okul çağı çocukları için yeniden gözden geçirilmiştir (Morgan, Wang, Barrett, Liao, Wang, Huan ve Jozsa, 2015). Öğretmenler tarafından çocuklar adına doldurulan ölçek 5’li Likert tipi bir ölçektir. Ölçekten alınan puanların artması motivasyon düzeyinin arttığı anlamına gelmektedir. Okul Öncesi Çocuklar İçin Motivasyon Ölçeği’nin yurt içinde uyarlama çalışması Özbey ve Dağlıoğlu (2017) tarafından yapılmıştır. Ölçeğin Türkçe’ye çevrilerek dil geçerliliği çalışması toplam 6 uzman tarafından yapılmıştır.

Okul Öncesi Motivasyon Ölçeği (DMQ18) *Çocuklarla Sosyal Sebat Ölçeği, Bilişsel Sebat Ölçeği, Yetişkinlerle Sosyal Sebat Ölçeği, Kaba Motor Sebat Ölçeği, Olumsuz Tepki Ölçekleri, Üst Düzey Memnuniyet Ölçeği ve Genel Yeterlilik* olmak üzere 7 alt ölçekten ve 39 maddeden oluşmaktadır. Faktörlerdeki maddelerin yük değeri .51 ile .94 arasında değişmektedir. Faktörlerin açıkladıkları toplam varyans .71 dir. Ölçeği Alpha güvenirlik katsayıları .84 ile .91 arasında, Sperman Brown iki yarı test güvenirliği katsayıları ise .77 ile .90 arasında değişmektedir. Ölçeğin test tekrar test güvenirliği .85’dir. Bu çalışma için Alfa güvenirlik katsayıları Yetişkinle Sebat .83; Bilişsel Sebat .89; Olumsuz Duygu .74; Motor Sebat .89; Çocuklarla Sebat .84; Üst Düzey Memnuniyet .89 ve Genel Yeterlilik .93 olarak bulunmuştur.

### 3. 3. Kişilerarası problem çözme ölçeği

Okul öncesi çocukların kişilerarası problem çözme davranışlarını ölçmek amacıyla Özdil (2008) tarafından geliştirilmiştir. 4’lü Likert tipi olan ölçek *Yapıcı Problem Çözme* ve



*Yıkıcı Problem Çözme* olmak üzere iki alt boyuttan oluşmaktadır. Ölçek öğretmen tarafından her bir çocuk için ayrı ayrı doldurulmaktadır. Ölçeğin geçerlik çalışması için yapılan faktör analizi sonucunda “*Yıkıcı Problem Çözme*” alt boyutunun 16 maddeden oluştuğu saptanmıştır. Maddelerin yük değerleri 0.902 ve 0.556 arasında değişmekte ve bu alt boyut toplam varyansın %42’sini açıklamaktadır. Ölçeğin “*Yapıcı Problem Çözme*” boyutunda ise 8 madde yer almakta, maddelerin yük değerleri 0.749 ve 0.584 arasında değişmekte ve toplam varyansın %15’ini açıklamaktadır. *Yıkıcı Problem Çözme* alt boyutundan alınan puanın yüksek olması çocuğun problemleri yıkıcı yani olumsuz yöntemle; *Yapıcı Problem Çözme* alt boyutundan alınan puanın yüksek olması ise çocuğun problemleri çözmeye olumlu yani yapıcı bir yöntemle çözdüğünü ifade etmektedir. Ölçeğin Cronbach Alpha iç tutarlılık katsayısı *Yıkıcı Problem Çözme* boyutunda .95, *Yapıcı Problem Çözme* boyutunda .83 olarak saptanmıştır. Problem Çözme Ölçeği’nin Cronbach Alpha güvenirlik katsayıları bu araştırmada *Yıkıcı Problem Çözme* boyutu için .93; *Yapıcı Problem Çözme* boyutu için ise .88’dir. Bu çalışma için Alfa güvenirlik katsayıları *Yıkıcı Problem Çözme* boyutunda .94 ve *Yapıcı Problem Çözme* boyutunda .91 olarak bulunmuştur.

## Bulgular

Bu bölümde çocukların motivasyon ölçeğinden aldıkları puanların çocuğun okula devam süresi, öğretmenin kıdemi, mezuniyeti ve yaşına göre farklılık gösterip göstermediğine ve çocukların motivasyon düzeyleri ile problem çözme becerileri arasındaki ilişkiye yönelik bulgulara yer verilmiştir.

## Çocuk motivasyon /çocuğun okula devam süresi

Tablo 1

*Çocukların Okula Devam Süresine Göre Motivasyon Ölçeği’nden Aldıkları Puanlara İlişkin İlişkisiz Örneklem t Testi*

<b>Okula Devam</b>						
	<b>Süresi</b>	<b>N</b>	<b>x</b>	<b>sd</b>	<b>t</b>	<b>p</b>
<b>Bilişsel Sebat</b>	1 yıl	286	18,49	385	-2,499	<b>,013*</b>
	2 ve +	101	19,84			
<b>Büyük Motor Sebat</b>	1 yıl	286	19,93	385	-2,706	<b>,007*</b>
	2 ve +	101	21,23			
<b>Yetişkinle Sosyal Sebat</b>	1 yıl	286	16,83	385	-3,030	<b>,003*</b>
	2 +	101	18,53			
	1 yıl	286	21,76	385	-,861	,390

<b>Çocuklarla Sosyal Sebat</b>	2 ve +	101	22,28			
<b>Üst Düzey Memnuniyet</b>	1 yıl	286	20,88	385	-3,691	<b>,000*</b>
	2 ve +	101	22,57			
<b>Olumsuz Duygular</b>	1 yıl	286	27,66	385	-,809	,419
	2 ve +	101	28,21			
<b>Genel Yeterlilik</b>	1 yıl	286	18,16	385	-3,853	<b>,000*</b>
	2 ve +	101	20,38			

**\*p<0,05**

Tablo 1 incelendiğinde çocukların “Okul Öncesi Motivasyon Ölçeği”nin *Bilişsel Sebat*, *Büyük Motor Sebat*, *Yetişkinle Sosyal Sebat*, *Üst Düzey Memnuniyet* ve *Genel Yeterlilik* alt boyutlarından aldıkları puanlar arasında okula iki ve daha fazla yıldan beri devam eden çocukların lehine anlamlı farklılık olduğu görülmektedir ( $p<0.05$ )

#### **Çocuk motivasyon/ öğretmenin kıdem yılı**

Tablo 2

*Öğretmenin Kıdem Yılına Göre Çocukların Motivasyon Ölçeği'nden Aldıkları Puanlara İlişkin Tek Yönlü Varyans Analizi*

		<b>Kareler Toplm.</b>	<b>df</b>	<b>Kareler Ort. F</b>	<b>p</b>	<b>Farkın Kaynağı</b>
						<b>LSD</b>
<b>Bilişsel Sebat</b>	Gruplar arası	226,215	2	113,107	5,243	<b>,006*</b> 3> 1 ve2
	Gruplar içi	8283,364	384	21,571		
	Toplam	8509,578	386			
<b>Büyük Motor Sebat</b>	Gruplar arası	175,206	2	87,603	5,112	<b>,006*</b> 3> 1 ve2
	Gruplar içi	6580,946	384	17,138		
	Toplam	6756,151	386			
<b>Yetişkinle Sosyal Sebat</b>	Gruplar arası	69,694	2	34,847	1,446	,237
	Gruplar içi	9256,429	384	24,105		
	Toplam	9326,123	386			
<b>Çocuklarla Sosyal Sebat</b>	Gruplar arası	102,739	2	51,369	1,887	,153
	Gruplar içi	10456,065	384	27,229		
	Toplam	10558,804	386			
<b>Üst Düzey Memnuniyet</b>	Gruplar arası	166,221	2	83,111	5,283	<b>,005*</b> 3> 1 ve2
	Gruplar içi	6040,577	384	15,731		
	Toplam	6206,798	386			
<b>Olumsuz Duygu</b>	Gruplar arası	26,900	2	13,450	,388	,678

	Gruplar içi	13297,423	384	34,629			
	Toplam	13324,323	386				
<b>Genel Yeterlilik</b>	Gruplar arası	156,435	2	78,217	3,091	<b>,047*</b>	3> 1 ve2
	Gruplar içi	9717,749	384	25,307			
	Toplam	9874,184	386				

\*p<0,05      1=1-5 Yıl   2=6-10 Yıl   3=11 Yıl ve üzeri

Tablo 2 incelendiğinde öğretmenin kıdem durumuna göre çocukların “Okul Öncesi Motivasyon Ölçeği”nin *Bilişsel Sebat*, *Büyük Motor Sebat*, *Üst Düzey Memnuniyet* ve *Genel Yeterlilik* alt ölçeklerinden aldıkları puanlar arasında anlamlı farklılık bulunduğu görülmektedir. Farkın kaynağını saptamak için yapılan LSD testi sonucunda; *Bilişsel Sebat* alt Ölçeği’nde anlamlı fark öğretmeni 1-5 yıl (ort.=18,52) ve 6-10 yıl (ort.=18,52) arasında kıdeme sahip olan çocuklar ile öğretmeni 11 yıl ve üzeri kıdeme sahip (ort.=20,68) olanlar arasında ve 11 yıl ve üzeri kıdeme sahip olan çocukların lehinedir. *Büyük Motor Sebat* alt ölçeğinde anlamlı fark öğretmeni 1-5 yıl (ort.=20,09) ve 6-10 yıl (ort.=19,74) kıdeme sahip olanlar ile öğretmeni 11 yıl ve üzeri (ort.=21,85) kıdeme sahip olanlar arasında ve öğretmeni 11 yıl ve üzeri kıdeme sahip olan çocukların lehinedir. *Üst Düzey Memnuniyet* alt ölçeğinde anlamlı fark öğretmeni 1-5 yıl (ort.=21) ve 6-10 yıl (ort.=21,19) kıdeme sahip olan çocuklar ile öğretmeni 11 yıl ve üzeri (ort.=22,89) kıdeme sahip olan çocuklar arasında ve 11 yıl ve üzeri kıdeme sahip olan çocukların lehinedir. *Genel Yeterlilik* alt ölçeğinde anlamlı fark öğretmeni 1-5 yıl (ort.=18,60) ve 6-10 yıl (ort.=18,18) kıdeme sahip olan çocuklar ile öğretmeni 11 yıl ve üzeri (ort.=20,22) kıdeme sahip olanlar arasında ve öğretmeni 11 yıl ve üzeri kıdeme sahip olan çocukların lehinedir.

### Çocuk motivasyon/ öğretmenin mezuniyeti

Tablo 3

*Öğretmenin Mezuniyetine Göre Çocukların Motivasyon Ölçeği’nden Aldıkları Puanlara İlişkin Mann Whitney U Testi*

	Mezuniyet	N	Sıra Ort.	Sıra Toplam	U	p
<b>Bilişsel Sebat</b>	Lisans	370	197,43	73050,50	1874,500	
	Ön Lisans	17	119,26	2027,50		<b>,005*</b>
	Toplam	387				
<b>Büyük Motor Sebat</b>	Lisans	370	197,31	73003,50	1921,500	<b>,006*</b>
	Ön Lisans	17	122,03	2074,50		
	Toplam	387				
	Lisans	370	197,16	72948,00	1977,000	<b>,009*</b>

<b>Yetişkinle Sosyal Sebat</b>	Ön Lisans	17	125,29	2130,00		
	Toplam	387				
<b>Çocuklarla Sosyal Sebat</b>	Lisans	370	196,46	72689,00	2236,000	
	Ön Lisans	17	140,53	2389,00		<b>,043*</b>
	Toplam	387				
<b>Üst Düzey Memnuniyet</b>	Lisans	370	195,87	72471,00	2454,000	
	Ön Lisans	17	153,35	2607,00		,120
	Toplam	387				
<b>Olumsuz Duygu</b>	Lisans	370	198,34	73384,00	1541,000	
	Ön Lisans	17	99,65	1694,00		<b>,000*</b>
	Toplam	387				
<b>Genel Yeterlilik</b>	Lisans	370	195,33	72273,00		
	Ön Lisans	17	165,00	2805,00	2652,000	,272
	Toplam	387				

**\*p<0,05**

Tablo 3 incelendiğinde “Okul Öncesi Motivasyon Ölçeği”nin *Bilişsel Sebat*, *Büyük Motor Sebat*, *Yetişkinle Sosyal Sebat*, *Çocuklarla Sosyal Sebat*, *Çocuklarla sosyal Sebat* ve *Olumsuz Duygu* alt boyutlarında dört yıllık lisans mezunu öğretmenlerin lehine anlamlı farklılık bulunduğu görülmektedir (p<0,05).

#### **Çocuk motivasyon/ öğretmenin yaşı**

Tablo 4

*Öğretmenin Yaşına Göre Çocukların Motivasyon Ölçeği'nden Aldıkları Puanlara İlişkin Tek Yönlü Varyans Analizi*

		<b>Kareler Toplm.</b>	<b>df</b>	<b>Kareler Ort.</b>	<b>F</b>	<b>p</b>
<b>Bilişsel Sebat</b>	Gruplar arası	4,388	2	2,194	,099	,906
	Gruplar içi	8505,190	384	22,149		
	Toplam	8509,578	386			
<b>Büyük Motor Sebat</b>	Gruplar arası	19,428	2	9,714	,554	,575
	Gruplar içi	6736,723	384	17,544		
	Toplam	6756,151	386			
<b>Yetişkinle Sosyal Sebat</b>	Gruplar arası	40,443	2	20,221	,836	,434
	Gruplar içi	9285,681	384	24,181		
	Toplam	9326,123	386			

<b>Çocuklarla Sosyal Sebat</b>	Gruplar arası	99,096	2	49,548	1,819	,164
	Gruplar içi	10459,707	384	27,239		
	Toplam	10558,804	386			
<b>Üst Düzey Memnuniyet</b>	Gruplar arası	32,493	2	16,246	1,010	,365
	Gruplar içi	6174,305	384	16,079		
	Toplam	6206,798	386			
<b>Olumsuz Duygu</b>	Gruplar arası	71,972	2	35,986	1,043	,353
	Gruplar içi	13252,351	384	34,511		
	Toplam	13324,323	386			
<b>Genel Yeterlilik</b>	Gruplar arası	17,792	2	8,896	,347	,707
	Gruplar içi	9856,392	384	25,668		
	Toplam	9874,184	386			

Tablo 4 incelendiğinde öğretmenlerinin yaşına göre çocukların motivasyon düzeyleri arasında anlamlı farklılık görülmemektedir ( $p>0,05$ ).

#### **Çocuk motivasyon/ çocuk kişilerarası problem çözme**

Tablo 5

*Çocukların Motivasyon Ölçeği ve Kişilerarası Problem Çözme Ölçeği'nden aldıkları puanlara ilişkin Pearson Korelasyon Tablosu*

		<b>Yıkıcı Problem Çözme</b>	<b>Yapıcı Problem Çözme</b>
<b>Bilişsel Sebat</b>	r	-,252**	,402**
	p	,000	,000
	n	387	387
<b>Büyük Motor Sebat</b>	r	-,083	,396**
	p	,104	,000
	n	387	387
<b>Yetişkinle Sosyal Sebat</b>	r	-,112*	,454**
	p	,028	,000
	n	387	387
<b>Çocuklarla Sosyal Sebat</b>	r	-,174**	,493**
	p	,001	,000
	n	387	387
<b>Üst Düzey Motivasyon</b>	r	-,086	,365**
	p	,091	,000
	n	387	387
<b>Olumsuz Duygu</b>	r	-,016	,245**

	p	,759	,000
	n	387	387
<b>Genel Yeterlilik</b>	r	-,191**	,442**
	p	,000	,000
	n	387	387

\* $p < 0,05$ , \*\* $p < 0,01$

Tablo 5 incelendiğinde Çocukların “Okul Öncesi Motivasyon Ölçeği”nin *Bilişsel Sebat* ( $r = -,252$ ), *Yetişkinle Sosyal Sebat* ( $r = -,112$ ), *Çocuklarla Sosyal Sebat* ( $r = -,174$ ) ve *Genel Yeterlilik* ( $r = -,191$ ) alt ölçeklerinden aldıkları puanlar ile *Yıkıcı Problem Çözme Ölçeği* arasında negatif yönde ve düşük düzeyde anlamlı bir ilişki bulunduğu görülmektedir. Çocukların “Okul Öncesi Motivasyon Ölçeği”nin *Bilişsel Sebat* ( $r = ,402$ ), *Büyük Motor Sebat* ( $r = ,396$ ), *Yetişkinle Sosyal Sebat* ( $r = ,454$ ), *Çocuklarla Sosyal Sebat* ( $r = ,493$ ), *Üst Düzey Motivasyon* ( $r = ,365$ ) ve *Genel Yeterlilik* ( $r = ,442$ ) alt ölçeklerinden aldıkları puanlar ile *Yapıcı Problem Çözme Ölçeği* arasında pozitif yönde ve orta düzeyde anlamlı bir ilişki bulunurken; *Olumsuz Duygu* ( $r = ,245$ ) alt ölçeğinden aldıkları puanlar arasında pozitif yönde ve düşük düzeyde anlamlı bir ilişki bulunduğu görülmektedir.

### **Sonuç ve tartışma**

Tablo 1’e göre; çocukların okula devam süresinin motivasyon düzeylerinin okula iki ve daha fazla yıldan beri devam eden çocukların lehine anlamlı farklılık gösterdiği saptanmıştır. Okul öncesi dönemde çocuğa verilen eğitimin çocuğa etkilerinin incelendiği pek çok çalışmada; çocukta belirli becerilerin gelişmesi, okula daha iyi uyum ve devam sağladığı, çocuğun bilişsel gelişimine katkı sağladığı ve okul başarısının arttığı vurgulanmaktadır (TÜSİAD, 2005). Aslanargun ve Tapan (2012)’in yaptıkları çalışmada; okul öncesi eğitim kurumuna devam eden çocuğun kendini ifade etme yeteneğinin geliştiği, çevresindekilerle iletişim kurarken zorlanmadığı, akademik ve sosyal alanlarda daha yeterli olabildiği saptanmıştır. Çocukların öğretmenle kurdukları iletişim ve öğrenmeye yönelik motivasyonları ile okul öncesi eğitim kurumuna devam etme süreleri arasında doğrudan bir ilişki olduğu saptanmıştır (Killen ve Smetana, 1999, s. 497; McCabe ve Altamura, 2011, s. 501). Bu durumda; okula devam etme süresinin uzunluğunun çocuğun kendisini okulun bir parçası olarak görmesi, kendini okula ait hissetmesi, okulda eğlenmesi ve arkadaşlık kurması, sosyal ve toplumsal yaşama uyumunun kolaylaşması noktalarında çocuğun motivasyonunu artırdığı söylenebilir.

Tablo 2’ye göre; öğretmenin kıdem durumuna göre çocukların “Okul Öncesi Çocuklar İçin Motivasyon Ölçeği”nin *Bilişsel Sebat*, *Büyük Motor*, *Üst Düzey Memnuniyet* ve *Genel Yeterlilik* alt ölçeklerinden aldıkları puanlar arasında anlamlı farklılığın öğretmeni 11 yıl ve üzeri kıdeme sahip olan çocukların lehine olduğu saptanmıştır. Güzel, Özdöl ve Oral (2010)’ın çalışmasında öğretmenlerin kıdem durumları ile lise öğrencilerinin motivasyon düzeyleri arasında anlamlı farklılık bulunmamıştır. Karaca (2010)’ın çalışmasında lise öğrencilerinin motivasyonunu sağlama konusunda 1-5 yıllık öğretmenlerin aldıkları puanların daha yüksek olduğu saptanmıştır. Gökdağ (1996) temel eğitim öğretmenleri ile öğrenci-öğretmen özellikleri ve öğrencilerinin güdü düzeyleri arasındaki ilişkiyi incelediği çalışmada temel eğitim öğretmenlerinin güdülerinin yaş, kıdem, mezun olunan okul ve branşa göre anlamlı farklılık göstermediği saptanmıştır. Bu durumun; öğretmenlerin mesleki kıdemleri arttıkça çocukların etkinliklere katılımını artırma yetisinin gelişmesi, öğrenme etkinliklerini eğlenceli hale getirip sunabilmesi, bilgi birikimlerinin ve deneyimlerinin artması, öğretme stratejilerini etkili kullanabilmesi, çocuklara yaklaşımları konusunda tecrübe sahibi olması ve buna bağlı olarak öğretmenin özgüveninin ve yeterliliğinin çocukların motive edilmesi noktasında olumlu etki yaratması sonucu meydana geldiği söylenebilir. Çocukların motive edilmesinde öğretmenlerin alanla ilgili bilgi birikimine sahip olması, bilgileri çocuklara aktarırken uygun yöntem ve stratejileri kullanmaları ve tüm bunları gerçekleştirebilmesi için yeterli düzeyde tecrübeye sahip olması önemlidir (Zahorik, 1996). Öğretmenin içsel motivasyonu desteklemek için sınıf içi katılımı artırması ve bağımsız öğrenmeyi vurgulaması motivasyonu destekleyici sınıf etkinliklerini anlaması ve uygulaması önemli rol oynamaktadır (Newby, 1991). Korur (2004) çalışmasında öğretmenlerin çocukların öğrenme güçlüklerini dikkate almaları, kullanmış oldukları öğretme stratejilerini yeniden düzenlemeleri ve sahip oldukları bilgileri değişik öğretim yöntemlerini kullanarak öğrencilere aktarabilmeleri sayesinde öğrencilerin motivasyonunu arttırdığını saptamıştır.

Tablo 3’e göre; “Okul Öncesi Çocuklar İçin Motivasyon Ölçeği”nin *Çocuklarla Sosyal Sebat*, *Bilişsel Sebat*, *Büyük Motor Sebat*, *Yetişkinle Sosyal Sebat*, ve *Olumsuz Duygu* alt ölçeklerinde öğretmeni dört yıllık lisans mezunu çocukların puanları öğretmenleri iki yıllık ön lisans mezunu olan çocuklara göre anlamlı derecede yüksek olduğu saptanmıştır. Araştırma sonucu dikkate alındığında; lisans mezunu olan öğretmenlerin almış oldukları eğitim ve formasyon doğrultusunda çocukla olumlu ilişkiler kurması, planlama ve sorun çözme becerilerinin iyi olması, kullanmış oldukları yöntem ve tekniklerin daha etkili olması ve çocukların ilgi ve istekleri doğrultusunda eğitim sürecini planlayarak çocukların

motivasyonunu sağlama konusunda daha etkin oldukları söylenebilir. Nitekim Onuk (2007)'un yapmış olduğu çalışmada müzik eğitimi lisans öğrencilerinin, formasyon derslerindeki akademik başarı düzeylerinin müzik öğretmenliğine motive olmaları arasında anlamlı bir ilişki saptanmıştır. Problem çözme becerileri açısından çocukların öğretmenlerini model aldıkları ve karşılaştıkları problem çözümünde öğretmenlerinin kullanmış oldukları stratejileri öncelikli olarak kullandıkları söylenebilir. Bu açıdan bakıldığında; Karaca, Aral ve Karaca (2013) ve Sesli ve Bozgeyikli (2015) yaptıkları çalışmalarda lisans ve lisansüstü mezunu öğretmenlerin problem çözme becerisinin ön lisans mezunu öğretmenlere oranla daha yüksek olduğunu ortaya koymaktadır. Bunun yanı sıra lisans mezunu olan öğretmenlerin etkili sınıf yönetimlerine ve öğrenme ortamlarının düzenlenmesine yönelik lisans eğitimleri boyunca eğitim almış olmalarının motivasyonu sağlama konusunda önemli bir etken olduğu söylenebilir. Sınıf yönetimi; öğretim akışının planlanması, sınıfta uygun bir öğrenme ortamı oluşturulmasını ve zamanın yönetimini belirli kurallar çerçevesinde düzenlenmek ve motivasyonu sağlamaktır (Karip, 2002). Lumsden'e (1994) göre ise, öğrenme ortamı motivasyon üzerinde önemli bir etkiye sahiptir.

Tablo 4'e göre; öğretmenlerinin yaşına göre okul öncesi çocuklarının motivasyon düzeyleri arasında anlamlı farklılık görülmemektedir. Güzel, Özdöl ve Oral (2010)'ın çalışmasında öğretmenlerin yaşlarına göre çocukların motivasyon düzeylerinde anlamlı farklılık bulunmadığı saptanmıştır. Gökdağ (1996) temel eğitim öğretmenleri ile öğrenci-öğretmen özellikleri ve öğrencilerinin güdü düzeyleri arasındaki ilişkiyi incelediği çalışmada temel eğitim öğretmenlerinin motivasyonlarının yaş, kıdem, mezun olunan okul ve bransa göre anlamlı farklılık göstermediği saptanmıştır. Yapılan çalışma sonucu göz önüne alındığında bu örneklem grubunda öğretmenlerin yaşının çocukların motivasyonu üzerinde etken olmadığı söylenebilir. Öğretmenin yaşından ziyade mesleki deneyiminin çocukların motivasyon düzeylerinde rol oynadığı yorumu yapılabilir.

Tablo 5'e göre; çocukların "Okul Öncesi Çocuklar İçin Motivasyon Ölçeği"nin *Bilişsel Sebat*, *Yetişkinle Sosyal Sebat*, *Çocuklarla Sosyal Sebat* ve *Genel Yeterlilik* alt ölçeklerinden aldıkları puanlar ile *Yıkıcı Problem Çözme* alt ölçeğinden aldıkları puanlar arasında negatif yönde ve düşük düzeyde anlamlı bir ilişki saptanmıştır. Çocukların "Okul Öncesi Motivasyon Ölçeği"nin *Bilişsel Sebat*, *Büyük Motor Sebat*, *Yetişkinle Sosyal Sebat*, *Çocuklarla Sosyal Sebat*, *Üst Düzey Motivasyon* ve *Genel Yeterlilik* alt ölçeklerinden aldıkları puanlar ile *Yapıcı Problem Çözme Ölçeği* alt ölçeğinden aldıkları puanlar arasında pozitif yönde ve orta düzeyde anlamlı bir ilişki bulunurken; *Olumsuz Duygu* alt ölçeğinden aldıkları



puanlar arasında pozitif yönde ve düşük düzeyde anlamlı bir ilişki bulunduğu saptanmıştır. Elliot (1999), Pintrich (2000) ve Groves (2005)'in çalışmalarında öğrenci motivasyonları ile problem çözme becerileri arasında pozitif yönde anlamlı bir ilişki bulunduğu saptanmıştır. Baker (2003) üniversite öğrencilerinin sosyal problem çözme becerilerini yordamak ve stres, sağlık, motivasyon ve performans arasında ilişki olup olmadığını saptamak için yaptığı boylamsal çalışmasında öğrencilerin motivasyon yönelimlerinin problem çözme üzerinde doğrudan olumlu etkileri olduğunu saptamıştır. Heppner ve Krouskopf (1987) problem çözme için içsel ve dışsal isteklerin uyumu için gerekli olan bilişsel süreçler olarak tanımlarken; Bingham (1998) belli bir amaca ulaşmak için karşılaşılan güçlükleri ortadan kaldırmak için çaba gerektiren bir süreç olduğunu ifade etmektedir. Enç (1982) problem çözme becerisinde etkin olan faktörleri; alınan eğitim, sosyo-kültürel çevre, motivasyon ve bireylerin yetenek düzeylerindeki farklılıklar şeklinde sıralamaktadır. Araştırma sonucundan yola çıkarak problem çözümünde amaç doğrultusunda hareket edilmesi, amacı gerçekleştirmek için sebatla çalışılması ve problem çözümü için içsel ve dışsal motive olunması gerektiği söylenebilir. Bunun yanı sıra çocukların öğrenmeye yönelik motivasyona sahip olduğunda, probleme odaklandığı, karşılaştığı problemleri çözme konusunda daha ısrarcı ve istekli olduğu ve problem çözerken daha içsel bir öğrenme anlayışı geliştirdiği söylenebilir. İçsel motivasyon doğuştan gelen ve çocuğun kendisine bağlı olan bir motivasyon türüdür ve bu nedenle sınıf ortamlarında çocukların kalıcı öğrenmeler gerçekleştirebilmesinde daha etkilidir. Öğrenenler içsel olarak motive olduklarında hiçbir dış etki olmaksızın eğlenerek öğrenme etkinliklerine ilgi gösterirler (Xinyi, 2003). Herhangi bir problem durumuyla karşı karşıya kalan çocuk içsel olarak motive olur ve problemin çözümü için davranışta bulunur. Çocuklar bir davranışta bulunup bulunmayacaklarına kendileri karar verir. Problem çözümünde deneyeceği stratejinin olası sonuçlarının farkında olması ve davranışta bulunmadan önce değerlendirme yapması gerekir. Uygun olmayan çözüm yollarıyla karşılaştığında sabırla farklı yollar dener ve problemi çözmek için içsel motivasyonu kendisi sağlayarak problem çözümünde aktif rol alır. Problem temelli öğrenme ortamları üzerine yapılan çalışmalar da, bu ortamların öğrencilerin içsel motivasyonunu geliştirdiğini göstermektedir (Hmelo-Silver, 2004; Norman ve Schmidt, 1992).

Çalışma sonucundan yola çıkarak şu önerilerde bulunulabilir:

- Araştırmada Çocuk Gelişimi Ön Lisans mezunu öğretmenlerin sınıflarındaki çocukların motivasyon düzeylerinin düşük olduğu saptanmıştır. Ön Lisans

programlarında formasyon eğitimi ışığında alan uygulamalarına fırsat verilmesi önerilebilir.

- Kıdemi daha yüksek olan öğretmenlerin çocuklarının motivasyon düzeylerinin yüksek olduğu dikkate alınarak, göreve yeni başlayan/daha az kıdeme sahip öğretmenlere çocuklarda içsel motivasyonun geliştirilmesi konusunda rehberlik yapabilecek hizmet içi eğitim programları hazırlanabilir ve katılımları sağlanabilir.
- Araştırmada problem çözme ile motivasyon arasında ilişki bulunduğu saptanmıştır. Okul öncesi öğretmenlerinin programlarında problem çözme becerilerini destekleyici etkinlikler kullanarak çocukların motivasyon düzeylerine katkı sağlamaları önerilebilir.
- Farklı değişkenlerin içsel motivasyon üzerindeki etkisi araştırılarak okul öncesi eğitim programlarının motivasyon konusunda desteklenmesi sağlanabilir.

## **Kaynaklar**

Acat, B. ve Demiral, S. (2002). Türkiye’de yabancı dil öğreniminde motivasyon kaynakları ve sorunları. *Kuram ve Uygulamada Eğitim Yönetimi*, 31, 312-329.

Anlıak, Ş. (2004). *Farklı eğitim yaklaşımları uygulayan okul öncesi eğitim kurumlarında kişilerarası bilişsel problem çözme becerisi programının etkisinin incelenmesi* (Doktora tezi). Ege Üniversitesi, İzmir.

Anlıak, Ş. ve Dinçer, Ç. (2005). Farklı eğitim yaklaşımları uygulayan okul öncesi eğitim kurumlarına devam eden çocukların kişiler arası problem çözme becerilerinin değerlendirilmesi. *Ankara Üniversitesi Eğitim Bilimleri Dergisi*, 1(38), 149- 166.

Aslanargun, E. ve Tapan, F. (2012). Okul öncesi eğitim ve çocuklar üzerindeki etkileri. *Abant İzzet Baysal Üniversitesi Eğitim Fakültesi Dergisi*, 11(2), 219-238.

Baker, S. R., (2003). A prospective longitudinal investigation of social problemsolving appraisals on adjustment to university, stress, health, and academic motivation and performance. *Personality and Individual Differences*, 35, 569-591.

Başaran, İ. E. (2000). *Eğitim psikolojisi*. Ankara: Tıpkı.

Bereby-Meyer, Y. & Kaplan, A. 2004. Motivational influences on transfer of problem-solving strategies. *Contemporary Educational Psychology*, 30, 1– 22.

- Berhenke A. L. (2013). *Motivation, self-regulation, and learning in preschool*. (Doctoral thesis). University of Michigan.
- Bingham, A. (1998). Çocuklarda problem çözme yeteneklerinin geliştirilmesi. (A. F. Oğuzhan, Çev.) İstanbul: Milli Eğitim.
- Büyüköztürk, Ş., Kılıç Çakmak, E., Akgün, Ö. E., Karadeniz, Ş. ve Demirel, F. (2011). *Bilimsel araştırma yöntemleri*. Ankara: Pegem.
- Carlton, M. P. & Winsler, A. (1998). Fostering intrinsic motivation in early childhood classrooms. *Early Childhood Education Journal*, 25(3), 159-66.
- Ceylan, E. A. ve Kılıç Mocan, D. (2017). Okul öncesi eğitim öğretmenlerinin iletişim beceri düzeylerinin incelenmesi. *Milli Eğitim Dergisi*, 215, 111-127.
- Elliot, A. J. (1999). Approach and avoidance motivation and achievement goals. *Educational Psychologist*, 34, 169–189.
- Enç, M. (1982). *Eğitim ruhbilimi*. İstanbul: Aka.
- Erden, M. ve Akman, Y. (1995). *Eğitim psikolojisi (Gelişim-öğrenme-öğretme)*. Ankara: Arkadaş.
- Ergün, M. (2012). Sınıfta motivasyon. E. Karip (Ed.), *Sınıf yönetimi* içinde (ss. 134-148), Ankara: Pegem.
- Gökdağ, M. (1996). *Temel eğitim öğretmenleri ile öğrencilerinin güdü düzeyleri ve öğrenci-öğretmen özellikleriyle ilişkileri* (Yayımlanmamış Yüksek Lisans Tezi). Dokuz Eylül Üniversitesi, İzmir.
- Groves, M. (2005). Problem-based learning and learning approach: is there a relationship?. *Advances in Health Sciences Education*, 10(4), 315–326.
- Güzel, H.; Özdöl, M. F. ve Oral, İ. (2010). Öğretmen profillerinin öğrenci motivasyonuna etkisi. *Selçuk Üniversitesi Sosyal Bilimler Enstitüsü Dergisi*, 24, 241-253.
- Heppner, P. P. & Peterson, C. H. (1982). The development and implications of a personal-problem solving inventory. *Journal of Counseling Psychology*, 29, 66-75.
- Heppner, P. & Krauskopf, C. J. (1987). The integration of personal problem solving processes within counseling. *The Counseling Psychologist*, 15, 371.
- Hmelo-Silver, C. E. (2004). Problem-based learning: What and how do students learn? *Educational Psychology Review*, 16, 235–266.

- Karaca, G. (2010). *Ortaöğretim kurumlarında görev yapan matematik öğretmenlerinin öğrenci motivasyonuna etkisi* (Yüksek Lisans Tezi). Yeditepe Üniversitesi, İstanbul.
- Karaca, N. H., Aral, N. ve Karaca, L. (2013). Okul Öncesi Öğretmenlerinin Problem Çözme Becerisi ve Benlik saygısının incelenmesi. *Eğitim ve Öğretim Araştırmaları Dergisi* . 3(2) ISSN: 2146-9199.
- Karasar, N. (2014). *Bilimsel araştırma yöntemi: Kavramlar, ilkeler teknikler*. Ankara: Nobel.
- Karip, E. (2002). *Sınıf yönetimi*. Pegem: Ankara.
- Killen, M. & Smetana, J. G. (1999). Social interactions in preschool classrooms and the development of young children's conceptions of the personal. *Child Development*, 70(2), 486-501.
- Kızıлтаş, E., Halmatov, M. ve Sarıçam, H. (2012). Okul öncesi öğretmenliği öğrencilerinin öğretmenlik mesleğine yönelik tutumları (Ağrı İbrahim Çeçen Üniversitesi Örneği) *Mehmet Akif Ersoy Üniversitesi Eğitim Fakültesi Dergisi*. 12(23), 173- 189.
- Koçyiğit, S. ve Kök, M. (2010). Okul öncesi eğitimde motivasyon. G. Uyanık Balat ve H. Bilgin (Ed.), *Okul öncesi eğitimde sınıf yönetimi* içinde (s. 183-202). Ankara: Eğiten.
- Korur, E. (2004). Öğretmen niteliklerinin lise seviyesindeki öğrencilerin başarı ve motivasyonuna etkileri. ODTÜ Eğitim Fakültesi, Ankara.
- Koyuncu, K. (2016). *Okul öncesi eğitimi öğretmen adaylarının akademik içsel motivasyonlarının çeşitli değişkenler açısından incelenmesi* (Yüksek Lisans Tezi). Çanakkale On Sekiz Mart Üniversitesi, Çanakkale.
- Kumcağız, H. (2016). Motivasyon (Güdülenme), C. Şahin (Ed.), *Eğitim psikolojisi (Gelişim-Öğrenme-Öğretim)* içinde (s. 357-373). Ankara: Nobel.
- Lumsden, L. S. (1994). Student sotivation to learn. *ERIC Digest*, 92. ED370200.
- McCabe, P. C. & Altamura, M. (2011). Empiricallyvalid strategies to improve social and emotional competence of children. *Psychology in the Schools*, 48(5), 513-540.
- Morgan, G. A.; Maslin-Cole, C.; & Harmon, R. J.; Busch-Rossnage, N. A; Jennings, K. D. & Hauser Cram, P. & Brocckman L. (2016). Parent and tteacher perceptions of young children's master motivation *.Mastery Motivation in Early Childhood: Development, Measurement and Social Processes*. Roudledge.

- Newby, T. J. (1991). Classroom motivation: Strategies of First-Year teachers. *Journal of Educational Psychology*, vol. 83(2), 195-200.
- Norman, G. & Schmidt, H. (1992). The psychological basis of problem-based learning: A review of the evidence. *Academic Medicine* 67(9), 557-565.
- Onuk, Ö. (2007). *Müzik öğretmenliği lisans programı öğrencilerinin öğretmenliğe güdülenmeleri ile akademik başarıları arasındaki ilişki* (Yayınlanmamış Doktora Tezi). Gazi Üniversitesi, Ankara.
- Özbey, S. ve Dağlıoğlu, H. E. (2017). Adaptation study of the motivation scale for the preschool children (DMQ18). *International Journal of Academic Research*, 2(1), 1-14.
- Özbey, S. (2009). Anaokulu ve Anasınıfı Davranış Ölçeğinin (PKBS-2) geçerlik güvenirlik çalışması ve destekleyici eğitim programının etkisinin incelenmesi (Doktora tezi). Gazi Üniversitesi Eğitim Bilimleri Enstitüsü, Ankara.
- Özbey, S. (2018). Okul öncesi dönem çocuklarında motivasyon ve öz düzenleme becerileri üzerine bir inceleme. *Akademik Sosyal Araştırmalar Dergisi*, 6(65), 26-47.
- Özdil, G. (2008). *Kişilerarası problem çözme becerileri eğitimi programının okulöncesi kurumlara devam eden çocukların kişilerarası problem çözme becerilerine etkisi* (Yüksek lisans tezi). Adnan Menderes Üniversitesi Sosyal Bilimler Enstitüsü, Aydın.
- Pintrich, P. R. (2000). An achievement goal theory perspective on issues in motivation terminology, theory, and research. *Contemporary Educational Psychology*, 25, 92-104.
- Richard, Porter ve Lyman (1975). Motivation and work behaviour. McGraw-Hill series in management. s. 6-7.
- Selçuk, Z. (2009). *Eğitim psikolojisi*. Ankara: Nobel.
- Sesli, S. ve Bozgeyikli, H. (2015). Okul öncesi öğretmenlerinin problem çözme becerileri ile disiplin anlayışlarının incelenmesi. *Türkiye Sosyal Politika ve Çalışma Hayatı Araştırmaları Dergisi*. 5(8), ISSN: 2146-5177.
- Sezer, Ö. (2009). Güdülenme ve Maslow'un ihtiyaçlar hiyerarşisi kuramı, N. Aral ve T. Duman (Ed.), *Eğitim psikolojisi içinde* (s. 389-405). İstanbul: Kriter.
- Shulman, L. S. (1986). Those who understand: Knowledge growth in teaching. *Educational Researcher*, 15(2), 4-14.

- Shure, M. B. & Spivack G. (1982). Interpersonal problem-solving in young children: a cognitive approach to prevention. *Am J Community Psychol.*10(3), 341-56.
- Tekbıyık, A. (2014). İlişkisel tarama (M. Metin, ed.). *Kuramdan uygulamaya eğitimde bilimsel araştırma yöntemleri* (99-114). Ankara: Pegem.
- TÜSİAD. (2005). *Doğru başlangıç, Türkiye’de okul öncesi eğitim*. TÜSİAD 2005, 396.
- Türkmen, S. ve Özbey, S. (2018). 60-72 aylık okul öncesi dönem çocuklarının benlik algılarının bazı değişkenler ve motivasyon düzeyi ile ilişkisinin incelenmesi. *Social Mentality and Researcher Thinkers Journal.* 4(12), 606-620.
- Ulusoy, A. (2007). *Güdülenme*. A. Ulusoy, (E.), *Eğitim psikolojisi içinde* (s. 489-512). Ankara: Anı.
- Ulutaş, İ. ve Macun, B. (2016). Okul öncesi çocuklarının duygusal zekâsını desteklemede öğretmenin rolü. *Electronic Turkish Studies.*11(14), 951-964.
- Xinyi, W. (2003). Intrinsic motivation and young language learners: the impact of the classroom environment, *System*, 31(4), 501- 517. Retrieved July 25, 2006, from <http://www.sciencedirect.com> .
- Yazıcı, H. (2008). Motivasyon, Y. Özbay ve S. Erkan (Ed.), *Eğitim psikolojisi içinde* (ss. 423-449), Ankara: Pegem.
- Yiğenoğlu, E. (2007). *Ortaöğretim okulu öğretmenlerinin algılarına göre, mesleki etkinliklerindeki güdülenmişliklerini sağlayan etmenler*. (Yüksek Lisans Tezi), Gazi Üniversitesi Eğitim Bilimleri Enstitüsü, Ankara.
- Zahorik, J. (1996). Elementary and secondary teachers’ reports of how they make learning interesting. *Elementary School Journal.* 96, 551-564.
- Zembat, R. ve Unutkan, P. Ö. (2005). *Problem çözme becerilerinin gelişimi. Gelişim ve eğitimde yeni yaklaşımlar*. İstanbul: Morpa.



DOI: 10.22559/folklor.969

Folklor/edebiyat, cilt:25, sayı: 97-1, 2019/1

## İşitme ve Konuşma Engelli Bireyler için İşaret Tanıma Sistemi Geliştirme

Development of Sign Recognition System for Hearing and Speech Impaired

Individuals

**Bora Oktekin\***

**Nadire Çavuş\*\***

### Öz

İşaret dili, el hareketlerinin, parmakların, kolların veya vücut hareketinin oryantasyonu ile konuşanın fikirlerini iletmek için yüz ifadeleriyle eş zamanlı olarak yaptıkları hareketlerdir. İşaret dilleri, son yıllarda tüm araştırmacıların gözdesi konumundadır. Yapılan hareketler sensörler yardımı ile tanınabilmektedir. Ancak, hareket verilerinin bilgisayar sistemlerine aktarılması büyük önem taşımaktadır. Alan yazın incelemesi sonucunda bu yönde yapılan çalışmaların yeterli olmadığı belirlenmiştir. Ayrıca, yapılmış çalışmaların daha çok Amerikan İşaret Dili, İngiliz İşaret Dili ve Arap İşaret Dili yönünde olduğu ve Türk İşaret Dili yönünde yapılan çalışmaların yeterli olmadığı tespit edilmiştir. Bu çalışmada, işitme ve konuşma engelli bireylerin diğer bireyler ile iletişimlerini kolaylaştırabilecek akıllı bir sistem geliştirilmiştir. Bu bağlamda yapılan çalışmanın alan yazındaki bu eksikliğin giderilmesine fayda sağlayacağı düşünülmektedir. Çalışma kapsamında geliştirilen akıllı sistemde, Türk İşaret Dili'nde ses bilimi olarak adlandırılan ve işaretlerin de temelini oluşturan 33 tane temel işaret baz alınmıştır. Bu işaretlerin sistem tarafından tanınabilmesi için Microsoft Kinect v2 sensörü kullanılmıştır. Sistemin altyapısında C# programlama dili ile sınıflandırma algoritmalarından Saklı Markov Modeli ve veritabanı olarak da MongoDB kullanılmıştır. Yapılan vaka çalışması sonucunda; 33 temel işaretin %82'inin geliştirilen sistem tarafından doğru bir şekilde tanımlandığı gözlemlenmiştir. Elde edilen doğruluk oranı göz önünde tutularak geliştirilen işaret tanıma sisteminin hem işitme ve konuşma engelli bireylere, hem de diğer bireylere yardımcı olacağı ve aralarındaki iletişim kurma problemini çözeceği düşünülmektedir.

**Anahtar sözcükler:** *işaret tanıma; Türk İşaret Dili; hareket tanıma; gerçek zamanlı çeviri*

### Abstract

Sign language is the movements of the hand, the movements of the fingers, the arms or the movement of the body simultaneously with the face expressions to convey the ideas of the speaker. In recent years, the sign language is in the eyes of all researchers. It is possible to recognize the movements made with the help of sensors. However, it is of great importance to transfer the motion data to computer systems. As a result of the field study, it was determined that the studies conducted in this field were not sufficient at all. It was also found that the studies conducted were mainly in the field of the American Sign Language, the English Sign Language and the Arab Sign Language, and sufficient studies were not done in Turkish Sign Language. In this study, an intelligent system has been developed to facilitate the communication of hearing and speech impaired individuals with other individuals. The work done in this field is thought to

\* Yakın Doğu Üniversitesi, Bilgisayar Enformatik Bölümü, Kuzey Kıbrıs

\*\* Yakın Doğu Üniversitesi, Bilgisayar Enformatik Bölümü, Kuzey Kıbrıs

help to remove the lack of information in this field. In the intelligent system developed in this Thesis, 33 basic signs in the Turkish Sign Language, which are called as sound informatics are taken as a basis in the study. The developed system uses the Microsoft Kinect v2 sensor to identify the signals. C# programming language and MongoDB are used in the developed system. As a result of the case study, 85% of the 33 basic signs were correctly recognized by the developed system. It is considered that the developed Sign Language recognition system should help both the hearing and speech impaired individuals, and also other individuals, and hopefully solve the problems of communication between these individuals.

**Keywords:** *sign recognition; Turkish Sign Language; movement recognition; real-time translation*

## GİRİŞ

İşaret dilleri, el, parmak, kol veya vücut hareketlerinin birbiriyle oryantasyonunu ve bir konuşanın fikirlerini iletmek için yüz ifadeleriyle eş zamanlı olarak kullanılmasını içermektedir (Haberdar, 2005). İşaret dilleri, genellikle Amerikan İngilizcesi ile Amerikan İşaret Dili gibi sözlü dillerle önemli benzerlikler gösterirler. Ayrıca, dil aracılığıyla nasıl hissettiklerini göstermek için mimik ve hareketler kullanırlar ancak dilbilgisi ve cümle yapısı, konuşma etkinliği ve akışkanlığını teşvik etmek için farklılık gösterebilir (Stokoe, Casterline ve Croneberg, 1965). Amerika Birleşik Devletleri ve Birleşik Krallık'ta olduğu gibi, anlaşılabilir bir dil olması ve bağımsız olarak oluşturulduğunu ve karşılıklı olarak anlaşılabilirliğini belirtmek önemlidir (Perlmutter, 2018).

İnsan dilleri, işitsel-ses yolunu kullanan konuşma dilleri ve görsel-jest yolunu kullanan işaret dilleri olmak üzere ikiye ayrılır. Hem somut hem soyut kavramları içeren işaret dilleri, konuşma dilleri gibi dilbilgisel kuralları bulunmakla beraber karmaşık ve zengin bir yapıya sahiptirler (Işıkdoğan-Uğurlu, 2017). Dil bilimciler hem sözlü hem de işaret iletişimini, doğal dil türü olarak görürler. İşaret dili, bir tür sözel olmayan iletişim olan “beden dili” ile karıştırılmamalıdır. İşitme engelli toplulukların bulunduğu her yerde, işaret dilleri gelişmiştir. Her ne kadar işaret, işitme engelli ve işitme güçlüğü çekenler tarafından kullanılsa da, fiziksel olarak konuşamayanlar, engelli veya özel durumlarla konuşma dili ile ilgili sorun yaşayan kişiler tarafından da kullanılmaktadır. İşitme problemi yaşayan bireylerin, iletişim alanında çok zorlandıkları görülmektedir. Bu kişilerin etraflarındaki sesleri duymamalarından ziyade, çevrelerindeki bireylerle iletişim kurmakta güçlük yaşamaları en büyük problemleridir. Konuşma, kişiler arasında iletişimi sağlayarak duygu ve düşünce paylaşımının gerçekleşmesini mümkün kılmaktadır. Ancak işitme problemi yaşayan bireyler maalesef bunu gerçekleştiremediklerinden hayatları olumsuz yönde etkilemekte ve yaşantılarında zorluklar yaşamalarına neden olmaktadır. Tüfekçioğlu'na (1998) göre, normal işiten bir bireyden bahsedildiği zaman, konuşmayı anlayabilmek için eğer dış faktörler göz önünde bulunmaz ise yeterli düzeyde işitme olduğu bilinmektedir. İşitme ve konuşma problemi yaşayan bireylerin iletişim alanında yaşadıkları zorluklar ve eğitim hayatlarında karşılaştıkları engeller, normal



işiten bireylere kıyasla eğitim alanında daha geri kalmalarına neden olmaktadır. İşitme engelli bireylerin konuşmayı anlayabilmesi ve öğrenebilmesi için öncelikli olarak aile eğitimi ve destekleyici eğitimlerin verilmesi gerekmektedir.

Literatür taraması yapıldığında görülmektedir ki, son yıllarda işaret dili tüm araştırmacıların gözdesi konumundadır. Yapılmış olan araştırmalar ve çalışmalar daha çok Amerikan İşaret Dili (AİD), İngiliz İşaret Dili (İİD) ve Arap İşaret Dili (ARİD) üzerinedir. Türk İşaret Dili üzerine yapılan çalışmaların ise yetersiz olduğu görülmektedir.

Bu çalışmada, Microsoft Kinect v2 sensörü kullanılarak Türk İşaret Dilinde kullanılan 33 temel işareti algılayan bir akıllı sistem geliştirilmiştir. Geliştirilen akıllı sistem, KKTC ve Türkiye’de Türkçe dili kullanan işitme ve duyma engelli bireylerin hayatlarını kolaylaştıracak ve çevrelerindeki kişilerle iletişimlerini daha aktif hale getirerek, onların hayatlarına katkı sağlayabileceği öngörülmektedir. Ayrıca, özellikle Türk İşaret Dilinde yapılmış çalışmaların alan yazında sınırlı olduğu düşünülürse, geliştirilmiş akıllı işaret tanıma sistemimizin sistem geliştiricileri için yol gösterici olduğu ve bu alandaki sistem açığını büyük oranda gidereceği düşünülmektedir.

## **1. En yaygın kullanılan işaret dilleri**

Dünya genelinde yaygın olarak işitme ve konuşma engelli bireylerin kullandıkları diller yaşadıkları ülkeye göre farklılıklar göstermektedir.

### **1.1. Amerikan işaret dili (aid)**

Amerikan İşaret Dili (AİD), Amerika Birleşik Devletleri’nde ve Kanada’nın İngilizce konuşan bölümünde, işitme engelli bireyler tarafından kullanılmaktadır. AİD konuşanlar birbirleriyle rahatça el hareketleriyle iletişim kurabilmektedir. Bununla birlikte, işitme engelli bireyler ile iletişim kurmak hala işaret dili bilmeyenler için bir sorundur (Dong, 2015).

### **1.2. İngiliz işaret dili (iid)**

İngiliz İşaret Dili (İİD), Birleşik Krallık’ta kullanılan bir işaret dilidir. Government (2011) verilerine göre, İngiltere’de İİD kullanan işitme engellilerin 20.000’i çocuk, 125.000’i yetişkin olmak üzere 145.000 civarında olduğu söylenebilir. 2011 yılında İngiltere ve Galler’de yaşayan 15.000 kişi ise İİD’yi ana dili olarak kullanmışlardır (Office for National Statistics, 2011).

### **1.3. Arap işaret dili (arid)**

Arap Dünyasında işaret dili yakın zamanda tanınmış ve belgelenmiştir. Ürdün, Mısır, Libya ve Körfez ülkeleri de dahil olmak üzere, çeşitli ülkelerde kullanılan işaret dilinin standartlaştırılması ve işitme engelli kişiler arasında yaygınlaştırılması için bugüne kadar bir çok çalışma yapılmıştır (Abdel-Fattah, 2005).

### **1.4. Türk işaret dili (tid)**

Türk İşaret Dili Türkiye geneli ile Kuzey Kıbrıs'da kullanılan bir işaret dilidir. TÜİK (2011) verilerine göre Türkiye genelinde yaklaşık olarak 1.5 milyon işitme ve konuşma engelli birey bulunmaktadır. Sayının bu denli fazla olmasına rağmen, alan yazında TİD üzerine yapılan çalışmaların diğer işaret dillerine göre daha az olduğu görülmektedir. Bu da, Türkçe dil destekli sistemlere ihtiyaç duyulduğunu ortaya koymaktadır. Sistem geliştiricilerin ve araştırmacıların TİD konusu üzerine çalışmalarını yoğunlaştırması, işitme ve konuşma engelli bireylere destek açısından büyük önem arz etmektedir.

TİD cümle yapısı olarak Türkçeye benzediğinden sözcük dizilişi Özne-Nesne ve Eylem şeklindedir (Işıkdوغان-Uğurlu, 2017). Ancak, dilbilimsel yapısı farklıdır ve biçimbilimi de Türkçe kadar kapsamlı olmadığından, cümle yapılarında Özne-Nesne-Eylem dizilişinde yer değişimi yapıldığı zaman anlam değişiklikleri oluşmaktadır. Özne ve nesne, anlatılmak istenilen duygu ve düşüncede kullanımsal bir işleve sahip değilse kullanılmamaktadır (Açan, 2007).

## **2. İşaret tanıma sistemleri**

Alan yazın incelendiğinde, yapılan çalışmalarda kullanılan işaret tanıma sistemlerinin bir birleriyle farklılıklar gösterdiği görülmektedir.

### **2.1. Kinect sensör v2**

Kinect, Xbox oyun konsolu için Microsoft tarafından üretilmiş ve insan doğal vücut hareketlerini bir girdi olarak alabilen hareket algılama aparatıdır. Bir dizi mikrofon ile birlikte renk ve kızılötesi (IR) gibi çeşitli sensörlerden oluşur. IR ışıklarını nesnelerin üzerine dökerek ve her bir ışının, sensörün IR alıcısı tarafından alınma zamanını hesaplayarak, 3D ortamında hareket algılama teknolojisini mümkün kılan bir derinlik haritası çizmektedir. Microsoft (2014), geliştiricilerin bir Yazılım Geliştirme Kiti (SDK) sunarak video oyun konsollarının ötesindeki Kinect sensöründen faydalanmasını sağladı. Kinect SDK'nın piyasaya

sürülmesinden bu yana, geliştiriciler sensörün tam potansiyelini kullanmış ve biyomedikal mühendislik, insan bilgisayar etkileşimi ve insan postürü tanıma dahil olmak üzere farklı amaçlar için kullanmıştır.

Kinect v2, Microsoft üreticisi tarafından 2014 yılında piyasaya sürülen Kinect sensörünün ikinci iterasyonudur. Bir önceki modele göre bir takım iyileştirmeler yapılmıştır; Sensör, verileri saniyede iki gigabit ile daha hassas bir şekilde işleyebilir; derinliği ve kızılötesi sensör çözünürlüğü 512x424'e yükseltildi ve renk sensörü saniyede 30 kare (fps) hızında çalışan 1080p çözünürlüklü bir videoyu içermektedir (Amon ve Fuhrmann, 2014). Sensörün algılayabildiği iskelet eklemlerinin sayısı da 20'den 25'e çıkarılmıştır. Ayrıca, eşzamanlı kullanıcı saptama sayısı da ilk ikiden altıya çıkarılarak kameranın görüş alanı artırılmıştır. Bu durum kullanıcıların daha küçük bir alanda ve sensöre daha yakın çalışabilmelerini sağlamıştır.

## **2.2. Leap motion controller**

*Leap Motion Controller*, masaüstüne yukarı bakacak şekilde yerleştirilmek üzere tasarlanmış küçük bir USB aygıtıdır. Cihaz iki adet kızılötesi IR kamera ve üç adet kızılötesi LED kullanarak, yaklaşık 1 metrelik bir mesafeye yarım küre şeklindeki bir alanı gözlemler (Mapari ve Kharat, 2015). Bu sensör sadece el hareketlerini değil, aynı zamanda parmakların eklemlerini ayırt etme ve hareketlerini izleme yeteneğine de sahiptir (Elons, Ahmed, Shedid ve Tolba , 2014).

## **2.3. Veri eldivenleri**

Veri eldiveni, el duruşunu ayırt eden sensörlerle donatılmış benzersiz bir elektronik eldivendir. Çoğu ticari işaret dili çeviri sistemi, eldivenlerin kullanılmasıyla elin eğilmesi ve 3D yönelimi hakkında veri elde etmek için veri eldiven yöntemini kullanırlar (Akmeliawati, Ooi ve Kuang, 2007). Veri eldiveni, her parmağın üzerinde on adet esnek sensörle konumlandırılmıştır (Preetham, Ramakrishnan ve Kumar, 2013). Bu sensörler, parmakların her bir ekleminde bulunan bükülme noktasını tanıyabilir ve bilgiyi mikrodenetleyiciye gönderebilir. Veri eldiveninin dış tabakasına, parmak ve avuç içi bağlantılarının parmak uçlarına kadar monte edilir. Ayrıca, el pozunu tanımanın kesinliğini arttırmak, el hareketinin hızlanma değişimini yakalayabilmek için 3 eksenli bir ivmeölçer kullanılır (Jingqiu ve Ting, 2014). İvmeölçer, veri eldivenin arkasında bulunur. Veri eldiveni, statik ve hareket işaretleri içeren, hem parmak izi hem de işaret hareketlerini algılamakta oldukça uygundur. Bununla birlikte, bu veri eldiveni maliyetli olabilmektedir. Daha az pahalı bir veri eldiveni üretilebilse de kullanılan sensörlerin sayısı azalır, el duruşu ile ilgili önemli verilerin kaybolmasına neden

olur. Bu da işaret dil yorumunda doğruluk kaybına yol açmaktadır (Akmeliawati, Ooi ve Kuang, 2007).

### 3. İlgili çalışmalar

“Hareket”, insanların ifade ve niyetlerini ilettikleri doğal bir yol olduğu düşünüldüğü için büyük ilgi görmüş ve 1700 yılından beri araştırmacılar hareketleri incelemeye başlamışlardır (Mangera, 2013). Günümüzde ise araştırmacılar (Fatmi, Rashad, Integlia ve Hutchison, 2017; Tazhigaliyeva, GermanI, Yerniyaz ve Sandygulova, 2016) daha çok insanın-bilgisayar etkileşimini sağlamak için hareketleri tanıma ve yorumlama becerisine sahip bilgisayarları ve robotları geliştirmeye odaklanmışlardır. Genel olarak ellerini kullanarak hareket yapan bir kişinin yakalanmış görüntülerini analiz etmeyi içerir. Statik hareket tanımında, her görüntü tek bir hareketi temsil eder.

İşaret dilini kullanması gereken işitme ve konuşma bozukluğu olan bireyler, genellikle yaşadıkları ülkenin işaret dilini kullanmaktadırlar. Bu nedenle de birçok ülkenin kendi işaret dili vardır (Fenlon ve Wilkinson, 2015). 2013 yılında Ethnologue, bu dillerin 137'sini belgelediğine vurgu yapmıştır. Oysa, Lewis, Simons ve Fennig (2013) daha fazlasının olabileceğini iddia etmiştir. Bilgisayar tanıma söz konusu olduğunda var olan tüm işaret dilleri farklı gelişim aşamasındadır. Literatürde yapılmış çalışmalar incelendiğinde, bu diller içerisinde en çok üzerinde çalışma yapılan Amerikan İşaret Dilidir. Amerika Birleşik Devletlerinin dünyanın en gelişmiş ülkelerinden biri olduğu düşünülürse, bu gelişimin rastlantısal olmadığı yönünde yorumlanabilir.

İşaret dilinde eller en önemli araç olmakla beraber yüz ifadeleri ve üst vücut da kullanılmaktadır. Elbette, bilgisayar ortamında insandan insana iletişimin üç boyutlu doğası, yüksek teknoloji yaklaşımı için problem oluşturmaktadır. Bu problemler, veri eldivenleri kullanılarak ve kameraların iki açıdan görülebilen cihazlara sahip olmasıyla, az da olsa ortadan kaldırılabilir. Madabhushi ve Aggarwal (2000), “İskelet Modeli” dedikleri modelleme ile çalışarak vücudun bazı bölgelerini izleyen cihazlara yoğunlaşmışlardır. Araştırmacılar çalışmalarında 12 hareketten 41 tane veri seti oluşturmuşlar ve geliştirdikleri sistem ile bu 41 veri setinin 34'ünü doğru algılayarak % 83'lük bir başarı elde etmişlerdir.

Lei ve Dashun (2015), çalışmalarında ARM9 ve 9 eksenli IMU esnek sensörlere dayanan veri eldiveni ve işaret dili tanıma sisteminin tasarımını ve uygulamasını yapmışlardır. Bu işaret dili tanıma sistemi, parmak hareketini algılamakta, parmakların bükülme derecesini

ölçebilmekte ve aynı zamanda basit işaret dilini de tanıyabilmektedir. Gömülü sistemlere iletilen seri bağlantı noktası veya Bluetooth kullanımı cihazı daha taşınabilir hale getirir. Gerçek zamanlı veri toplama ve zaman alanı analizi sayesinde, işlemciye verileri eşleştirerek karşılık gelen hareketi elde eder. Bu sistem, işitme ve konuşma kaybı yaşayan bireyin dış dünyayla daha kolay iletişim kurmasına yardımcı olmak için ses ve metin gerçek zamanlı dönüşüm hareketlerini gerçekleştirir. Sistem ayrıca taşınabilir, ölçeklenebilir ve yüksek düzeyde işaret dili tanıma özelliklerine de sahiptir.

Elektronik eldiven olarak da adlandırılan veri eldivenleri insan elinin pozisyonlarını, yönlerini ve hızlarını takip etmede etkili olmakla birlikte pahalı sistemlerdir. Bu nedenle günümüz araştırmacıları, herhangi bir elektronik ekipman giymek zorunda olan iletişimci yerine, eldiven kullanmadan gerçekleştirilen bilgisayar tanıma programları üzerine çalışmaktadırlar. Günlük hayatta işitme ve konuşma engellileri için daha pratik ve daha düşük maliyetli bir çözüm sunmaktadır. Segen ve Kumar (1999) çalışmalarında, daha yönetilebilir bir yaklaşım olan tek bir kamerayla ve bir spot ışığı ile kameranın loş ışıkta, gece ve benzeri yerlerde etkin bir şekilde çalışan bir sistem geliştirmeyi başarmışlardır. Starner (1998) yaptığı bir çalışmada, hem veri toplama işlemini kolaylaştırmak hem de elleri serbest bırakmak için kamera ve renkli bir eldiven kullanmıştır. Vogler ve Metaxas (1988) HMM modelini kullanarak geliştirdikleri sistemde üç boyutlu (3D) bilgi hareketlerini elde etmek için üç kamera kullanmıştı.

Dong (2015) yaptığı bir çalışmada, sistemin yapılan hareketleri algılayabilmesi için Microsoft Kinect kullanmış ve sistem içerisinde segmentli el yapılandırmasını kullanmıştır. Segmentli el yapılandırması, ilk olarak piksel başına sınıflandırma algoritmasına dayalı bir derinlik kontrast özelliği kullanılarak elde edilmiştir. Daha sonra, kinematik kısıtlamalar altında el eklemi konumlarını lokalize etmek için bir hiyerarşik mod bulma yöntemi geliştirilerek uygulanmıştır. Son olarak da, ASL işaretlerini eklem açalarına göre tanımak için Rastgele Karar Ormanı (RDF) sınıflandırıcısı oluşturulmuştur. Bu yöntemin performansını doğrulamak için, 75.000 örnek 24 statik ASL alfabe işareti içeren bir veri kümesini kullanmıştır. Sistemin doğruluk oranı % 92 olarak tespit edilmiştir. Ayrıca, araştırmalar kullandıkları yöntemleri değerlendirmek için Surrey Üniversitesi'nde, kamuya açık bir veri seti kullanmışlardır. Elde ettikleri sonuçlar önceki çalışmalarla kıyaslandığında, kullanılan yöntemin, ASL alfabe işaretlerini çözme konusunda daha yüksek bir doğruluğa sahip olduğunu göstermiştir.

Chuan, Regina ve Guardino (2014) çalışmalarında kompakt ve uygun fiyatlı bir 3D hareket sensörü kullanarak Amerikan İşaret Dili tanıma sistemini sunmaktadır. Leap Motion sensörü, mevcut çalışmalarda kullanılan Cyblerglove veya Microsoft Kinect'ten çok daha taşınabilir ve ekonomik bir çözüm sunar. Amerikan alfabesi harflerinin 26 harfini duyuşal verilerden türetilmiş özellikleri kullanarak sınıflandırmak için K-NN ve SVM algoritmaları kullanılmıştır. Deney sonucu, en yüksek ortalama sınıflandırma oranının sırasıyla % 72.78 K-NN ve % 79.83'ünün de SVM makine öğrenmesi ile elde edildiđi gösterilmiştir.

Mapari ve Kharat'ın (2015) yapmış oldukları hareket algılama çalışmasında Leap Motion sensörünü kullanarak ISL'yi tanıyan bir Hint İşaret Dili tanıma sistemi geliştirmişlerdir. Leap Motion sensörü yapılan el hareketini yakalayarak 3D formatında parmak pozisyonu verir (X, Y, Z eksenı deđerleri). Her iki el için avuç ortası ile birlikte beş parmak ucunun konumsal bilgileri, Öklid mesafesine ve Kosinüs benzerliğine dayalı işaret postürünü tanımak için kullanılır. Yapılan çalışmada sistemin test edilebilirliğini ölçmek için 10 farklı işitme ve konuşma engelli bireyler ile ISL işaretleri için test edilmiştir. ISL'nin ortalama tanıma doğruluđu Öklid mesafe yöntemi için % 88.39 ve Kosinüs benzerliği için % 90.32'dir. İşaret yaparken, Leap Motion Camera, derinlik bilgilerinin doğru şekilde çıkarılması için yaklaşık 10 derece eğimli tutulur. Ayrıca, çalışmalarında Leap Motion sensörü ile her iki elin de doğru bir şekilde izlenmesine rağmen, diđer vücut kısımlarının ve yüz ifadelerinin yakalanamadığını belirtmişlerdir.

Alanyazın incelendiđi zaman, Türk İşaret Dili üzerine Türkiye'de son yıllarda yapılmış çalışmalarda Leap Motion Controller cihazının kullanıldıđı görülmektedir. Gülađız, Özcan ve Şahin (2017)' yılında yaptıkları çalışma içerisinde Leap Motion Controller kullanmışlar ve işaret dilini normal bireylere öğretmek için masaüstü uygulaması geliştirilmiştir. Araştırmanın sonunda SUMI anketi kullanılarak normal bireylerden uygulamanın kullanılabilirlik durumunun deđerlendirilmesi için anket yapılmıştır. Anket sonucunda çıkan sonuçlar analiz edilmiş ve uygulamanın genel olarak kullanılabilir yazılım olduđu ortaya çıkmıştır. Fakat uygulamanın LMC cihazının hareketlerin doğruluk oranının artırılabilmesi için ilave yöntemlerin kullanılması gerektiđi belirtilmiştir.

Demirciođlu, Bülbül ve Köse (2016) çalışmasında temel Türk işaret dili hareketlerinin LMC ile 18'lik bir veri seti oluşturularak sisteme tanıtılması ve gerçek zamanlı olarak sistemin hareketleri tanınması amaçlanmıştır. Çalışmada Random Forest ve Multi Layer Peceptron

makine öğrenmesi ile veriler test edilmiş ve elde edilen sonuçlar sistemin az veri ile başarılı çalışabildiğini kanıtlanmıştır.

Yalçınkaya, Atvar ve Duygulu (2016) yapmış oldukları çalışmada “Hareket Geçmiş Görüntüsü” kullanılarak kameradan elde edilen bilgiler ile hareket (İşaret dilindeki işaretler) tanınabilmiş ve yapılan hareketin ne anlama geldiğinin daha önceden eğitilen 8 tane veri kümesi ile K-NN algoritması kullanılarak sınıflandırma işlemi yapılmıştır. Böylece hareket bilgileri karşılaştırılarak, hareketin hangi anlamda olduğu tesbit edilmiştir. Sınıflandırma işlemlerinde sistemin toplamdaki başarı oranı % 95 olarak ölçüldüğü belirtilmiştir.

## **4. Yöntem**

### **4.1. Araştırmanın deseni ve amacı**

Çalışmanın amacı, işitme ve konuşma engelli bireylerin diğer bireyler ile iletişimlerini kolaylaştırabilecek akıllı bir sistem geliştirmektir. Tasarım tabanlı araştırma (Design-based research) yöntemi kullanılarak işaretin gerçek zamanlı bir şekilde sistem tarafından algılanabilmesi ve kullanıcıya karşılığının yazı olarak bilgisayar ekranına yazdırılmasını sağlayacak akıllı sistem geliştirilmiştir.

### **4.2. Kullanılan işaretler**

Konuşmaya dayalı dillerde ardışık ve sistemli bir şekilde seslerin biraraya gelmesiyle sözcükler oluşmasına karşın işaret dillerinde

- sözcükler/işaretler,
- el şekli,
- yönelim,
- konum,
- hareket
- el dışı hareketler

olmak üzere beş farklı parametre ile oluşmaktadır (Işıkdoğan-Uğurlu, 2017). El işaretleri, kullanıldığı konum ve açı olarak aynı el işareti olmasına rağmen farklı anlamlar taşımaktadırlar. Örneğin; konum olarak TİD’de “ışık” hareketini (işaretini) konum olarak havada yaparsanız (lamba) farklı anlam yanda yaparsanız (araba farı) farklı anlam elde edilir. Ayrıca, çalışmada

















kullanılan TİD el işaretlerinden “*baba*” ve “*erkek*” el işaretinin konum ve açısı aynı olmasına rağmen farklı anlam taşımaktadır. Bunun gibi, TİD’de konum ve açısı benzerlik gösteren el işaretleri de bulunmaktadır. Örneğin “*kız*” el işareti konum ve açı olarak “*baba*” ve “*erkek*” el işareti ile benzerlik göstermektedir. Kısaca, TİD’nde bir birine benzeyen el işaretleri bulunduğundan, aynı el işareti birden fazla anlama gelmektedir. El işaretinin doğru anlamını anlamak için, anlatılmak istenilen cümle ya da olay düşünülerek yorumlanması gerekmektedir. Bu işaretlerden birine örnek verecek olursak, TİD’nde “*Portakal*” el işareti aynı zamanda Kıbrıs adasındaki “*Güzelyurt*” şehrini, Türkiye şehirlerinden “*Antalya*” şehrini, hem de “*turuncu*” rengi ifade etmektedir.


Kubuş (2008) çalışmasında sesbilgisel özellikler olarak TİD’nin hareketlerin temelini oluşturan 33 tane farklı el şekli olduğunu ortaya koymuştur. Bu nedenle geliştirilen sistemde Tablo 1’de görülen Türk İşaret Dilinde ses bilimi olarak adlandırılan ve işaretlerin de temelini oluşturan 33 tane temel işaret sistem içerisine entegre edilmiştir.

**Tablo 1.** El şekilleri ve anlamları (Kubuş (2008))

El Şekli	Örnek
	Desteklemek, peynir, komik
	Otobüs, grup, dürbün
	Video, yumuşak, dosya
	Üzüm, şüphe, ince
	Gol, ceza, vicdan
	Teleskop, laboratuvar, omurga
	Kibrit, kolay, ip
	Çocuk, iyi, yemek
	Çıkarmak, kovmak, diyet
	Rapor, tanımamak, on iki
	Zor, başvuru, ödeme
	Gezmek, tasarruf, yatak



	Kötü, misafir, alay
	Aynı, uçak, eğlence
	Üzölmek, hükmen, alevi
	Aile, itmek, savunma
	İlk, kırmızı, şans
	Görmek, moda, polis
	İstemek, aptal, sıra
	Türkiye, kahve, ay
	Bağırarak, perşembe, köy
	Altın, hiç, organizasyon
	Psikolog, boş, dolandırmak
	Boğaz, Urfa, kalın
	Sıkılmak, çarpışmak, baskı
	Başkan, maç, atama
	Kapalı, karate, ayna
	Arkadaş, cahil, yok
	Kendi, beklemek, anne
	Kız, şarap, kurs
	Aşk, sandalye, mavi
	Sıcak, soruşturma, bulmak

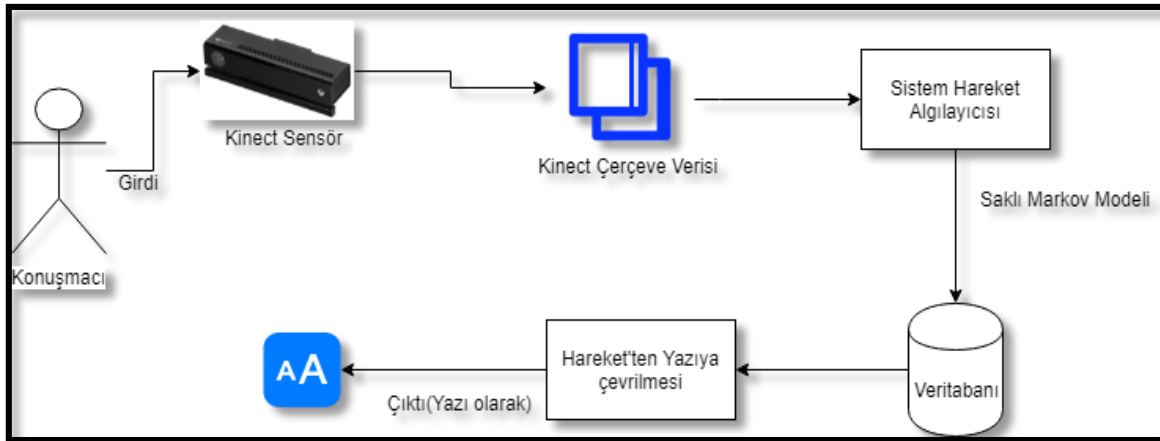
	Unutmak, kaçmak, hızlı
---	------------------------

### 4.3. Sistem altyapısı

İşaretlerin sistem tarafından tanınabilmesi için Microsoft Kinect v2 sensörü kullanılmıştır<sup>†</sup>. Sistemin altyapısında C# programlama dili kullanılırken temel işaretlerin depolanması için veritabanı olarak da MongoDB tercih edilmiştir.

### 4.4. Sistem çalışma mantığı

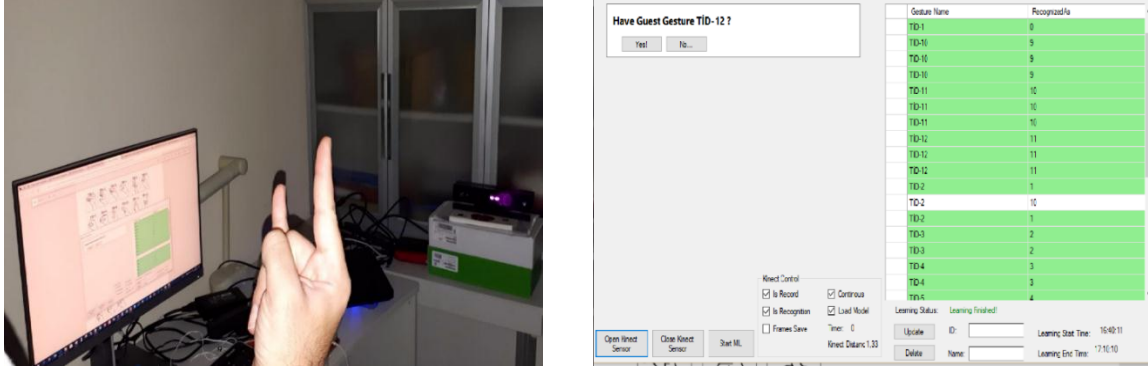
İşaretlerin sistem tarafından tanınabilmesi için Microsoft Kinect v2 sensörü kullanılmış ve sistemin altyapısında C# programlama dili ile MongoDB kullanılmıştır. İşitme ve konuşma engelli bireyin sensöre karşı yapmış olduğu hareket sensör tarafından algılanarak kişinin iskelet verileri geliştirilen işaret tanıma sistemine gönderilmektedir. Akıllı sistem bireyden alınan iskelet verilerini sistem içerisinde Saklı Markov Modellemesi ile sınıflandırma işlemleri yaparak gelen iskelet verisinin hangi sınıf içerisinde olduğuna karar verir. Karar verme sonrasında da elde edilen veri, kullanıcıyı bilgilendirmek için bilgisayar ekrana sınıfın değeri görüntülenir. Böylece İşitme ve konuşma engelli bireyin anlatmak istediği bilgi diğer kişilerce kolaylıkla anlaşılır.



Şekil 1. Geliştirilen sistemin çalışma mantığı

## 5. Vaka çalışması

Kubuş'un (2008) çalışmasında belirtmiş olduğu Türk İşaret dilinin temel yapısını oluşturan 33 temel işaret geliştirilen akıllı sistem içerisine kaydedilmiştir. Bu işaretler tek tek geliştirilen sistemin sensörü önünde yapılmıştır. Sistemimiz Saklı Markov Modeli kullanılarak yaptığı sınıflandırma işlemleri neticesinde 33 temel işaretten 27'sini doğru olarak tanımıştır. Geliştirilen akıllı işaret tanıma sistemimizin doğruluk oranı % 82 olarak hesaplanmıştır. Alan yazın incelendiğinde elde edilen doğruluk oranının oldukça iyi olduğu anlaşılmıştır.



**Şekil 2.** Geliştirilen akıllı işaret tanıma sisteminden ekran görüntüsü

## Sonuç ve öneriler

Geliştirilen akıllı sistemde, Türk İşaret Dili'nde ses bilimi olarak adlandırılan ve işaretlerin de temelini oluşturan 33 tane temel işaret baz alınmıştır. Bu işaretlerin sistem tarafından tanınabilmesi için Microsoft Kinect v2 sensörü kullanılmıştır. Sistemin altyapısında C# programlama dili ile sınıflandırma algoritmalarından Saklı Markov Modeli ve veritabanı olarak da MongoDB kullanılmıştır. Yapılan vaka çalışması sonucunda; 33 temel işaretin %82'sinin geliştirilen sistem tarafından doğru bir şekilde tanımlandığı gözlemlenmiştir. Elde edilen doğruluk oranı göz önünde tutularak geliştirilen işaret tanıma sisteminin hem işitme ve konuşma engelli bireylere, hem de diğer bireylere yardımcı olacağı ve aralarındaki iletişim kurma problemini çözeceği düşünülmektedir.

Geliştirilen sistem, gerçek hayatta işitme ve konuşma engelli bireyler üzerinde denenip onların görüşleri alınarak onların ihtiyaçları doğrultusunda gerekli düzenlemeler yapılması planlanmaktadır. Ayrıca, ileriki çalışmalarda birbirine benzer harflerin ve işaretlerin sistemimiz tarafından daha kolay algılanabilmesi için, akıllı algoritmaların geliştirilme ve sisteme entegrasyonu için de çalışmalarımız devam etmektedir.

## Teşekkür

Sistemin gelişim sürecinde Türk İşaret Dilinin kullanımına yönelik verdiği desteklerden dolayı Yrd. Doç. Dr. Emrah Soykan'a teşekkür ederiz.

## Kaynaklar

- Abdel-Fattah, M, (2005). Arabic sign language: a perspective. *The Journal of Deaf Studies and Deaf Education*, 10(2), 212-221.
- Açan, A.Z (2007). A linguistics analysis on basic sentence types in Turkish Sign Language (TİD) with reference to non-manual activity. Türk İşaret Dili (TİD)'deki Temel Tümce Türlerinin El-Dışı Göstergeler Açısından Dilbilimsel İncelemesi) (Yayınlanmamış doktora tezi) Hacettepe Üniversitesi, Sosyal Bilimler Enstitüsü, Ankara, Türkiye.
- Akmeliawati, R., Ooi, M.P.L. & Kuang. Y. (2007). Real-time Malaysian sign language translation using colour segmentation and neural network. *IEEE Instrumentation & Measurement Technology Conference IMTC* (s. 1-6). Warsaw.
- Chuan, C. H., Regina, E. & Guardino, C. (2014). American Sign Language recognition using leap motion sensor. *13th International Conference on Machine Learning and Applications*, (s. 541-544). Detroit.
- Demircioğlu, B., Bülbül, G. & Köse, H. (2016). Turkish Sign Language recognition with Leap Motion. *24th Signal Processing and Communication Application Conference (SIU)* (s. 589-592).
- Elons, A. S., Ahmed, M., Shedid, H. & Tolba , M. F. (2014). Arabic Sign Language recognition using Leap Motion Sensor. *9th International Conference on Computer Engineering & Systems (ICCES)*, (s. 368-373). Cairo.
- Fatmi, R., Rashad, S., Integlia, R. & Hutchison, G. (2017). American Sign Language recognition using Hidden Markov Models and wearable motion sensors. *Transactions on Machine Learning and Data Mining*, 10(2), 41-55.
- Fenlon, J. & Wilkinson, E. (2015). Sign languages of the world. *Sociolinguistics and Deaf Communities*, (s. 5-28) Cambridge: Cambridge University Press.
- Gülağız, F. K., Özcan, H. & Şahin, S. (2017). An interactive Turkish Sign Language learning application using Leap Motion Controller. *International Conference on Advanced Technology and Sciences*. (s. 93-96). Riga: Letonya.
- Işıkdoğan-Uğurlu, N. (2017). İşitme engelli okuyucuların okuma sürecinde Türkçenin ve Türk İşaret dilinin biçim-sözdizim özellikleri. *Ankara Üniversitesi Eğitim Bilimleri Fakültesi Özel Eğitim Dergisi*, 18(2), 291-308.
- Jingqiu, W. & Ting, Z. (2014). An ARM-based embedded gesture recognition system using a data glove. *26th Chinese Control and Decision Conference (2014 CCDC)*, (s. 1580-1584). Changsha.

- Kubus, O. (2008). An analysis of Turkish Sign Language (TİD) phonology and morphology. Yüksek lisans Tezi, Orta Doğu Teknik Üniversitesi.
- Lei, L. & Dashun, Q. (2015). Design of data-glove and Chinese sign language recognition system based on ARM9. 12th IEEE International Conference on Electronic Measurement & Instruments (ICEMI), (s. 1130-1134.). Qingdao.
- Lewis, M. P., Simons, G. F. & Fennig, C. D. (Eds.) (2013). Deaf sign language. Ethnologue: Languages of the World (17th ed.), World Health Organisation - Fact Sheet No. 300, Updated March 2015, SIL International (accessed 3 December 2013).
- Madabhushi, A. & Aggarwal, J. K. (2000). Using head movement to recognize activity. 15th International Conference on Pattern Recognition (s. 698-701). IEEE: Barcelona, Spain.
- Mapari, R. B. & Kharat, G. (2015). Real time human pose recognition using leap motion sensor. IEEE International Conference on Research in Computational Intelligence and Communication Networks (ICRCICN), (s. 323-328). Kolkata.
- Preetham, C., Ramakrishnan, G. & Kumar, S. (2013). Hand Talk-Implementation of a Gesture Recognizing Glove. Texas Instruments India Educators' Conference, (s. 328-331). Bangalore.
- Segen, J. & Kumar, S. (1999). Shadow gestures: 3D hand pose estimation using a single camera. IEEE International Conference on Computer Vision and Pattern Recognition (s. 1479-1485) IEEE: Fort Collins, CO, USA.
- Starner, W. (1998). A Real-time American Sign Language recognition using desk and wearable computer based video. *IEEE Transactions on Pattern Analysis and Machine Intelligence*, 20(12), 371-1375.
- Stokoe, W. C., Casterline, D. C. & Croneberg, C. G. (1965). *A dictionary of American sign language on linguistic principles*. Gallaudet College Press.
- Vogler, C. & Metaxas, D. (1988). ASL recognition based on a coupling between HMMs and 3D motion analysis. International Conference on Computer Vision (s. 363-369). IEEE.
- Yalçinkaya, Ö., Atvar, A. & Duygulu, P. (2016). Turkish Sign Language recognition application using motion history image. 24th Signal Processing and Communication Application Conference (SIU) (s. 801-804) IEEE: Zonguldak, Türkiye.

### **Elektronik kaynaklar:**

- Amon, C. & Fuhrmann, F. (2014). Evaluation of the spatial resolution accuracy of the face tracking system for Kinect for Windows v1 and v2. 6th Congress of Alps-Adria Acoustics Association 16.-17. October 2014. Graz, Austria. Ulaşım Tarihi: (30.06.2019) <https://pdfs.semanticscholar.org/b4d0/8a2ceb8083f097271cbbf38d39c086c4708f.pdf>
- Dong, C. (2015). American Sign Language alphabet recognition using Microsoft Kinect. Yüksek Lisans Tezi, 7392. Ulaşım Tarihi: (29.06.2019) [http://scholarsmine.mst.edu/masters\\_theses/7392](http://scholarsmine.mst.edu/masters_theses/7392)

- Government, U. (2011). UK Government Services. The best place to find government services and information: Ulaşım Tarihi: (30.06.2019) [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/321594/disability-prevalence.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/321594/disability-prevalence.pdf)
- Haberdar, H. (2005). Saklı Markov Modeli kullanılarak görüntüden gerçek zamanlı Türk İşaret Dili tanıma sistemi. Ulaşım Tarihi: (07.01.2019) <http://dspace.yildiz.edu.tr:8080/xmlui/bitstream/handle/20.500.11871/1246/0023899.pdf?sequence=1&isAllowed=y>
- Mangera, R. (2013). Static gesture recognition using features extracted from skeletal data. Ulaşım Tarihi: (08.01.2019) <http://www.prasa.org/proceedings/2013/prasa2013-09.pdf>
- Microsoft. (2014). Microsoft Download Center. Ulaşım Tarihi: (07.01.2019) <https://www.microsoft.com/en-us/download/details.aspx?id=44561>
- Office for National Statistics. (2011). 2011 Census: Quick Statistics for England and Wales, March 2011. Office for National Statistics. Ulaşım Tarihi: (07.01.2019) <https://www.ons.gov.uk/peoplepopulationandcommunity/populationandmigration/populationestimates/bulletins/2011censusquickstatisticsforenglandandwales/2013-01-30/pdf>
- Perlmutter, D. M. (2018). What is sign language? Ulaşım Tarihi: (29.06.2018) <https://www.linguisticsociety.org/content/what-sign-language>
- Pterneas, V. Github. Çevrimiçi: (30.05.2016) <https://github.com/LightBuzz/Kinect-Finger-Tracking>
- Research, M. (2011). Microsoft Research Center. Ulaşım Tarihi: (30.06.2018) <https://www.microsoft.com/en-us/research/blog/microsoft-research-and-the-kinect-effect/>
- Souza, C. R. (2014). Accord.NET Framework. Ulaşım Tarihi: (07.01.2019) <http://accord-framework.net>
- Tazhigaliyeva, N., GermanI, P., Yerniyaz, N. & Sandygulova, A. (2016). SLIRS: SignLanguage Interpreting System for Human-Robot Interaction. Ulaşım Tarihi: (30.06.2018) <https://www.aaai.org/ocs/index.php/FSS/FSS16/paper/download/14101/13672>
- Tüfekçioğlu, U. (1998). İşitme Engelliler. Eskişehir: Anadolu Üniversitesi Açıköğretim Yayınları. Ulaşım Tarihi: (24.06.2018) [http://content.lms.sabis.sakarya.edu.tr/Uploads/79408/49984/unite08\\_i%C5%9Fitme\\_engelliler.pdf](http://content.lms.sabis.sakarya.edu.tr/Uploads/79408/49984/unite08_i%C5%9Fitme_engelliler.pdf)
- TÜİK. (2011). Nüfus ve Konut Araştırması. Ulaşım Tarihi: (03.05.2018) <http://www.tuik.gov.tr/PreHaberBultenleri.do?id=15843>



DOI: 10.22559/folklor.970

Folklor/edebiyat, cilt:25, sayı: 97-1, 2019/1

## **Zihin Engelliler Öğretmenliği Bölümü Öğretmen Adaylarının Özel Eğitim Uygulama Merkezlerinde Yapılan Öğretimsel Düzenlemelere İlişkin Görüşleri**

The Views of the Prospective Teachers of the Department of Mentally Handicapped on the Instructional Regulations Made in Special Education Practice Centers

**Vasfiye Karabıyık\***

**Necla Işıkddoğan Uğurlu\*\***

### **Öz**

Öğretmen adayları özel gereksinimli öğrenciler için öğretimsel düzenlemelerin öğretmenler tarafından nasıl yapıldığını gözlemler, kendi mevcut bilgileri ile eşleştirir ve yapılan uygulamalar hakkında fikir sahibi olur. Özel eğitim kurumlarında öğretmenlerin öğrencilerle yaptığı uygulamalarda farklılıklar olduğu gözlemlenmektedir. Bu öğretmen adaylarının eksik bilgilerle öğretmen yetişmesine yol açabilmektedir. Bu bağlamda öğretmen adaylarının nitelikli bir öğretmen olarak yetiştirilmesi için kurumlarda yapılan öğretimsel düzenlemelere ilişkin görüşlerinin ortaya konulması gerekmektedir. Bu çalışmada öğretmen adaylarının kurumlardaki öğretmenlerin yaptıkları öğretimsel düzenlemelere ilişkin görüşlerinin alınması amaçlanmıştır. Bu çalışma, durum çalışması modelinde nitel araştırmadır. Araştırmada KKTC Millî Eğitim Bakanlığı'na bağlı üç özel eğitim kurumunda aday öğretmen olarak yürütmekte olan amaçlı örneklem yöntemiyle seçilmiş sekiz öğretmen adayı ile görüşme yapılmıştır. Çalışmada veriler niteliksel veri toplama yöntemlerinden yarı yapılandırılmış sorulardan oluşan görüşme formuyla toplanmış ve içerik analizi ile analiz edilmiştir. Araştırma bulguları öğretmen adaylarının; (a) bireyselleştirilmiş eğitim programı, (b) bireyselleştirilmiş öğretim planı, (c) materyal kullanımı, (d) öğretim ortamı, (e) değerlendirme süreci, (f) yetersizlik grupları, (g) disiplinlerarası uygulamalar, (h) öğretim stratejileri, (ı) öğretim sürecinde kullanılan süre ile ilgili konularda yapılan düzenlemelere ilişkin farklı görüş belirttiğini göstermiştir. Araştırma sonuçlarına dayanarak öğretmenlik uygulamalarında öğretmen adayının teorik bilgilerini uygulama ortamına dökebileceği uygulama alanlarının oluşturulması, öğretmenlik uygulaması derslerinin niteliğinin artırılması için kurumdaki öğretmenlerle öğretmen adaylarının işbirliği içinde çalışması önerilebilir.

**Anahtar sözcükler:** *Özel eğitim, öğretmenlik uygulaması, öğretmen adayı, uygulama merkezi, öğretimsel düzenleme*

### **Abstract**

Teacher candidates observe how instructional arrangements are made by teachers for special educational needs, match their existing knowledge and have ideas about the practices that are being made. It is observed that in special education institutions, there are differences in practice among teachers. This can lead to teacher candidates' training of teachers with incomplete information. In this context, it is necessary to put forward opinions about the educational arrangements made in institutions in order to train teacher candidates as qualified teachers. In this study, it was aimed to obtain the views of the prospective teachers

about the instructional practices of the teachers in the institutions. This study is a qualitative research in case study model. In the study, interviews were made with 8 teacher candidates selected for the purpose of carrying out their practices in three special educational institutions affiliated to TRNC Ministry of National Education. In the study, data were gathered from interviews consisting of semi-structured questions from qualitative data collection methods and analyzed by content analysis. The findings of the research are as follows; (a) individualized education program, (b) individualized teaching plan, (c) use of materials, (d) teaching environment, (e) evaluation process, (f) disability groups, (g) interdisciplinary practices, (i) different views on the arrangements made in relation to the time spent in the teaching process. Based on the results of the research, it can be suggested that the application areas in which the theoretical knowledge of the candidate teacher can be transformed into the application environment in the teaching practices and the cooperation of the teacher candidates with the teachers in the institution can be suggested in order to increase the quality of the teaching application courses.

**Keywords:** *Special education, teaching practice, teacher candidate, practice center, instructional arrangement, teaching practices*

## Giriş

Eğitim bireylerin hayatında aktif rol oynayan bir süreç olmakla beraber bu süreçte bireylerin davranışlarında istedik değişimler meydana gelmesi hedeflenmektedir. Okullarda sağlanan eğitim hizmetleri öğrencilerin gelişimlerini desteklemenin yanında ayrıca onları ilgi, ihtiyaç ve yeteneklerine göre hayata hazırlamaktadır. Gündüzalp (2003); okullarda sağlanan eğitim hizmetlerinin öğretmen, öğrenci ve uygulanan eğitim programı olmak üzere üç temel boyutunun olduğunu belirtmektedir. Bu boyutlardan birisi olan öğretmenler öğrenci ile sürekli etkileşim halinde olmanın yanı sıra, uygulanan program ile ilgili materyalleri kullanma, uygulama yapma, değerlendirme gibi pek çok konuda önemli rol oynamakta ve dolayısıyla eğitim hizmetlerinin merkezinde yer almaktadır. Eğitime hizmetlerinde bu derecede önemli bir yeri olan öğretmenler öğrencilerin bireysel farklılıklarını göz önünde bulundurarak öğretim etkinliklerini planlamalı ve çeşitli öğretimsel uyarlamalarla öğrencileri desteklenmelidir.

Tüm öğrenciler için ilgi, ihtiyaç ve istekleri doğrultusunda öğretimin bireyselleştirilmesi, önemli bir etken olmakla beraber özellikle bu durum özel gereksinimli öğrencilerde ayrı bir öneme sahip olmaktadır. Özel gereksinimli öğrencilere sağlanan eğitim hizmetleri ise onların hayatlarını bağımsız bir şekilde sürdürülebilmeleri için sistemli bir şekilde sunulan hizmetlerin bütünüdür. Bu hizmetler özel eğitim alanında yetiştirilmiş personel tarafından çocukların bireysel özellikleri doğrultusunda hazırlanmaktadır. Özel eğitim öğretmenleri hizmet sunan personelin en önemli parçasını oluşturmakla beraber bu alanda yetişen öğretmen adaylarının mesleğe hazırlanma aşamasında aldıkları lisans dersleri ve öğretmenlik uygulamalarının özel gereksinimli öğrencilere sunulan eğitimin niteliği açısından önemli olduğu görülmektedir (Brownell, Ross, Colon ve McCallum, 2005).



Özel eğitim alanında öğretmen adaylarının aldıkları dersler ve bu derslerin niteliği meslekleri açısından çok önemli görülmele beraber bu konuyu destekleyen pek çok çalışma alanyazında yer almaktadır (Dedeoğlu, Durali ve Tanrıverdi Kış, 2004; Greenwood, 2001; Pavri, 2004). Öğretmen adaylarının kuramsal bilgileri içeren derslerin yanında uygulamaya dönük öğretmenlik uygulamaları derslerinde olması onların performanslarının değerlendirilmesinin yanında kuramsal bilgilerinin uygulamaya aktarılması anlamında da destek olmaktadır. Öğretmenlik uygulamaları öğretmen adaylarının ileride yapacağı meslekle ilgili olarak deneyim yaşayabileceği ortamları içerirken bu ortamlarda öğretmen adaylarının kuramsal bilgilerini pratik olarak kullanmaları, deneyimli öğretmenleri gözlemlmeleri ve daha da önemlisi öğrencilerle düzenleyecekleri uygun etkinliklere katılmaları amaçlanmaktadır (Yiğit ve Alev, 2005). Bu sebepten öğretmen adaylarına kuramsal bilgileri içeren derslerin yanında öğretmenlik uygulamasına dönük derslerin artırılması gerektiğine yönelik çalışmaların pek çok araştırmacı tarafından desteklendiği görülmektedir (Dedeoğlu, Durali ve Tanrıverdi Kış, 2004; Goodlad, 1984; Özen, Ergenekon ve Batu, 2008; Welch ve Kukic, 1988). Bu çalışmalarda araştırmacıların bazıları öğretmen adaylarının mutlaka öğretmenlik uygulamalarını yapmaları gerektiğini belirtirken aynı zamanda öğretmen adaylarının uygulamalarında okul seçimi, uygulama yapılan okuldaki öğretmen tutumları, bilgi birikimi, nitelikleri gibi faktörlerin uygulamanın başarıya ulaşması açısından etkili olduğunu ifade ettikleri görülmektedir (Johnson, 1986; Pugach, 1987). Öğretmenlik uygulamalarıyla ilgili olarak bazı çalışmalar ise özel eğitim alanında öğretmenlik uygulamaları için ayrılan zamanın yeterli olmadığını, uygulamaya gidilen okullardaki öğretmenlerin işbirliğine ve bilgi paylaşımına açık olmadığını belirttiği görülmektedir (Dedeoğlu ve, 2004; Özen, Ergenekon ve Batu, 2008).

Özel eğitimde öğretmenlik uygulamalarının önemi pek çok çalışmada tartışmasız kabul edilmekte ve bu uygulamaların başarılı bir şekilde yürütülmesi için neler yapılması gerektiği konusunda çalışmaların hızla arttığı görülmektedir (Dedeoğlu, Durali ve Tanrıverdi Kış, 2004; O'Reilly, Renzeglia, Hutchins, Buss, Clayton, Halle ve Izen, 1992). Bu çalışmalarda öğretmen adaylarının başarılı uygulamalar yapmalarında uygulamanın yapılacağı okul ve okulun işleyişiyle ilgili faktörlerin (Conderman, Morin ve Stephens, 2005; Johnson, 1986), uygulama alanlarındaki öğretmenlerin yeterliliklerinin (Özer ve Gelen, 2008) ve işbirliğinin (Özen, Ergenekon ve Batu, 2008) etkili olduğu belirtilmektedir. Öğretmenlik uygulamalarında öğretmen adayları ilk önce kurumdaki öğretmeni ve öğrencileri gözlemleyerek öğretmenlik becerilerini geliştirmektedirler.

Kurumdaki öğretmenler, öğretmen adaylarının gözlem yapmalarında, kuramsal bilgiyi pratiğe dönüştürmelerinde merkezde yer almaktadır ve öğretmenlerin deneyimleri, bilgi birikimleri, tutumları, işbirliği için gönüllü olmaları gibi özellikleri öğretmen adaylarının etkili öğretmenlik becerilerini geliştirmelerinde kalıcı etkiler bırakmaktadır (Conderman, Morin ve Stephens, 2005). Dolayısıyla öğretmen adaylarının ileride nitelikli ve etkili bir özel eğitim öğretmeni olabilmeleri için öğretmenlik uygulamalarında olumlu yaşantılar kazanmaları gerekmektedir. Ayrıca öğretmen adayların öğretmenlik uygulamalarında kazanacakları nitelikli eğitimlerin yanında bir diğer kazancıda çevreyle uyum içinde olma, çocuğu ve ailesini anlama ve olumlu etkileşimde bulunma, mesleğine profesyonel bir şekilde yaklaşma ve diğer kişilere olumlu model olma anlamında da katkıları olmaktadır (Sinclair, Munns ve Woodward, 2005).

Alanyazında yapılmış çalışmalarda öğretmenlik uygulamalarının önemine değinilerek buna etki eden faktörler ortaya konulmaya çalışılmakla beraber KKTC’de bu konuyla ilgili yapılmış bir çalışmaya rastlanmamıştır. Öğretmenlik uygulamalarının öğretmen adayları açısından nitelikli eğitim hizmetleri açısından öneminin yanında aslında olumlu ilişkiler kurmada, aileyi, yetersizliği olan çocukları anlamada ve pek çok alanda katkıları bulunduğu görülmektedir. Öğretmenlik uygulamalarında özel eğitim kurumlarında çalışan öğretmenler en büyük faktörlerden biri olmakla beraber öğretmenlerin yapmış oldukları öğretimsel uygulamalara ilişkin öğretmen adaylarının görüşlerine yer vermesi bakımından bu çalışmanın alana katkı sağlayacağı düşünülmektedir. Dolayısıyla bu çalışmada öğretmenlik uygulamalarına katılan öğretmen adaylarının kurumlardaki öğretmenlerin yapmış oldukları öğretimsel düzenlemelere ilişkin görüşlerinin alınması amaçlanmıştır. Bu genel amaç doğrultusunda aşağıdaki sorulara yanıt aranmıştır:

Özel eğitim merkezlerinde uygulama yapan öğretmen adaylarının;

1. Uygulama yaptıkları özel eğitim uygulama merkezlerindeki öğrencilere BEP/BÖP hazırlanması ve uygulanmasına ilişkin görüşleri nelerdir?
2. Öğretim sürecinde kullanılan materyallere ilişkin görüşleri nelerdir?
3. Öğrencilerin değerlendirilmesine ilişkin görüşleri nelerdir?
4. Öğrencilerle yapılan uygulamalara ilişkin görüşleri nelerdir?

## **Yöntem**

### **Araştırma modeli**

Zihin Engelliler Öğretmenliği Bölümü 4. Sınıf öğrencilerinin uygulama yaptıkları kurumlarda karşılaştıkları öğretimsel düzenlemelere ilişkin görüşlerini belirlemek amacıyla yapılmış olan bu çalışma, durum çalışması modelinde nitel bir araştırmadır. Güncel olguları gerçek yaşam içeriği içinde çalışan durum çalışması, içinde bulunduğu içerik arasındaki sınırların kesit hatları ile belirgin olmadığı ve birçok kanıt veya veri kaynağının mevcut olduğu durumlarda kullanılan görgül bir araştırma yöntemidir (Yıldırım ve Şimşek, 2004).

### **Katılımcılar**

Bu çalışma, zihin engelliler öğretmenliği programında öğretmenlik uygulamaları kapsamında üç özel eğitim kurumuna devam eden 8 öğretmen adayıyla yapılmıştır. Bu bağlamda araştırmanın çalışma grubunu, 2017-2018 öğretim yılında KKTC Milli Eğitim Bakanlığı'na bağlı biri devlet, ikisi özel olmak üzere özel eğitim uygulama merkezlerinde uygulama yapan 63 öğretmen adayından 8 öğretmen adayı oluşturmaktadır.

Bu araştırmada amaçlı örneklem yöntemi kullanılmıştır. Amaçlı örnekleme, zengin bilgiye sahip olduğu düşünülen durumların derinlemesine çalışılmasına olanak vermektedir (Yıldırım ve Şimşek, 2004).

### **Katılımcıların özellikleri**

2017-2018 öğretim yılında KKTC Milli Eğitim Bakanlığı'na bağlı biri devlet üç özel eğitim uygulama merkezindeki 63 öğretmen adayından araştırmaya gönüllü olarak katılan 8 öğretmen adayı çalışma grubunu oluşturmuştur. Araştırmaya katılan Zihin Engelliler Öğretmenliği Bölümü öğretmen adaylarının demografik bilgileri ve devam ettiği kurumların özellikleri Tablo 2.1.'de belirtilmiştir.

**Tablo 2.1.***Öğretmen Adaylarının Demografik Özellikleri ve Devam Ettiği Sınıfın Özellikleri*

	<b>Özellikler</b>	<b>Sayı</b>	<b>Kod</b>
Cinsiyet	Kadın	3	K5, K6, K7
	Erkek	5	K1, K2, K3, K4, K8
	<b>Toplam</b>	8	
Yaş	20-25	8	K1, K2, K3, K4, K5, K6, K7, K8
	<b>Toplam</b>	8	
Sınıftaki Öğrenci Sayısı	2-4	4	K1, K2, K3, K4,
	5-7	3	K5, K6, K7
	8-10	1	K8
	<b>Toplam</b>	8	
Öğrencilerin Özellikleri	Otizm Spektrum Bozukluğu	4	K4, K5, K6, K7
	Zihin Yetersizliği	3	K4, K5, K6
	Öğrenme Güçlüğü	2	K1, K2
	İşitme Yetersizliği	1	K1
	Down Sendromu	1	K5
	<b>Toplam</b>	13	

Tablo 2.1.'de araştırma yapılan öğretmen adaylarının 3'ü kadın, 5'i ise erkek olduğu belirlenirken bu öğretmen adaylarının tümü ise 20-25 yaşları arasında değişiklik gösterdiği görülmektedir.

Öğretmen adaylarının devam ettiği kurumundaki sınıf mevcutlarına bakıldığında 4 öğretmen adayının 2-4 arası öğrenci bulunurken, 3 öğretmen adayının 5-7 arasında, 1 öğretmen adayının ise 8-10 arasında öğrenci olduğu görülmektedir. Tabloda son olarak öğretmen adaylarının çalıştığı yetersizlik gruplarıyla ilgili bilgilere bakıldığında 4'ünün otizm spektrum bozukluğu olan, 3'ünün zihin yetersizliği olan, 2'sinin öğrenme güçlüğü, 1'inin işitme yetersizliği, 1'inin ise Down sendromu olan öğrencilerle çalıştığı görülmektedir.

### **Verilerin toplanması**

Çalışmada, öğretmen adayları ile ön görüşme yapılarak cinsiyet, yaş, sınıftaki öğrenci sayısı ve öğrencilerin yetersizlik türlerini içeren kişisel bilgi formunu doldurmaları istenmiş ve daha sonra araştırma soruları ile ilgili görüşmeler yapılmıştır.

Bu çalışmada veriler, niteliksel veri toplama yöntemlerinden yarı yapılandırılmış sorulardan oluşan görüşme formu ile toplanmıştır. Görüşme formu 9 sorudan oluşmaktadır. Görüşme soruları ilgili alan yazın taranarak araştırmacılar tarafından hazırlanmış ve sorulara son şeklini vermek üzere özel eğitim alanında görev yapan iki uzman kişinin görüşüne başvurulmuş ve görüşme formunda gerekli düzeltmeler yapılmıştır. Yapılan düzeltmeler soruların daha iyi anlaşılmasını sağlamak amacı ile cümlelerin yapısı ile ilgili düzeltmelerdir. Bu işlemin sonucunda 9 sorudan oluşan görüşme formu elde edilmiştir.

Araştırmada görüşmeye gönüllü olarak katılacak olan öğretmen adayları belirlenmiş ve her bir öğretmen adayı ile görüşmelerin yapılması için uygun gün ve saat ayarlanmıştır. Araştırmaya gönüllü olarak katılan öğretmen adaylarına 1'den 8'e kadar kod verilmiştir. Öğretmenler ile görüşmeler; 07/01/2018 ve 15/01/2018 tarihleri arasında ve yaklaşık 10 dakika ile 15 dakika arasında gerçekleşmiştir.

Görüşmeler, öğretmen adaylarının dikkatini dağıtmayacak, sessiz bir ortam olması nedeni ile öğrenim gördükleri üniversitede ayarlanan bir sınıfta yapılmıştır. Görüşmeler sırasında katılımcıların gerçek isimleri kullanılmış ancak verilerin analizi sırasında katılımcılara kod verilmiştir. Görüşme sırasında araştırmacı ile katılımcı masa etrafında karşılıklı bir şekilde oturmuştur. Öncelikle kişisel bilgi formu doldurulmuş ve daha sonra ardından araştırmacı tarafından görüşme soruları katılımcıya sırayla sorulmuştur.

Araştırmadan elde edilen veriler, katılımcıyla bire bir yapılan görüşmeler yoluyla elde edilmiş toplanmış ve katılımcıdan izin alınarak veriler ses kayıt cihazına kaydedilmiştir. Araştırmacılarından ilki özel eğitim uzmanı olup doktorası yine bu alanda devam etmekle birlikte özel eğitim alanında ve nitel araştırmalarla ilgili dersler almış ve yüksek lisans tezini de nitel araştırma yöntemi doğrultusunda yazmıştır. Araştırmacılarından ikincisi ise özel eğitim alanında doktora derecesine sahip olup bu alanda özel gereksinimli çocuklarla çalışma deneyimleri bulunmaktadır. Her iki araştırmacının da özel eğitim merkezlerinde yaşanan güçlükler ve uygulamalarla ilgili deneyimlerinin olması çalışmanın ayırt edici bir yönü olarak kabul edilmektedir.

### **Verilerin analizi**

Öğretmen adayları ile yapılan görüşmeler tamamlandıktan sonra ses kayıt cihazındaki kayıtlar yazılı metne dönüştürülmüştür. Verilerden temalar oluşturulmuş ve kodlama süreci gerçekleştirilmiştir. Verilerin anlaşılabilceği bir şekilde kodlar ve temalar çerçevesinde içerik analizi yapılmıştır.

Araştırma soruları doğrultusunda elde edilen veriler beş temada gruplandırılmıştır. Oluşturulan bu temalar ve temalara ait kodlar aşağıdaki tabloda yer almaktadır.

**Tablo 2.2.**

#### *Araştırma Kapsamında Oluşan Tema ve Kod Başlıkları*

	<b>Kod</b>	<b>F</b>	<b>%</b>
<b>1.TEMA: Bireyselleştirilmiş Eğitim Programına İlişkin Görüşler</b>			
BEP'lerin öğrencilerin performansına uygun hazırlanması	K4, K5,K6, K7	4	50
BEP'lerin öğrencilerin performansına uygun hazırlanmaması	K2, K3, K6	3	37
Konuya ilişkin bilgi sahibi olmama	K1	1	12
<b>2.TEMA: Bireyselleştirilmiş Öğretim Planına İlişkin Görüşler</b>			
Hazırlanan BÖP doğrultusunda yapılan öğretimler	K2, K3, K4, K5, K6, K8	6	75
BÖP doğrultusunda yapılmayan öğretimler	K7	1	12
Konuya ilişkin bilgi sahibi olmama	K1	1	12

#### **3.TEMA: Materyale İlişkin Görüşler**

Materyallerin yeterli olmaması	K1, K2, K3, K5, K8	5	62
Materyallerin yeterli ve çeşitli olması	K4, K7	2	25
Öğrenciye uygun seçilen materyallerin kullanılması	K1, K5, K6, K7	4	50
Öğrenciye uygun materyal seçilmemesi	K2, K8	2	
<b>4.TEMA: Öğretim Ortamına İlişkin Görüşler</b>			
Bireysel öğretim	K1, K2, K3, K4, K5, K6, K7, K8	8	100
Grup öğretimi	K2, K3, K6, K8	4	50
Fiziksel ortam düzenlemesi	K1, K2, K3, K4, K6	5	62
Küçük grup öğretimi	K1, K2, K4	3	37
<b>5.TEMA: Değerlendirme Sürecine İlişkin Görüşler</b>			
Ayrıntılı değerlendirme yapma	K1, K2, K3, K4, K5, K6, K7, K8	8	100
Öğretim öncesinde ayrıntılı değerlendirme yapmama	K3, K6, K8	3	37
<b>6.TEMA: Yetersizlik Gruplarına İlişkin Görüşler</b>			
Öğrencilerin gereksinimleri ve yetersizlik türüne uygun öğretim yapılması	K1, K2, K3, K4, K6, K7, K8	7	87
Öğrencilerin gereksinimleri ve yetersizlik türüne uygun öğretim yapılmaması	K5	1	12
<b>7.TEMA: Disiplinlerarası Uygulamalara İlişkin Görüşler</b>			
Sınıf dışında disiplinler arası uygulamaların yapılması	K1, K4, K6, K7, K8	5	62
Disiplinler arası uygulamaların yapılmaması	K2, K3, K5	3	37
<b>8.TEMA: Öğretim Stratejilerine İlişkin Görüşler</b>			
Öğrencinin öğrenme stiline uygun yöntem kullanılarak öğretim yapılması	K1, K3, K4, K6, K7	5	62
Aynı yöntem kullanılarak öğretim yapılması	K2, K5, K8	3	37
<b>9.TEMA: Öğretim Sürecinde Kullanılan Süreye İlişkin Görüşler</b>			
Etkinlik sürelerinde öğrencinin dikkat sürelerine göre uyarılama yapılması	K3, K4, K6, K7	4	50
Etkinlik sürelerinde öğrencinin dikkat sürelerine göre uyarılama yapılmaması	K1, K2, K5, K8	4	50

Çalışmaya katılan öğretmen adaylarının öğretmenlik uygulaması kapsamında özel eğitim kurumlarındaki öğretmenlerin yapmış oldukları öğretimsel düzenlemeler ile ilgili görüşler “Bireyselleştirilmiş Eğitim Programı”, “Bireyselleştirilmiş Öğretim Planı”, “Materyal”, “Öğretim Ortamı”, “Değerlendirme Süreci”, “Yetersizlik Grupları”, “Disiplinlerarası Uygulamalar”, “Öğretim Stratejileri” ve “Öğretim Sürecinde Kullanılan Süre” şeklinde 9 ana tema altında betimlenmiştir. Bulgularda sırayla ana tema ve alt temalardaki öğretmen adaylarının görüşlerine yer verilmiştir.

## **Bulgular**

Araştırmanın ilk teması olan **“Bireyselleştirilmiş Eğitim Programı (BEP)”**na ilişkin görüşme yapılan sekiz öğretmen adayından dördü hazırlanan BEP’lerin öğrencinin performansına uygun hazırlandığını belirtmiştir. K4, BEP’lerin öğrencinin performansına uygun olarak hazırlandığını şu şekilde ifade etmiştir:

*“Her öğrencinin BEP’i var. Öğrencilerin bireysel farklılıkları göz önünde bulundurularak hazırlanan BEPler öğrencilere bire bir uygulanıyor dolayısıyla öğrenciler başarı gösteriyor.”*

Araştırmaya katılan öğretmen adaylarından üçü, BEP’lerin öğrencinin performansına uygun hazırlanmadığını, biri ise bu konuda bilgiye sahip olmadığını ifade etmiştir.

K3, BEP’lerin öğrencinin performansına uygun olarak hazırlanmadığını şu şekilde belirtmiştir:

*“BEP hazırlanmıştı ama çocuklara uygun hazırlanmış bir BEP değildi.”*

K7 ise, BEP’lerin öğrencinin performansına uygun olarak hazırlanmadığını şu şekilde belirtmiştir:

*“Hayır bazılarında hazırlanıyor. Normal grup sınıfında BEP hazırlanmıyor.”*

Araştırmanın ikinci teması olan **“Bireyselleştirilmiş Öğretim Planı (BÖP)”**na ilişkin görüşme yapılan öğretmen adaylarından altısı öğretmenlerin bireyselleştirilmiş öğretim planı hazırladıklarını ve uyguladıklarını belirtmiştir. K6, BÖP hazırlanmasına ilişkin görüşünü şu şekilde ifade etmiştir:

*“BÖP de var. Uygulandığını düşünüyorum. Yine her ders kontrol ediliyor hangi ipuçlarıyla yapıldığı ya da ipucunda azalma olmuş mu bunlar kontrol ediliyor. Plana sadık kalınarak derse girip öğretim yapılıyor.”*

K4 ise, BÖP hazırlanmasına ilişkin görüşünü şu şekilde ifade etmiştir:

*“BEP’te yer alan amaçlar için BÖP hazırlanıyor. Sınıf öğretmeni hazırladığı BÖP’leri öğrenciler uyguluyor. Zaten onları da okulun yoklama gibi bir defteri var. Not ediyor.”*



Araştırmaya katılan öğretmen adaylarından biri, sınıftaki her bir öğrenciye ilişkin BÖP hazırlanmadan öğretim yapıldığını, biri ise BÖP hazırlanmasına ilişkin bilgisinin olmadığını ifade etmiştir.

K7, BÖP hazırlanmadığına ilişkin görüşünü şu şekilde ifade etmiştir:

*“BÖP hazırlanmıyor.”*

K1 ise, BÖP hazırlanmasına ilişkin bilgisinin olmadığını şu şekilde ifade etmiştir:

*“İncelemediğim için bilmiyorum.”*

Araştırmanın üçüncü teması olan **“Materyal”**e ilişkin görüşme yapılan öğretmen adaylarından beşi sınıfta kullanılan materyallerin yetersiz olduğunu, iki öğretmen adayı ise yeterli olduğunu ifade etmiştir.

Katılımcı 1, sınıfta kullanılan materyallerin yeterli olmadığını şu şekilde ifade etmiştir:

*“Öğretmen gerektiğinde yönergeleri değiştiriyor ama sınıftaki materyaller öğrenciler için yeterli değil.”*

K2 ise, sınıfta kullanılan materyallerin yeterli olmadığını şu şekilde ifade etmiştir:

*“Materyal çok az. Her öğrenciye uygun materyal seçilmiyor. Belirli materyaller var her öğrenciye aynı materyaller kullanılıyor”*

K7 ise, sınıfta kullanılan materyallerin yeterli olduğunu şu şekilde ifade etmiştir:

*“Sınıfımızda birden çok materyal var. En zengin materyale sahip sınıf bizim sınıfımız. Her öğrenci için farklı materyalle çalışıyoruz.”*

Görüşmeye katılan öğretmen adaylarından dördü öğrenciye uygun materyallerin seçildiğini, ikisi ise öğrenciye uygun materyal seçilmediğini belirtmiştir.

K6, öğretim yapılırken öğrenciye uygun materyal seçildiğini şu şekilde ifade etmiştir:

*“Saatler çalışıldığında saatlere uygun materyal kullanılıyor. İç organları ile ilgili materyaller kullanılıyor. Deneyler kullanılıyor. Havada, karada, suda yaşayan hayvanlar için. Her bi öğrenciye uygun materyal kullanılıyor.”*

K8, öğretim yapılırken öğrenciye uygun materyal seçilmediğini şu şekilde ifade etmiştir:

*“Genelde hep teksir üzerinden giderler. Materyaller öğrencilerin gereksinim düzeyine pek uygun değil ama geliştirilebilir.”*

Araştırmanın dördüncü teması olan **“Öğretim Ortamı”** konusuna ilişkin görüşme yapılan öğretmen adaylarından tümü sınıf ortamında bireysel öğretimlerin yapıldığını, dördü grup

öğretiminin yapıldığını, beşi fiziksel ortamı düzenlediğini, üçü ise küçük grup öğretimi yaptığını belirtmiştir. K1, sınıf içerisinde bireysel öğretim ve küçük grup öğretimi yapıldığını; aynı zamanda fiziksel düzenlemelere de dikkat edildiğini şu şekilde ifade etmiştir:

*“Bizim sınıfta işitme engelli bir öğrenci var. Problem davranış sergiliyor arada. Bazen onun sırasını çekiyor, öğrencilerden uzaklaştırıyor. Kendisi hülyayla ilgileniyor, bizim de diğer öğrencilerle ilgilenmemizi istiyor. Bireyselleştirilmiş öğretim yapılıyor. Fiziksel düzenleme yapıyor. Performansı birbirine yakın öğrencilerle küçük grup yapılıyor.”*

K5, sınıf içerisinde bireysel öğretim yapıldığını şu şekilde ifade etmiştir:

*“Grup içinde **bireysel öğretim** yapılıyor”*

K3, sınıf içerisinde grup öğretimi yapıldığını; aynı zamanda fiziksel düzenlemelere de dikkat edildiğini şu şekilde ifade etmiştir:

*“Gerektiğinde hepsinin gelişim düzeyine ya da akademik yönden uygun olan konular grup öğretimi olarak yapılıyor.”*

Araştırmanın beşinci teması olan **“Değerlendirme Süreci”**ne ilişkin görüşme yapılan öğretmen adaylarından tümü öğretim sonrasında öğrencileri kontrol listeleri ile değerlendirdiklerini belirtmiştir. K4, öğrencilerin kontrol listesi ile değerlendirildiğini şu şekilde ifade etmiştir:

*“Öğrenciler kontrol listesiyle değerlendiriliyor.”*

K7 ise, öğrencilerin kontrol listesi ile değerlendirildiğini şu şekilde ifade etmiştir:

*“Öğretim sırasında gerekirse yanlış yaptığında düzeltme oluyor. Öğretim sonrasında da hangi ipucu kullanılıyorsa not ediliyor.”*

Araştırmaya katılan üç öğretmen adayı ise öğretim öncesinde öğrencilere ayrıntılı değerlendirme yapılmadığını belirtmiştir.

K3, görüşünü şu şekilde ifade etmiştir:

*“Ayrıntılı değerlendirmeler yapılmıyor. Kaba değerlendirmeden bazı beceriler seçip o beceriler ile çalışıp sorular sorularak değerlendirme yapılıyor.”*

K2 ise, öğretim öncesinde öğretmenin değerlendirme yapmadığını şu şekilde ifade etmiştir:

*“Öğretmen öğretim yapmadan önce öğretmenin değerlendirme yaptığını görmedim.”*

Araştırmanın altıncı teması olan **“Yetersizlik Grupları”**na ilişkin görüşme yapılan öğretmen adaylarından yedisi öğrencilerin gereksinimleri doğrultusunda uygulama yapıldığını belirtirken, biri ise gereksinimleri doğrultusunda uygulama yapmadığını belirtmiştir. K6, görüşünü şu şekilde ifade etmiştir:

*“Sınıfta öğrenme güçlüğü var. Yani öğrencilere BEP’nda yer alan gereksinimlerine göre uygulama yapılıyor.”*

K8, görüşünü şu şekilde ifade etmiştir:

*“Otizm, zihinsel yetersizlik grupları var. Yetersizlik türüne göre uygun eğitim veriliyor.”*

K5 ise öğrencilerin gereksinimleri ve yetersizlik türüne uygun öğretim yapılmadığını şu şekilde ifade etmiştir:

*“Bence yetersizlik grubuna uygun eğitim verilmiyor. ağır otizmliler sürekli çizgi çalışmaları yapıyor.”*

Araştırmanın yedinci teması olan **“Disiplinlerarası Uygulamalar”**a ilişkin görüşme yapılan öğretmen adaylarından beşi sınıf dışında resim, müzik, beden eğitimi ve atölye, biri dil terapisi, biri fizyoterapi öğretmenleri ile disiplinlerarası uygulamalar yapıldığını; üç öğretmen adayı ise disiplinlerarası uygulamalar yapılmadığını belirtmiştir. K1, disiplinlerarası uygulamalar yapıldığını şu şekilde ifade etmiştir:

*“Yaşam odasına sınıfça gidiliyor. Resim ve müzik çalışmaları yapılıyor. Beden eğitimi ve atölye dersleri ile disiplinlerarası uygulamalar yapılıyor. Bu uygulamalar öğrencilerin gelişmesini sağlıyor.”*

K4 ise, disiplinlerarası uygulamalar yapıldığını şu şekilde ifade etmiştir:

*“Dil terapisti geliyor. Resim ve müzik öğretmeni geliyor. Atölye öğretmeni geliyor.”*

K5 disiplinlerarası uygulamalar yapılmadığını şu şekilde ifade etmiştir:

*“Yapılmıyor.”*

Araştırmanın sekizinci teması olan **“Öğretim Stratejileri”**ne ilişkin görüşme yapılan öğretmen adaylarından beşi öğrencilerin bireysel farklılıklarına ve öğrenme stiline uygun farklı

yöntemler kullanıldığını, üçü tüm öğrencilere aynı yöntem kullanılarak ve öğrencilere uygun yöntem seçilmeden öğretim yapıldığını belirtmiştir.

K1, her öğrencinin bireysel farklılıklarına ve öğrenme stiline uygun yöntemler kullanıldığını şu şekilde ifade etmiştir:

*“Her öğrenciye farklı yöntemler kullanıyor. Matematikte doğrudan öğretim yöntemi kullanılıyor. Açık anlatım yöntemi kullanılıyor. Her öğrencinin öğrenme tarzına uygun yöntemler kullanılıyor.”*

K3 ise, her öğrencinin bireysel farklılıklarına ve öğrenme stiline uygun öğretim yapıldığını şu şekilde ifade etmiştir:

*“Genel olarak grubun ihtiyaçlarına göre de hem öğrencilerin özelliklerine göre de öğretim yapılıyor.”*

K2, tüm öğrencilere aynı yöntemin kullanıldığını şu şekilde ifade etmiştir.

*“Genellikle aynı yöntemler kullanılıyor. Tüm öğrenciler için doğrudan öğretim yöntemi kullanılıyor.”*

Araştırmanın dokuzuncu teması olan **“Öğretim Sürecinde Kullanılan Süre”**ye ilişkin öğretmen adaylarından dördü etkinlik sürelerinde öğrencinin dikkat sürelerine göre uyarlama yapıldığını, dördü ise etkinlik sürelerinde öğrenciye göre uyarlama yapılmadığını belirtmiştir.

K3, etkinlik süreleri ile ilgili olarak görüşünü şu şekilde ifade etmiştir:

*“Etkinliklerde uyarlama yapılıyor. Bazıları uzun süre yaparken bazıları daha kısa çalışıyor. Öğrencimle çalıştıktan sonra oyun oynatıyordum. Etkinlikleri kısa kısa tutmaya çalışıyordum. Her öğrenci için farklı farklı uyarlama yapılıyor sürelerde.”*

K8, öğrencilerin dikkat sürelerine göre etkinliklerde düzenleme yapılmadığını şu şekilde ifade etmiştir:

*“Öğrencinin dikkat süresine göre değil. Teneffüs süreleri fazla olduğu için öğrencinin dikkati dağılır. Kısıtlamalar var. Dikkat süresine uygun eğitimler pek yapılmıyor.”*

### **Sonuç ve tartışma**

Araştırmadan elde edilen sonuçların *“Bireyselleştirilmiş eğitim programına, bireyselleştirilmiş öğretim planına, materyal kullanımına, öğretim ortamına, değerlendirme*

*sürecine, yetersizlik gruplarına, disiplinlerarası uygulamalara, öğretim stratejilerine, öğretim sürecinde kullanılan süreye ilişkin öğretmen görüşleri”* olmak üzere 9 temadan oluştuğu görülmektedir.

Araştırma bulgularına dayalı olarak öğretmen adaylarının yarıya yakını bireyselleştirilmiş eğitim ve öğretim programlarının öğrencinin performansına göre hazırlandığını dile getirdikleri geri kalanının ise öğrencilere uygun bireyselleştirilmiş eğitim ve öğretim programının bulunmadığını ifade ettikleri görülmektedir. Uygulama alanlarında özel eğitim hizmetlerinin öğretmenler tarafından hazırlanmış eğitim-öğretim programları dahilinde verilmesi gerekliliğinden yola çıkarak bu hizmetlerin öğrenci performansına uygun olarak düzenlenmesi gerekmektedir. Araştırma sonuçlarındaki bu farklılıkta öğretmenlerin geçmişteki bireyselleştirilmiş eğitim programıyla ilgili kazanımlarının önemli olduğu düşünülmektedir. Araştırma grubundaki öğretmen adaylarının gittiği özel eğitim merkezleri devlet ve özel olmak üzere ikiye ayrılmakta ve programı düzgün bir şekilde hazırlayan grubun özel bir merkezde yer alan öğretmenler olduğu göz önüne alındığında bu öğretmenlerin sürekli hizmetiçi eğitimlerden geçmesinden kaynaklı olarak bireyselleştirilmiş eğitim programlarını daha öğrenci performansına dayalı ve ailenin özelliklerini göz önünde bulundurarak hazırladıkları görülmektedir. Bu konuda Avcıoğlu (2011) yaptığı çalışmada, zihin engelliler sınıf öğretmenlerinin bireyselleştirilmiş eğitim programı hazırlamayla ilgili görüşlerini incelemiştir. Araştırma sonuçlarında öğretmenlerin bireyselleştirilmiş eğitim programlarını; lisans eğitimleriyle, hizmet içi eğitimlerle ya da zaman içerisinde deneyimlerle olmak üzere farklı öğrenme yaşantılarıyla kazandıklarına dikkat çekmekle beraber ayrıca yetersizliği olan öğrencilerin performans düzeylerinin anahtar rolünde olduğunu belirtmektedir. Dolayısıyla uygulama merkezlerinde öğretmenlerin bireyselleştirilmiş eğitim programlarıyla ilgili olumlu örnekler sergilemeleri öğretmen adaylarının da mesleğe başlamadan bu bilgi ve becerileri kazanmasına yardımcı olacağı düşünülmektedir. Ayrıca araştırma bulgularında öğretmen adaylarının özel gereksinimli çocukların performanslarına göre bireyselleştirilmiş eğitim öğretim programları hazırlamayı teorik olarak gördükleri ancak uygulama alanlarında bu bilgilerini kullanamadıklarını göstermektedir. Dolayısıyla öğretmen adayları mesleğe başladıklarında yeterli pratik yapamadıkları takdirde güçlükler yaşamaları kaçınılmaz olmaktadır. Ayrıca Sinclair, Munns ve Woodward (2005), öğretmenlik uygulamalarının öğretmen adaylarına pratik yapma katkısının yanında pek çok katkısı olduğunu (mesleğine profesyonel olarak yaklaşma, olumlu ilişkiler

kurma, model olma gibi) belirttiği özelliklerin de göz önünde bulundurulduğunda öğretmen adaylarının pratik olarak bilgilerini kullanamamakla birlikte diğer özelliklerde de olumsuzluklar yaşadıkları söylenebilir. Bu konuda yapılan başka bir çalışmada Özen, Ergenekon ve Batu (2008); öğretmen adaylarının öğretmenlik uygulamalarında sınıf öğretmenlerinden olumlu motive edici dönütler almanın yanında çok fazla dönüt alamayan, iletişim becerilerinde sorunlar yaşayan, motivasyonunu düşüren öğretmenlerin de olduğunu belirttikleri görülmektedir. Bu sonucun aslında alandaki öğretmenlerinde hizmetiçi eğitimlerden geçerek uygulama derslerinde aday öğretmenlere doğru model olma, mesleki motivasyonları artırma ve olumlu ilişkiler kurma konusunda destek alma ihtiyacını da gündeme getirdiği görülmektedir.

Araştırmanın bir diğer bulgusu öğretmenlik uygulamalarında materyal kullanımı olup öğretmen adaylarının çoğu tarafından materyallerin yeterli ve çeşitli olmadığı, öğrenci için uygun materyallerin kullanılmadığı belirtilmiştir. Özellikle özel gereksinimli çocuklarda materyal seçimi ve kullanılması önemli bir boyut oluşturmakta ve bunun için öğretmenlere büyük görevler düşmektedir. Kargın (2010), öğretmenlerin materyal konusunda bilgi sahibi olmakla birlikte ayrıca öğrenci için uygun materyali seçme, elindeki materyalleri öğrenciye göre uyarlayabilme gibi becerilerinin de olması gerektiğini vurgulamaktadır. Araştırmada özellikle devlete bağlı kurumlarda uygulama yapan öğretmen adaylarının yeterli materyalin bulunmadığı ve kullanılan materyallerin ise öğrencinin özelliklerine uygun olmadığı hakkında görüşleri dikkat çekmektedir.

Alanyazına pek çok çalışmada öğretmenlik uygulamalarının önemine değinilmesine karşın (O'Reilly, Renzeglia, Hutchins, Buss, Clayton, Halle ve Izen, 1992; Goodlad, 1984; Welch ve Kukic, 1988) yapılan bu çalışmada öğretmenlik uygulamalarının gerçekleştiği özel eğitim merkezlerinde öğretmen adaylarının teorik bilgilerini pratiğe dönüştürmede güçlük yaşadıkları görülmektedir. Bu araştırma sonuçları alandaki pek çok çalışmayla paralellik göstermekte ve okullardaki öğretmenlerin bilgi birikimlerinden tutumlarına ve işbirliğine kadar pek çok konuda eksikleri olduğunu görülmektedir (Johnson, 1986; Pugach, 1987; Dedeoğlu ve ark., 2004). Araştırma sonuçlarında bazı öğretmen adaylarının, disiplinlerarası uygulamalar, öğrenci, öğretim ortamını düzenleme ve değerlendirme ile ilgili olumlu görüşler belirttiği görülmektedir. Bu öğretmen adaylarının gittiği kurumlar açısından değerlendirildiğinde devlete bağlı olmadığı (özel bir özel eğitim kurumu olduğu) görülmekle beraber bu kurumların devlete bağlı kuramlardan daha çok denetlendiği ve geri bildirimler alındığı, materyal ve öğretim ortamlarıyla ilgili

düzenlemeleri öğrencilerin özelliklerine göre yapılandığı ihtimallerinden kaynaklı olduğu düşünülmektedir. Araştırma sonuçlarında özellikle bu merkezlerde (özel bir merkezde) disiplinlerarası çalışmaların ön planda olduğu ifade edilmektedir. Bunun sebebinin ise hizmet için eğitimlerin belli aralıklarla farklı uzmanlar tarafından verilmesi sayesinde öğretmenlerin bilgi kazanımının yanında paylaşımlarının da olmasından kaynaklı olduğu düşünülmektedir. Dolayısıyla özel bir kurumda öğretmenlik uygulaması yapan öğretmen adaylarının disiplinlerarası çalışmalar, materyal kullanımı ve öğretimin öğrencilerin bireysel özelliklere göre düzenlenmesinde olumlu görüşlerde bulunmaları kaçınılmaz olmaktadır. Uygulama dersleriyle ilgili olarak O'Reilly, Renzeglia, Hutchins, Buss, Clayton, Halle ve Izen, (1992), uygulama yapılacak alanların seçiminin önemine dikkat çekmekte ve bu alanlarda kurumun özellikleri, çalışan personelin yeterliliği, gönüllü yaklaşımı gibi özelliklerini öğretmen adaylarının mesleki gelişimlerinde önemli katkıları olduğunu dile getirmektedirler.

Araştırma bulgularının dışında öğretmen adayları öğretmenlik uygulamalarının zaman açısından yeterli olmadığını, özel eğitim merkezlerinde özel gereksinimli öğrencilerle yeteri kadar pratik yapamadıklarını dile getirmişlerdir. Bu durum KKTC'de uygulama merkezlerinin sınırlı ve öğretmen adaylarının sayısının yoğun olma olasılığından kaynaklı olduğu düşünülmekle beraber öğretmen adayları için uygulama derslerinin daha erken dönemlerde başlanarak bu derslerin yoğunluğunun artırılmasına dikkat çekmektedirler. Bu sonuç aslında alandaki diğer çalışmalarla (Ergül, Baydık ve Demir; 2013; Dedeoğlu ve ark., 2004; Oral, 2003) da paralel olup Dedeoğlu ve ark. (2004), çalışmalarında lisans programındaki ders içeriklerinde öğretmenlik uygulamalarının yetersiz olduğuna dikkat çekerek öğretmen adaylarının teorik bilgileri somutlaştırarak pratik hale getirmede zorlandıklarını ifade etmişlerdir. Oral (2003), benzer bir şekilde lisans programlarında öğretmenlik uygulamalarına yeteri kadar dikkat edilmediği ve gerekli önemin verilmediğini dile getirmekle beraber öğretmenlerin mesleğe başlamadan önceki öğretmenlik uygulamalarındaki yetersizlikler nedeniyle mesleklerinin özellikle ilk yıllarında güçlükler yaşadıklarını ve meslekleriyle ilgili olumlu yaşantılar sağlayamadıklarını ifade etmektedir.

Araştırma sonuçlarına dayanarak uygulamaya yönelik olarak; öğretmenlik uygulamalarında öğretmen adayının teorik bilgilerini uygulama ortamına dökebileceği uygulama alanlarının oluşturulması, öğretmenlik uygulaması derslerinin niteliğinin artırılması için kurumdaki öğretmenlerle öğretmen adaylarının işbirliği içinde çalışması önerilebilir. Ayrıca uygulama

alanlarında yetersizliđi olan çocuklar için disiplinlerarası çalışmaların desteklenmesi ve bu çalışmalara öğretmen adaylarının da katılması önerilebilir. İleri arařtırmalara yönelik olarak ise devlet ve özel kurumlardaki öğretmen adaylarının öğretmenlik uygulamalarını karşılařtıran çalışmaların yapılması önerilebilir. Bu arařtırma nitel yöntemle yapılmıř olup, aynı çalışma nicel yöntemler kullanılarak da yapılabilir. Kurumlarda yapılan öğretimsel düzenlemelerin belirlemek amacıyla aynı çalışma öğretmenlerle de yapılabilir.

## **Kaynaklar**

- Avcıođlu, H. (2011). Zihin engelliler sınıf öğretmenlerinin bireyselleřtirilmiř eğitim programı (BEP) hazırlamaya iliřkin görüşleri. *Ankara Üniversitesi Eğitim Bilimleri Fakültesi Özel Eğitim Dergisi*, 12(01), 039-053.
- Brownell, M. T., Ross, D. D., Colon, E. P., & McCallum, C. L. (2005). Critical features of special education teacher preparation: A comparison with general teacher education. *e Journal of Special Education*, 38 (4), 242-252.
- Conderman, G., Morin, J. & Stephens, J.T. (2005). Special education student teaching practices. *Preventing School Failure*, 49(3), 5-10.
- Dedeođlu, S., Durali, S. ve Tanrıverdi Kıř, A. (2004). Özel eğitim bölümü zihin engelliler öğretmenliđi anabilim dalı 3., 4. Sınıf öğrencileri ve mezunlarının kendi bölüm programları, öğretmen yetiřtirme ve eğitim fakülteleri ile ilgili düşünce ve önerileri. *Ankara Üniversitesi Eğitim Bilimleri Fakültesi Özel Eğitim Dergisi*, 5 (1), 47-55.
- Ergül, C., Baydık, B., ve Demir, ř. (2013). Özel eğitim öğretmen adaylarının ve öğretmenlerinin zihin engelliler öğretmenliđi lisans programı yeterliklerine iliřkin görüşleri. *Kuram ve Uygulamada Eğitim Bilimleri (Educational Sciences: Theory & Practice)*. 13(1), 499-522.
- Greenwood, C. R. (2001). Bridging the gap between research and practice in special education: Issues and implications for teacher preparation. *Teacher Education and Special Education*, 24 (4), 273-275.
- Goodlad, J. (1984). *A Place Called School*. New York.: Academic Press.
- Gündüzalp, M.F. (2003). *Bir Meslek Olarak Öğretmenlik*. (Editörler: Özcan Demirel- Zeki Kaya).



Öğretmenlik Mesleğine Giriş. Ankara: Pegem A Yayıncılık, 243–278.

Johnson, L. J. (1986). Factors that Influence Skill Acquisition of Practicum Students During a Field-Based Experiences. *Teacher Education and Special Education*, 9 (3), 89-103.

Kargın, T. (2010). Öğretimin uyarlanması. B. Sucuoğlu, & T. Kargın, (Ed.), İlköğretim’de kaynaştırma uygulamaları içinde (-). Ankara: Kök Yayınları.

Oral, B. (2003). Öğretmenin hizmet öncesi ve hizmet içi eğitimi. *Elektronik Sosyal Bilimler Dergisi*, 5, 1-9.

Özen, A., Ergenekon, Y. ve Batu, E. S. (2008). Zihin engelliler öğretmenliği adaylarının öğretmenlik uygulamasına ilişkin görüş ve önerilerinin değerlendirilmesi, *Kuram ve Uygulamada Eğitim Bilimleri*, 8, 857-891.

Özer, B. ve Gelen, İ. (2008). Öğretmenlik mesleği genel yeterliklerine sahip olma düzeyleri hakkında öğretmen adayları ve öğretmenlerin görüşlerinin değerlendirilmesi. *Mustafa Kemal Üniversitesi Sosyal Bilimler Enstitüsü Dergisi*, 5 (9), 39-55.

Pavri, S. (2004). General and special education teachers’ preparation needs in providing social support: A needs assessment. *Teacher Education and Special Education*, 27 (4), 433-443.

Pugach, M. (1987). The National Education Reports and Special Education; Implications for Teacher Preparation. *Exceptional Children*, 53, 308-314.

Sinclair, C., Munns, G., & Woodward, H. (2005). Get real: Making problematic the pathway into the teaching profession. *Asia-Pacific Journal of Teacher Education*, 33(2), 209-222.

O’Reilly, M., Renzeglia, A., Hutchins, L. B., Clayton, M., Halle, J.W. ve Izen, C. (1992). Teaching Systematic Instruction Competencies to Special Education Student Teachers: An Applied Behavioral Supervision Model. *The Association for Persons with Severe Handicaps*, 17, (2), 104-111.

Welch, M., ve Kukic, S. (1988). Utah’s Response to Critical Issues and Needs: An Experimental Field-Based Preparation Program for Teachers of Mild and Moderately Handicapped

Students. *Teacher Education and Special Education*, 77 (4), 172 -179.

Yıldırım, A. & Şimşek, H. (2004). *Sosyal bilimlerde nitel araştırma yöntemleri*. Ankara: Seçkin Yayıncılık.

Yiğit, N., Alev, N. (2005). Etkili Öğretmen Yetiştirme Açısından Okul Deneyimi Derslerinin Değerlendirilmesi. *GÜ, Gazi Eğitim Fakültesi Dergisi*, 25, (1) 91–103



DOI: 10.22559/folklor.971

Folklor/edebiyat, cilt:25, sayı: 97-1, 2019/1

## Üç Farklı Tekrarlı Okuma Stratejisinin Dikkat Eksikliği ve Hiperaktivitesi Olan Bir Öğrenci Üzerindeki Etkililiği

Effectiveness of Three Different Repetitive Reading Strategies  
on a Student with Attention Deficit and Hyperactivity

Gül Kahveci\*

### Öz

Günümüzde öğrencilerden, daha önce hiç olmadığı kadar yüksek akademik yeterlik oranlarıyla performans göstermeleri beklenmektedir. Akıcı okuma, okuma yazma için temel bir beceridir; sonuç olarak, zayıf okuma becerisine sahip öğrenciler okul ortamında ve toplum içinde bir dizi olumsuz deneyim yaşama riski altındadırlar. Araştırmanın bağımsız değişkeni üç farklı tekrarlı okuma stratejisidir. Bunlar tekrarlı okuma, öğretmenin ilk okumayı yaptığı tekrarlı okuma ve hece çalışması sonrası tekrarlı okumadır. Okuma akıcılığı ise araştırmanın bağımlı değişkenini oluşturmaktadır. Bu çalışmada karşılaştırmalı tek denekli araştırma modellerinden uyarlanmış dönüşümlü uygulamalar kullanılmıştır. Katılımcı, sınıf tekrarı yapan ve okuma güçlüğü olan Dikkat Eksikliği ve Hiperaktivite tanısı almış KKTC de ilkokul beşinci sınıfa devam eden bir erkek öğrencidir. Bu çalışmada tekrarlı okuma yöntemleri arasında, tekrarlı okuma, öğretmenin ilk okumayı yaptığı tekrarlı okuma ve hece çalışması sonrası tekrarlı okuma arasında en yüksek etkililiğe sahip okuma olarak hece çalışması sonrasındaki tekrarlı okuma yöntemi öne çıkmıştır. Katılımcının dakikada okuduğu doğru kelime sayısının başlama düzeyinde 20 den uygulama sürecinde 80' nin üzerine çıktığı belirlenmiştir. Harfleri bilen bununla birlikte sınıf içinde harfleri birleştirerek hece, kelime ve cümle okuma çalışmalarının yetersiz olduğu durumlarda öğrencinin zorluk yaşadığı basamağa geri dönerek ek uygulamalar yapmasının akıcı okuma becerisinin kazanımında uygun stratejiler içinde yer aldığı düşünülmektedir.

**Anahtar sözcükler:** *Tekrarlı okuma, okuma akıcılığı, dikkat eksikliği hiperaktivite bozukluğu*

### Abstract

Today, students are expected to perform with higher academic competence than ever before. Reading fluency is a basic skill for reading and writing; As a result, students with poor reading skills are under the risk of experiencing a range of negative experiences in the school setting and in society. On the other hand, for the acquisition of reading fluency, the reading skill that is automated by means of the individual reading programs and the speed achieved when the application is performed can support the formation of a more qualified reading. Reading fluency is the dependent variable of this research. In this study, an adapted alternating treatments design modified from comparative single-subject research models were used. The participant is a male student who is in grade five in primary school in the TRNC who has had a grade deficit and has a reading difficulty associated with Attention Deficit and Hyperactivity disorder. In this study, among three methods; repetitive reading methods, repetitive reading, the first teacher's reading and reading after the syllable repetitive reading, last method has the highest efficiency. It was determined that the number of correct words that the participant reads per minute increased from 20 at the beginning to over 80 during the intervention process. After knowing all the letters in the case of inadequate blending activities in the syllable, vocabulary and sentence reading

\* Lefke Avrupa Üniversitesi Dr.Fazıl Küçük Eğitim Fakültesi Özel Eğitim Öğretmenliği, [gkahveci@eul.edu.tr](mailto:gkahveci@eul.edu.tr)

forms it can be an appropriate strategy to return to the stage of blending in syllable form and perform related activities.

**Keywords:** *Repetitive reading, reading fluency, attention deficit hyperactivity disorder*

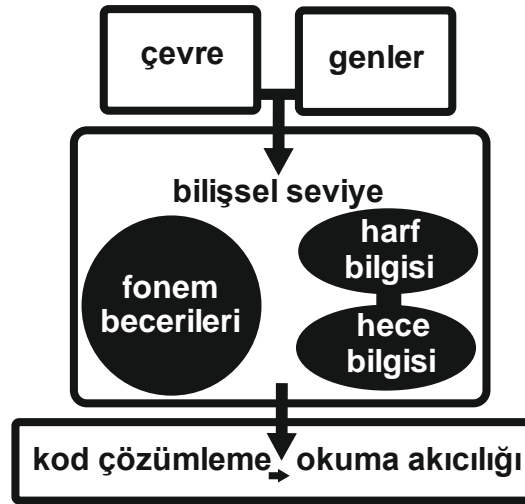
## **Giriş**

Başarılı bir okuyucu olmanın en temel özelliklerinden biri okumanın akıcı olmasıdır. Okumaya yeni başlayan öğrencilerin okuduğunu anlamada başarılı olmaları hatasız ve hızlı okuma becerilerini geliştirmelerine bağlıdır (Begeny ve Silber, 2006; Dufva, Niemi ve Voaten, 2001). Akıcı okuma akademik başarının bir göstergesi olarak kabul edilmektedir (Torgesen, 2002). Okuma akıcılığı, hem erken okuma için gerekli bir beceri hem de ilkokulun ilk yıllarında elde edilen okuma akıcılığı daha sonraki sınıflarda okuduğunu anlama başarısının da bir yordayıcısıdır (Ceylan ve Baydik, 2018; Davidson, Kaushanskaya ve Weismer, 2018; Salvador, Schoeneber, Tingle ve Algozzine, 2012). Bu sonuçları destekler şekilde Young-Suk, Petscher, Schatschneider ve Foorman (2010) yaptıkları boylamsal çalışmada birinci sınıfta elde edilen okuma akıcılığının üçüncü sınıfta okuma başarısını etkilediğini sunan veriler elde etmişlerdir.

Okuma akıcılığında yeterli performansı gösteremeyen okuma güçlüğü olan öğrencilerin yaşadığı akıcılık sorunlarını inceleyen hata analizi çalışmalarında harf-hece atlama/ekleme, yerine harf koyma, pozisyon değiştirme ve 2 saniyeden uzun takılma gibi okuma davranışları öne çıkmaktadır (Akyol ve Temur, 2006; Akyol ve Yıldız, 2010; Çaycı ve Demir, 2006; Sidekli, 2010; Yılmaz, 2008). Benzer türde hataları sıkça yapan öğrencilerin okuma motivasyonları düşmekte ve öğrencilerin okuma deneyimlerinde de bir azalma görülmektedir. Sürecin sonunda ise öğrenci sözcük dağarcığı, sözdizimi bilgisi gibi okumanın pek çok dil/bilişsel beceriler özelliklerini deneyimlemekten yoksun kalmaktadır (Stanovich, 1991; Stanovich, 1986). Bu noktada beceri eksikliği performans eksikliğinin ortaya çıkmasına neden olabilmektedir (Noell, Freeland, Witt ve Gansle, 2001). Bazı durumlarda performans eksikliğinden dolayı öğrenciler okuma becerilerine sahip olmalarına rağmen istenilen düzeyde doğru ve akıcı okuyamamaktadırlar. Bu noktada okuma akıcılığını destekleyen teknikler arasında hangisinin bireysel olarak öğrenciye uygun olduğu sorusu ortaya çıkmaktadır.

Okuma akıcılığını üç boyutta ele almak mümkündür. Bunlar doğru okuma, otomatik işleme (okumanın ses temelli ya da ortografik yapıda olup olmadığına bakılmaksızın) ve prozodi olarak tanımlanan boyutlardır. Boyutlarından biri olan *doğru okuma*, okuyucunun sözcükleri harf/yazı-birim, ses uyumuna uygun olarak çözümlemesidir. Bu beceride öğrencinin, harf/yazı-birim ile doğru sesi eşleştirebilmesi ve bunları birleştirerek sesletmesi gerekmektedir (Katzir, Kim, Wolf, O'Brien, Kennedy, Lovett ve Morris, 2006). Öğrencinin okuma hızını ilerletmesi için kelimeleri doğru okumasına ihtiyacı vardır ve aynı zamanda doğru okuma

becerisi anlama için oldukça önemli bir akıcı okuma bileşenidir (Davidson, Kaushanskaya ve Weismer, 2018). Okuma hızının artması ile de okumada otomatiklik görülmeye başlanır. *Otomatik işleme* öğrenciden en az zihinsel çabayı göstererek, hızlı ve doğru bir şekilde sözcük çözümlene becerisini gerçekleştirmesi istenmektedir (Samuels, 1979). Genel anlamıyla otomatiklik, fazla çaba gerektirmeden, hızlıca yapılan bir işi ifade etmekte kullanılan bir terimdir ve az çaba ile dikkat enerjisinin birleşimi sonrasında okuma akıcılığı ortaya çıkar (Deeney, 2010). Okuma akıcılığının ortaya konmasında akıcılık bağlantılı alt beceriler ve bu becerilerin birlikte çalışması önemlidir. İlişkili alt beceriler arasında fonolojik, görsel-uzaysal süreçler ve çalışan hafıza sayılabilir (Wolf, Bowers ve Biddle, 2000).



**Figür 1.** Türkçe metinlerde okuma akıcılığında öne çıkan unsurların şeması

Hornickel ve Kraus (2013) zayıf okuma akıcılığına sahip olan bireylerde akıcılık bağlantılı alt becerilerin yetersizliğinden kaynaklanan kararsız sinir tepkileri nedeni ile okuma güçlüğünün ortaya çıkabileceğini ifade etmektedir. Benzer sonuçlar çeşitli araştırmacılar tarafından da tespit edilmiştir (Kail ve Hall, 1994; Neuhaus, Foorman, Francis, Carlson, 2001). Okuma akıcılığının kazanılmasını sağlayan beyin düzeneklerinin yetersizliğinden kaynaklanan ve kararlı olması gereken sinir tepkilerinin, kararsız sinir tepkileri oluşundan dolayı işitsel sistem ve otomatik işlem arasında senkronize sinirsel ateşleme düzeneğinde tipik işleyiş bozulmaktadır. Buradan yola çıkan araştırmacılar bu işleyiş farklılığının beynin sol ön ve yan bölgelerinde yer alan ve fonolojik farkındalık becerilerinin ortaya çıkarılmasında görev alan beyin yapılarında belirli yetersizliklere rastlamışlardır (Norton, Black, Stanley, Tanaka, Gabrieli, Sawyer ve Hoeft, 2014; Norton ve Wolf, 2012) Sağ serebellar lob VI (*cerebellar lobule VI*) bölgesindeki yetersizliğin akıcılık bağlantılı alt beceriler üzerinde daha yoğun etkisinin olduğu belirlenmiştir (Norton, ve diğ., 2014). Bu beyin bölgesinin bilişsel ve

duygu davranış bozuklukları ile ilgili olduğu bildirilmektedir (Tatlıdede, Hanağası, Çabalar ve Yayla, 2013). İlk başta tüketilen bilişsel enerjiye beceri kazanımından sonra gereksinim azalmaktadır. Otomatikleşen sürecin ardından bilişsel enerjinin diğer alanlara yönelmesi mümkün olmaktadır (Samuels, 1979). Okumada otomatikleşme becerisi kelimeyi tanımada harf birleştirmelerinin (blending) minimum bilişsel yük ile gerçekleştirilerek okunan kelimenin anlamı üzerine daha çok yoğunlaşılabilmesi anlamına gelmektedir (Stahl ve Kuhn, 2002). Böylelikle okuma becerisinde birey için daha nitelikli okuma-anlama sürecinin ortaya çıkması sağlanmış olur.

Okuma akıcılığının üçüncü boyutunu ise *prozodi* oluşturmaktadır. Prozodi, okunan metnin anlamını etkin bir şekilde ifade edilmesinde okuyucunun uygun ses yüksekliği, duraklama, vurgu, hız ve diğer sözel ifade bileşenlerinin kullanılması anlamına gelmekte, konuşmanın melodisi ve ritmi olarak betimlenebilmektedir (Rasinski, Homan ve Biggs, 2009; Türkbay ve Cöngöloğlu, 2007). Hem otomatik işleme sonrasında akıcı okuma hem de uygun prozodinin okumaya eşlik etmesinin olumlu sonuçlarının olduğu ifade edilmektedir (Kuhn ve Stahl, 2003). Bu olumlu sonuçlar arasında, hem okuma yapan öğrencinin metni kendi için anlamayı kolaylaştırmasını (Caleta, Gutierrez-Palma, Defior, 2017; Schwanenflugel, Hamilton, Kuhn, Wisenbaker ve Stahl, 2004) hem de dinleyiciler açısından anlamayı kolaylaştırdığını sayabiliriz (Hudson, Lane ve Pullen, 2005). Böylece okuyucu eş zamanlı olarak kod çözme ve kavrama kabiliyetini yansıtır (Dowhower, 1987; Fuchs, Fuchs, Hosp, & Jenkins, 2001; Kuhn & Stahl, 2003; Pikulski & Chard, 2005; Rasinski & Hoffman, 2003; Wolf & Katzir-Cohen, 2001; Young & Bowers, 1995).

Kod çözme hızını olumsuz etkileyen unsurlardan biri de okuma hatalarıdır. Okuma hataları literatürde farklı ifadelerle ele alınmaktadır; kelime ya da heceyi yanlış okuma, kelime ya da hece atlama, hece veya harf ekleme, tersten okuma sık yapılan hatalar arasında yer almaktadır (Calp, 2017). Davenport, okuma hatalarını sesli okuma sırasında öğrencinin metinde yer alan var olan sözcüğü okumaması, sözcüğün yerine başka bir sözcük okuması veya yeni bir sözcük eklemesi şeklinde yapılan yanlışlıklar şeklinde ele almaktadır (Davenport, 2002). Leslie ve Caldwell ise okuma hatlarını yerine koyma, çıkarma-ekleme, tekrarlayan hata, kendini düzeltme noktalama işaretlerine dikkat etmeden okuma ve bocalama şeklinde ifade etmektedir (Leslie ve Caldwell, 2006). Bir diğer araştırmada ise öğrencilerin başlıca okuma hataları arasında kısmen hata yapma, yerine koyma, çıkarma-ekleme, geri dönme, duraklama, tekrarlayan hata ve karmaşık hata yer almaktadır (Goodman, Watson ve Burke, 1987). Okuma hatalarının önemi, öğrencinin hem dilin ipucu sistemlerini kullanmasına ilişkin hem de öğrencinin kelime hazinesi, geçmiş bilgi ve deneyimleri, metinden anlam çıkarma girişimleri

ve okuma yaparken kullandığı stratejilerin belirlenmesinde bir araç olarak kullanılabilmesinden gelmektedir (Davenport, 2002; Gillam ve Carlile, 1997). Hata analizi yoluyla okuma sırasında yapılan hatalar sayesinde öğrencilerin yazılı sözcükleri çözümlerken dilin ipucu sistemlerini nasıl kullandıkları belirlenebilmektedir (Girgin, 2006). Öğrencinin metinle etkileşiminin gözlenerek yaptığı hataların değerlendirilmesi hata analizlerini oluşturur (Goodman, Watson ve Burke, 1987).

Üç boyutta ele alınan okuma akıcılığının okuma hızı olarak değerlendirilmesinde ise farklı yöntemlerin kullanıldığı görülmektedir. Bazı çalışmalarda okuma hızının değerlendirilmesi okunan metnin toplam süresi hesaplaması ile değerlendirilirken, diğer bazı çalışmalarda ise bu değerlendirme ilk bir dakika içinde okuduğu hece/kelime sayısı üzerinden değerlendirilebilmektedir (Erden, Kurdoğlu ve Uslu, 2002; Meisinger, Bloom ve Hynd, 2010). Bununla birlikte, sözlü okuma akıcılığının değerlendirilmesi büyük ölçüde dakikada okunan doğru kelime sayısı ölçüleriyle sınırlandırılmış (Hasbrouck & Tindal, 2006; Manzo, 2005, 2007) ve pek çok okuma akıcılığı ilişkili araştırmalarda kullanılmıştır. Bu araştırmalar içinde 39 kadarı Temel Erken Okuryazarlık Becerilerinin Dinamik Göstergeleri-Dynamic Indicators of Basic Early Literacy Skill (DIBELS) 39 tanesi Texas İlk Okuma Envanteri-Texas Primary Reading Inventory (TPRI), 5 kadarı ise Fonolojik Farkındalık Okuryazarlığı Taraması-Phonological Awareness Literacy Survey (PALS) formatı ile yer almaktadır. Tüm bu testler arasında dakikada okunan doğru kelime sayısı olarak hesaplanan “okuma akıcılığı” etiketli bir ölçüm sistemi bulunmaktadır (Valencia, Smith, Reece, Li, Wixson ve Newman, 2010).

Okuma akıcılığı arttığında kod çözmeye daha az zihinsel güç harcandığından okuduğunu anlama becerileri de olumlu yönde etkilenmekte böylelikle, okuma akıcılığında kullanılan formül yansımalarını okuduğunu anlama becerilerinde de bulabildiği çeşitli araştırmalarda ortaya konabilmektedir (Fuchs ve diğ., 2001; Samuels, 2006). Okuma akıcılığını desteklemeyi hedefleyen programların öğrencilerin okuma akıcılığını geliştirdiğini gösteren başarılı çalışmalar ele alındığında, bu çalışmalarda yararlanılan stratejiler arasında tekrarlı okuma, okuyucu tiyatroları, eko okuma, eşli okuma, paylaşarak okuma ve kelime tekrar tekniğinin olduğu görülmektedir (Akyol ve Yıldız, 2010; Başaran, 2013; Çaycı ve Demir, 2006; Çeliktürk ve Akyol, 2015; Dağ, 2010; Keskin, Baştuğ ve Akyol, 2013; Keskin, H. K., Baştuğ, M., ve Akyol, H. 2013; Martens, Eckert, Begery, Lewandowski, DiGennaro, Montarello, Arbolino, Reed ve Fiese, 2007; Sidekli, 2010; Yılmaz, 2008; Ulu ve Başaran, 2013; Uzunkol, 2013). Bu çeşitli yöntemler arasında öğretmenler tarafından en sık kullanılanlar sırasıyla şöyledir; “*Nasıl okunacağına model olunması, sözcük analizi yaparak okutulması (harf-hece sesleterek okutulması), uygun vurgu, tonlama yapma ve noktalama işaretlerine dikkat ederek*

*okumaya model olunması, tekrarlı okuma yaptırılması, okuma hızını düzenlemek için model olunması, okuma hatalarına ilişkin geri bildirim verilip tekrar okutulması, akranla birlikte okuma yaptırılması, aile üyelerinden biriyle okumasının sağlanması, bütünsel sözcük öğretimi yapılması, koro okuma yaptırılması, düzeye uygun materyal kullanarak okutulması, kitap okunmasının istenmesi ” (Baydık, Ergül ve Kudret, 2012).*

Buradan yola çıkarak sınıf öğretmenlerinin okuma akıcılığı değerlendirme sonuçlarını dikkate alarak öğrencinin bireysel olarak yaptığı okuma hatası tipine göre uygun materyal ve yöntemleri seçerek okuma akıcılığını desteklemesi büyük öneme sahiptir (Kame’enui ve Simmons, 2001; McCoy, 1995). Oysaki okuma akıcılığında sınıf düzeyindeki beklentileri karşılamak için gereken akademik desteğin sunulmadığı koşullarda problemin öğrencilerin okul hayatı boyu devam etme eğiliminde olduğu ifade edilmektedir (Carnine, Silbert, Kame’enui, ve Tarver, 2004;). Okuma akıcılığını destekleyen yöntemlerin başında tekrarlı okuma stratejileri gelmektedir. Yöntem öğretmen, akran ya da ana-baba gibi bir yetişkinin rehberliğinde kolaydan zora doğru olacak şekilde, ilgili metinleri sistematik bir biçimde birden fazla tekrara yer vererek belirli akıcılığa (dakikada 80 kelime) ulaşmaya kadar okunmasını içerir (Samuels, 1979). Tekrarlı okuma stratejileri okuma güçlüğüne sahip öğrencilerin okuma isteğinin artmasını da desteklemektedir (Reutzel ve Cooter, 1996). Okuma çalışmalarındaki ortak gözlem sonuçlarından biri de rehberli tekrarlı okumalardır (O’Connor, White ve Swanson, 2007; Rasinski, 1990) Rehber, okuma parçasının ilk örnek okunmasında tüm metni önceden okuyarak ya da birlikte okuma sırasında çok az bir zamanlama farkı ile okumaya liderlik yaparak görevini sürdürür ve daha sonra öğrenciden tekrarlı olacak şekilde bağımsız okuması için yönerge verir. Tekrarlı okumaları bu örnekte olduğu gibi eko okuma, eşli okuma, hayvan desteği ile birlikte okuma gibi farklı stratejilerle de birleştirerek uygulamak mümkündür (Kahveci ve Bulut Serin, 2017).

Akıcı okumanın geliştirilmesinde yararlanılan stratejilerin yüksek başarıya sahip olduğu görülmektedir. Örneğin, Herberg, McLaughlin, Derby ve Weber (2012), tekrarlı okuma ve kelime kartlarının 13 yaşındaki bir öğrencinin akıcı okuma becerilerine etkisini araştırmışlar, bu tekniklerin öğrencinin akıcı okuma düzeyini arttırdığı bulgusunu elde etmişlerdir. Ekiz, Erdoğan ve Uzuner (2011) kelime tekrar ve paragrafın önceden dinlenmesi stratejisinin okuma ve anlamada yaşanan sıkıntıları gidermede oldukça etkili olduğu sonucuna ulaşmışlardır. Ellis (2009) araştırmasında eşli okuma, eko okuma, koro halinde okuma ve tekrarlı okuma çalışmalarının birlikte kullanılmasının üçüncü sınıf düzeyinde akıcı okuma ve anlama düzeyini artırdığı sonucuna ulaşmıştır. Roundy ve Roundy (2009) araştırmaları sonucunda tekrarlı



okumanın okuma akıcılığını, dakikada okunan kelime sayısını ve okumaya ilişkin özsaygı düzeyini artırdığını belirtmektedir.

Okuma akıcılığının geliştirilmesini olumlu etkileyen yöntemlerden biri de metin içinde yanlış okunan kelimelerin tekrar tekrar okunması Kelime Tekrar (Word Drill) stratejisi adı altında yapılan alıştırmaları kapsamaktadır (Yılmaz, 2008). Kelime Tekrar stratejisinin en önemli olumlu yanı yapılmakta olan hata kalıcı olmadan mümkün olan en kısa süre içinde ilişkili kelimeyi doğru okuma becerisinin kazanılmasıdır. Sonuç olarak hata hemen düzeltilir ve böylece metnin daha doğru okunması sağlanmış olur (Glazer, 2007). Bu stratejinin uygulama akışı şöyledir; ilk basamakta öğrenci metni okur, bu sırada öğretmen okumayı takip eder. Takip sırasında hatalı okunan kelimeler belirlenir. Bir sonraki basamakta hatalı okunan kelimeler öğretmen tarafından kartlara yazılır. Öğrenciden kartlara yazılan kelimelerin tekrar okunması beklenir. Süreç içinde doğru olarak okunan kelimeler kaldırılırken, hatalı okunan kelimeler tekrar okutulmak üzere saklanır. Yanlış okunan kelimeler, öğretmen tarafından okunur ve öğrenciye tekrar ettirilir. Öğrenci kendisine sunulan kelimeleri doğru bir şekilde okuyuncaya kadar öğretmen geri kalan kartları okutma işlemlerine devam eder (Rosenberg, 1986). Benzer şekilde hece tekrar stratejisinde ise okutulacak olan metnin içinde yer alan heceler kartlara yazılır ve uygulama süreci Kelime Tekrar stratejisinde olduğu gibi devam eder.

Yapılan araştırmalar kelime tekrar stratejisinin okuma hatalarını düzeltmede ve akıcı okumayı sağlamada yüksek fayda sağladığını göstermiştir (Fleisher, Jenkins, 1983). İlişkili çalışmalar doğrultusunda kelime tekrar stratejisinin önde gelen bir öğretim modeli olduğu sonucuna varmak mümkündür (Chafouleas, 2004). Diğer stratejiler ile kıyaslandığında kelime tekrar stratejisinin sesli okuma hatalarını düzeltmede daha başarılı olduğu düşünülmektedir. Jenkins ve Larson (1979) sesli okuma hatalarını düzeltmede kullanılan beş tekniği (kelime sağlama tekniği, cümle tekrarı tekniği, metin sonunda inceleme tekniği, kelimeyi anlama tekniği ve kelime tekrar tekniği) karşılaştırmışlardır. Okuma akıcılığını geliştirmek amacıyla yapılan öğretimde doğruluğa ve prozodiye model olunması, öğrenciye okuma fırsatı yaratılması, geribildirim verilmesi ve düzeye uygun okuma materyali sağlanması oldukça önemlidir (Rasinski, Homan ve Biggs, 2009; Reutzel, 2009). Bunun yanı sıra özellikle okuma güçlüğüne sahip öğrencilerde okuma akıcılığının geliştirilmesi için ek destek uygulamalara da yer verilmesi önerilmektedir (Hudson, Lane ve Pullen, 2005). Hudson 2005 yılında yaptığı bu araştırmada sözcükleri görsel özelliklerine dayalı olarak bütün halinde kartta ya da liste içinde öğretmenin de akıcılığı artıran bir yol olduğu, bunun sözcüklerin metin içinde daha hızlı tanınmasını sağlayarak okuma akıcılığını artırdığını vurgulamaktadır. Ek olarak sinirbilim, dikkat ve okuma akıcılık açıkları arasındaki bağlantıyı araştırdığında okuma akıcılığı düşük

olan okuyucuların okuma sırasında yoğun şekilde dikkat becerilerini işe koştukları, bu nedenle de kısa süre sonra zihinsel yorgunluk yaşadıklarını ifade etmektedir (Shaywitz ve Shaywitz, 2008). Buradan yola çıkıldığında okuma ve davranışsal ihtiyaçları (zorlayıcı davranışları) olan öğrenciler için tekrarlı okuma gibi sık kullanılan okuma akıcılığı geliştirme yöntemleri içinde belirli uyarlamaların yapılmasının gerekliliği belirlenmiş olmaktadır.

Okuma stratejileri üzerine uyarlamalar öğrencilerin bireysel özelliklerinden kaynaklı olabildiği gibi dilin bazı yapısal özelliklerine de bağlı olabilmektedir. Örneğin, Türkçe yapı itibarıyla, sondan eklemeli bir dildir ve aynı zamanda da Türk dilinin yapım ekleri açısından çok zengin olduğu ve günümüzün Türkiye Türkçe'sinde 180 civarında yapım eki olduğu ifade edilmektedir (Çıkmaz, 2006). Bu durum kelimelerin sonlarına gelen eklerin çeşitliliğinin yüksek olması anlamına gelmekte ve "tüm kelime" okuma becerisini olumsuz etkileyebileceği düşünülmektedir. Bu nedenle İngilizce gibi eklemeli olmayan bir dilde yüksek başarı elde edilen Kelime Tekrar stratejisinin eklemeli bir dil olan Türkçe için uyarlanması aynı başarıyı beklenmesi olanaklı olmayabilir. Yapı itibarı ile Türkçe'nin sondan eklemeli bir dil olduğu hatırlanacak olursa Hece Tekrar stratejisinin doğru okumayı ve buna bağlı olarak okuma akıcılığını olumlu yönde etkileyebileceği izlenimi oluşmaktadır.

Okuma akıcılığının olumsuz etkilendiği özel gereksinimli bireyler arasında Dikkat Eksikliği Hiperaktivite Bozukluğu (DEHB) olan öğrenciler de yer almaktadır. Yaygınlığı yaklaşık olarak % 3-12 oranında görülen DEHB; çalışma belleği, yürütücü işlevler, psikomotor hız ve koordinasyon, işleme hızı ve zekâ gibi birçok bilişsel alanda yetersizlikle bağlantılı nörogelişimsel bir bozukluktur (Barkley 1997, Mayes ve Calhoun 2006, Zemetkin ve Ernst 1999). DEHB tanısı almış çocukların okuma ve okuduğunu anlama becerilerinde, DEHB'nin etkisiyle gözlenen olumsuzlukların işleme hızı ve çalışma belleği işlevleriyle ilişkili olabileceği düşünülmektedir (Çelik, Eren, Özmen ve Tural Hesapçıoğlu, 2017; Hinshaw, 1992; Miller, Keenan, Betjemann, Willcutt, Pennington ve Olson, 2013; Stern ve Shalev, 2012). Okuma sürecindeki sorunların öğrencilerin akademik başarılarını, okula devamlarını, okul içi ve dışındaki sosyal yaşantılarını, gelecekteki mesleki yaşantılarını olumsuz yönde etkileyebileceği oldukça açıktır. Dolayısıyla bu sorunların bireysel olacak şekilde saptanmasının, olabilecek en kısa süre içinde düzeltilme yoluna gidilmesinin ve aynı zamanda geliştirilecek olan stratejinin Türkçe'nin yapısı ile uyumlu olmasının da gelecekte yaşanacak sıkıntıların önlenmesi açısından büyük bir öneme sahip olduğu düşünülebilir. Okuma ve davranışsal ihtiyaçları olan öğrenciler için tekrarlı okuma ve diğer akıcılık temelli müdahalelerin kullanımını içeren araştırmaların sayısının arttırılmasının gerekliliği çeşitli araştırmalarda vurgulanmaktadır (Barton-Arwood, Wehby, & Falk, 2005; Coleman & Vaughn,

2000; Kamps ve Greenwood, 2005; Lane, Little Redding-Rhodes, Phillips ve Welsh, 2007; Levy ve Chard, 2001; Trout, Epstein, Nelson, Synhorst ve Hurley, 2006), ancak sınırlı sayıdaki araştırma bu popülasyon üzerine yoğunlaşmıştır (Strong, Wehby, Falk ve Lane, 2004; Sutherland ve Snyder, 2007). Bu nedenlere dayanarak araştırmanın alana katkı sağlayacağı düşünülmektedir.

Bu çalışmada üç farklı tekrarlı okuma yönteminin okuma akıcılığının gelişimi üzerindeki karşılaştırmalı etkililiği incelenmiştir. Ek olarak okuma akıcılığındaki gelişmelerin toplumsal önem açısından da incelenmesinin önemi çeşitli araştırmalarda belirlendiğinden (Kazdin, 2001) araştırmada sosyal geçerlilik sorularına yer verilmiştir.

### **Yöntem**

Bu bölümde katılımcının belirlenmesi ve özellikleri, araştırmanın modeli ve verilerin toplanmasına ilişkin bilgiler yer almaktadır.

#### **Katılımcının belirlenmesi ve özellikleri:**

Araştırmacı, katılımcının ailesi ile yoğun okuma güçlüğü çektiği konusunda fikir birliğine vardıldıktan sonra katılımcıda üçüncü sınıf (KKTC) Türkçe kitabından rastgele belirlenen üç metin değerlendirme sürecinde yer almıştır. Üç ardısıra gelen günde öğrencinin okuma performansı bir dakikada okuduğu kelime sayısı üzerinden gerçekleştirilen değerlendirme ile yapılmıştır. Değerlendirme sırasında 1 dakika süre ile okuduğu bu metinler üzerinden alınmış, okuma hataları belirlenmiştir. Okuma hataları bu araştırmada kelimeyi yanlış okuma, tersten okuma, kelime atlama, hece atlama-ekleme, harf ekleme, tekrarlayan hata, kendini düzeltme ve bocalama şeklinde ele alınmıştır. Bir dakika içindeki okuma sırasında iki kere üzerinde görülen hata tipleri, ikinin üzerindeki hata sayısına bakılmaksızın kaydedilmiş ve toplanan veriler sonrasında öğrencinin katılımcı olması uygun bulunmuştur.

Etik sebeplerden dolayı öğrencinin ismi gizlenmiş ve Ahmet takma adı kullanılmıştır. Ahmet yedi yaşında okula başlamış fakat beşinci sınıfta sınıf tekrarı yapmıştır. Ahmet'in ailesi ticaret ile uğraşmaktadır. Ahmet iki kız kardeşe sahiptir. Evlerinde kendine ait bir odası vardır. Sınıf öğretmeni ile yapılan görüşmelerde Ahmet'in önceleri okulu ve arkadaşlarını sevmesine rağmen okuma akıcılığı problemi ve bu problemin diğer tüm akademik derslere yansımaları sonrasında okula gitmek istemediği ve okulda bir arkadaşı dışında diğer sınıf arkadaşları ile sorunlar yaşadığı belirlenmiştir.

**Okuma Hızı.** Çalışmada okuma hızı katılımcının dakikada okuduğu doğru kelime sayısı şeklinde hesaplanmıştır. Katılımcının üçüncü sınıf Türkçe kitabından okuduğu metindeki

kelime sayısından yanlış okuduğu kelime sayısı çıkartılarak okuma hızı belirlenmiştir. (Hasbrouck & Tindal, 2006; Manzo, 2005, 2007).

Ahmet'in ortalama okuma akıcılığı 5 dakika/kelime, okuma hataları ise şöyledir:

- “ *Ekleme türü hatalar.*
- *Atlama türü hatalar.*
- *Yanlış okuma ve iki heceden uzun kelimeleri çözümlemede zorluk çekme.*
- *Bir kelimeyi okurken takılıp kalma (bocalama).*
- *Kendi kendini düzeltme.*
- *Okurken uygun olmayan tonlama, vurgu ve noktalama işaretlerine dikkat etmeme ve ritimsiz okuma ”.*

Katılımcının ailesi okuma güçlüğü, okuma çalışmalarından kaçınma, okuma talep edildiğinde öfke nöbeti geçirme davranışları dolayısıyla araştırmacıya başvurmuştur. 12 yaşında olan bireyin Dikkat Eksikliği Hiperaktivite tanısı aldığı ve dikkat toplayıcı bir ilaç kullandığı aile tarafından paylaşılmıştır. Uygun dozaj ayarı yapılarak sabitlenen mg. düzeyi araştırma boyunca da sabit tutulmuştur. Araştırma Lefke Avrupa Üniversitesi içinde uygulama odasında gerçekleştirilmiştir. Uygulama odasında iki masa, altı sadalye, iki bilgisayar bulunmaktadır. Uygulama araç gereçleri kapalı kutularda olacak şekilde iki kitaplık içinde yer almaktadır. Pencereleer çam ağaçları, diğer çiçekli bitkiler ve zaman zaman keçi ve koyunların otladığı dağlara bakmakta olup, katılımcı tarafından “mutluluk verici” olarak ifade edilmiştir.

#### **Araştırmanın bağımlı ve bağımsız değişkenleri:**

Araştırmanın bağımsız değişkeni üç farklı tekrarlı okuma stratejisidir. Bunlar tekrarlı okuma, öğretmenin ilk okumayı yaptığı tekrarlı okuma ve hece çalışması sonrası tekrarlı okumadır. Okuma akıcılığı ise araştırmanın bağımlı değişkenini oluşturmaktadır.

Bu amaca ulaşmak için aşağıdaki sorulara yanıt aranmıştır:

1. Tekrarlı okuma, öğretmenin ilk okumayı yaptığı tekrarlı okuma ve hece çalışması sonrası tekrarlı okuma yaklaşımları arasında okuma akıcılığının arttırılmasında etkililik açısından farklılıklar var mıdır?
2. Tekrarlı okuma, öğretmenin ilk okumayı yaptığı tekrarlı okuma ve hece çalışması sonrası tekrarlı okuma yaklaşımları arasında okuma akıcılığının arttırılmasında verimlilik açısından farklılıklar var mıdır?
3. Katılımcı için okuma akıcılığının arttırılmasında kullanılan tekrarlı okuma, öğretmenin ilk okumayı yaptığı tekrarlı okuma ve hece çalışması sonrası tekrarlı okuma yaklaşımları arasından belirlediği en uygun yöntem hangisidir?

4. Veli ve sınıf öğretmeni için katılımcıda okuma akıcılığının arttırılmasında kullanılan tekrarlı okuma, öğretmenin ilk okumayı yaptığı tekrarlı okuma ve hece çalışması sonrası tekrarlı okuma yaklaşımları arasından belirledikleri en uygun yöntem hangisidir?

Bu sorulara ek olarak farklı sosyal geçerlilik sorularına da yer verilmiştir; Okuma akıcılığındaki gelişmeler katılımcının sınıf içi etkinliklerine katılımını arttırmış mıdır? Katılımcının ev ortamında aile üyeleri ile okuma materyallerine ilgisini arttırmış mıdır? Katılımcının ev ortamında aile üyelerine okuma yapma davranışlarını arttırmış mıdır? Sorularına yanıt aranmıştır.

#### **Tek denekli araştırma yöntemi:**

Bu çalışmada karşılaştırmalı tek denekli araştırma modeli kullanılmıştır. Bu modelde çoğunlukla iki ya da daha fazla uygulamanın etkililikleri ve verimlilikleri karşılaştırmak mümkündür. Karşılaştırmalı tek-denekli araştırma modelleri arasında yer alan dönüşümlü uygulamalar modelinde iki ya da daha fazla bağımsız değişkenin, bir bağımlı değişken üzerindeki etkililikleri karşılaştırılmaktadır (Tekin, 2000). Dönüşümlü uygulamalar modeli, başlama düzeyi verisi toplanmadan da gerçekleştirmek mümkün olabilmektedir. İlişkili modelde, karşılaştırılan uygulamaların dönüşümleri hızlı bir biçimde sağlanır. Bu dönüşüm, genellikle gün/bir oturum içinde gerçekleştirilir. Dönüşümlü uygulamalar belirli sınırlamaları beraberinde getirmektedir. Bu sınırlamalardan biri de bir önceki uygulamanın bir sonraki uygulamaya etkisi sonucunda uygulama sonuçlarının yanıltıcı olma riski taşımasıdır (Tekin, 2000). Bir önceki uygulamanın bir sonraki uygulamaya etkisi (Carry-over) Barlow ve Hayes (1979) tarafından tanımlanmıştır ve bu etki zıt ya da tetikleyici formda ortaya çıkabilmektedir. Zıt etki bir müdahalenin, beklenenden farklı bir yönde davranışsal değişim yaratabildiğini ifade eder. Öte yandan, tetikleyen etki, iki müdahale arasında pozitif bir aktarımı ortaya koyar. Her iki durumda da, uygulanan müdahalelerin etkileri olması gerenden ya da beklenilenden farklı olabilmektedir. Bu sebeple standart dönüşümlü uygulamalar yerine uyarlanmış dönüşümlü uygulamalar modeli ortaya konmuştur (Sindelar, Rosenberg ve Wilson, 1985). Uyarlanmış dönüşümlü uygulamalar Mandelker, Sindelar ve O'Shea (1984) bu adaptasyonu çarpım tablosundaki +7 ler ve +8 lerin öğretiminde kullanmışlardır. +7 ler ve +8 ler mantıksal olarak zorluk derecesi aynı olan iki kümeye eşit olacak şekilde ayrılmıştır. Bu iki küme içinde bir grup doğrudan öğretmen tarafından öğretilirken; ikincisi, çocukların bağımsız olarak tamamladıkları bir dizi programlanmış çalışma sayfası aracılığıyla gerçekleştirilmiştir. Böylelikle bağımsız değişkenlerin etkilerinin üzerinde gözlemlenebileceği bağımlı değişken kümeleri oluşturulmaktadır. Kısaca, tasarımın mantığı, öğrenilmesi eşit zorlukta olan iki kümenin oluşturulmasına dayanmaktadır. Bu çalışmada okuma materyalleri okunması eşit zorlukta

olacak şekilde kümelendirilmiştir. Bıdık Ali okuma serisinin kitaplarında yer alan her iki sayfa, sıra ile küme oluşturmak için kullanılmıştır. Bıdık Ali okuma serisi MEB onaylı olmamakla birlikte KKTC de okuma yazma öğretmen sınıf öğretmeninin sıklıkla yararlandığı bir kaynak olup katılımcının sınıf öğretmeninin de önerdiği bir okuma serisidir. Kitap 16 punto ve Alfabet 98 yazı fontu ile yazılmıştır. Büyük renkli resimleri sayfanın yarısını kaplamakta ve her sayfa üzerinde kısa cümlelerden oluşan küçük resimle bağlantılı metinler bulunmaktadır. Ayrıca kitabın her sayfasında yer alan metinler birbirinden farklı renkteki hecelere ayrılmıştır. İlk iki sayfa birinci küme, üç ve dördüncü sayfa ikinci küme, beş ve altıncı sayfa ise üçüncü kümeyi oluşturur. Sayfa numaraları ilerledikçe aynı sıra ile her üç kümenin oluşumuna devam edilmiştir. Kitap serisindeki okuma parçaları giderek zorlaşmasına rağmen her üç kümedeki okuma materyalleri bu şekilde oluşturulan kümeler eşit zorluğa sahip olacak şekilde gruplanmıştır. Oluşturulan eşit zorluğa sahip kümeler uyarlanmış dönüşümlü uygulamalar modelinin bağımlı değişkenlerini oluşturmuştur.

#### **Deney süreci:**

Uygulama katılımcı ile uygulama sınıfta bire bir çalışma olarak gerçekleştirilmiştir. Uygulama haftanın yedi günü üst üste olacak şekilde ve üç saatten az olmayacak şekilde gerçekleştirilmiştir. Uygulamada kullanılan hikâye kitapları ilk zamanlar birinci sınıf düzeyinden başlamış (Bıdık Ali Serisi Okumaya Başlama Kitapları) süreçte ilerleme kaydedilerek düzey artırılarak çalışmalara devam edilmiştir. Uygulamada kullanılan metinler uzman görüşü doğrultusunda öğrencinin düzeyine uygun olarak seçilmiş ve kullanılmıştır. Uygulamada tekrarlı okuma, öğretmenin ilk okumayı yaptığı tekrarlı okuma ve hece çalışması sonrası tekrarlı okuma yaklaşımları aynı oturumda dönüşümlü olacak şekilde kullanılmıştır. Hangi uygulama yaklaşımı olduğunu katılımcıya ifade etmek için de tekrarlı okuma için (haydi şimdi tekrarlı okuyalım), öğretmenin ilk okumayı yaptığı tekrarlı okuma için (şimdi önce ben okuyayım sonra sen tekrarlı okuma yap) ve kelime tekrar tekniği diğer bir değişle hece çalışması sonrası tekrarlı okuma için de (ben bu üzerinde kalın renkli kalemle ve karışık yazılmış hecelerin yer aldığı çalışma kağıdını hazırladım. Şimdi bu çalışma kağıdını çalışalım sonra tekrarlı okuma yapalım) sözel ipuçları kullanılmıştır.

Araştırmada kullanılan hece tekrar tekniği, kelime bilgisinin inşasında etkili bir ön çalışmadır ve dört basamaktan oluşmaktadır:

Ön çalışma sırasında katılımcı yüksek seviyede hata yapıyorsa;

1. Uygulama sırasında okumaya başlamadan önce metin içinde geçen tüm heceler 6 x 8 cm. boyutlarındaki indeks kartı üzerine yazılır. 2. Kart katılımcı ile incelenir ve katılımcıya okutulur. Katılımcı heceyi doğru bir şekilde okuduğu zaman kart masadan kaldırılır, katılımcının

göremeyeceği başka bir yere konur. Eğer katılımcı heceyi 4-5 saniye içinde doğru bir şekilde okumuşsa o hecenin okunuşu doğru olarak kabul edilir, benzer şekilde 4-5 saniye içinde kendi kendine düzeltilmiş heceler de doğru olarak kabul edilir. 5 saniyeden sonra ise doğru okunan heceler ise yanlış okunmuş olarak kabul edilir. 3. Öğretmen katılımcının yanlış okuduğu heceyi onun için (okur) doğru telaffuz eder, sonra katılımcıdan tekrar etmesini ister. Daha sonra öğretmen index kartın üzerine yazılı olan heceyi gösterip, “Bu hece nedir?” diye sorar. Katılımcı heceyi okur ve birden fazla tekrar eder. Düzeltilen her bir hece tekrar sunulmak üzere kaldırılır. Yanlış okunan hece kartı ise masanın altına konur. 4. Okuma düzeltilinceye kadar masanın altındaki yanlış okunan hece kartları ile çalışmaya devam edilir. Kartlarda yazılı bütün heceler toplanır ve katılımcıya tekrar sunulur. Ard arda gerçekleştirilen iki denemede katılımcı kart üzerinde hata yapmayınca kadar hece tekrar çalışmaları sürdürülür.

Uygulama aşamaları aşağıda sunulmuştur:

Bıdık Ali serisinin ilk kitabından başlayarak her iki sayfası için farklı tekrarlı okuma tekniği kullanılmıştır. Her okuma örneği için ses kaydı alınmış ve okuma hızı hesaplanmış ve uyarlamalı dönüşümlü uygulamalar modeli grafiğine kaydedilmiştir. Her okuma sonrasında verilen arada katılımcının istediği oyun birlikte oynanmış ve başlama seviyesine göre daha başarılı olan okumaları bilgisayarda futbol ile ilgili sayfaları incelemesine izin verilerek pekiştirilmiştir böylelikle, okuma ilişkili motivasyonu yükseltilmeye çalışılmıştır.

#### **Gözlemciler arası güvenilirlik ve uygulama güvenilirliği:**

Bu araştırmada yer alan katılımcı için toplanan verilerin %30'unu kapsayacak şekilde seçkisiz atama yapılarak “ *gözlemciler arası güvenilirlik* ” ve “ *uygulama güvenilirliği* ” hesaplanmıştır. Güvenirlik hesaplamaları için katılımcı ile ilişkili ses kayıtları, ses kayıtlarında kullanılan metinler ve güvenilirlik formlarından yararlanılmıştır. Araştırmada hem başlama düzeyi verileri hem de kullanılan uygulamaya ait veriler, gözlemciler arası güvenilirliğin belirlenmesi için klinik psikoloji alanında yüksek lisans programını bitirmiş bir uzman tarafından dinlenerek tutulmuştur. Gözlemciden ses kayıtlarındaki metinleri eş zamanlı olarak takip etmesinin istenmesi üzerine gözlemci metni takip etmiş ve katılımcının yanlış okuduğu kelimeleri saptayarak elde ettiği verileri katılımcının okuma akıcılığını tespit etmekte kullanmıştır. Veriler, “  $\frac{\text{Görüş birliği}}{(\text{görüş birliği} + \text{görüş ayrılığı})} \times 100$  ” formülüyle hesaplanarak gözlemciler arası güvenilirlik hesaplaması yapılmıştır (Tekin ve Kircaali-İftar, 2002).

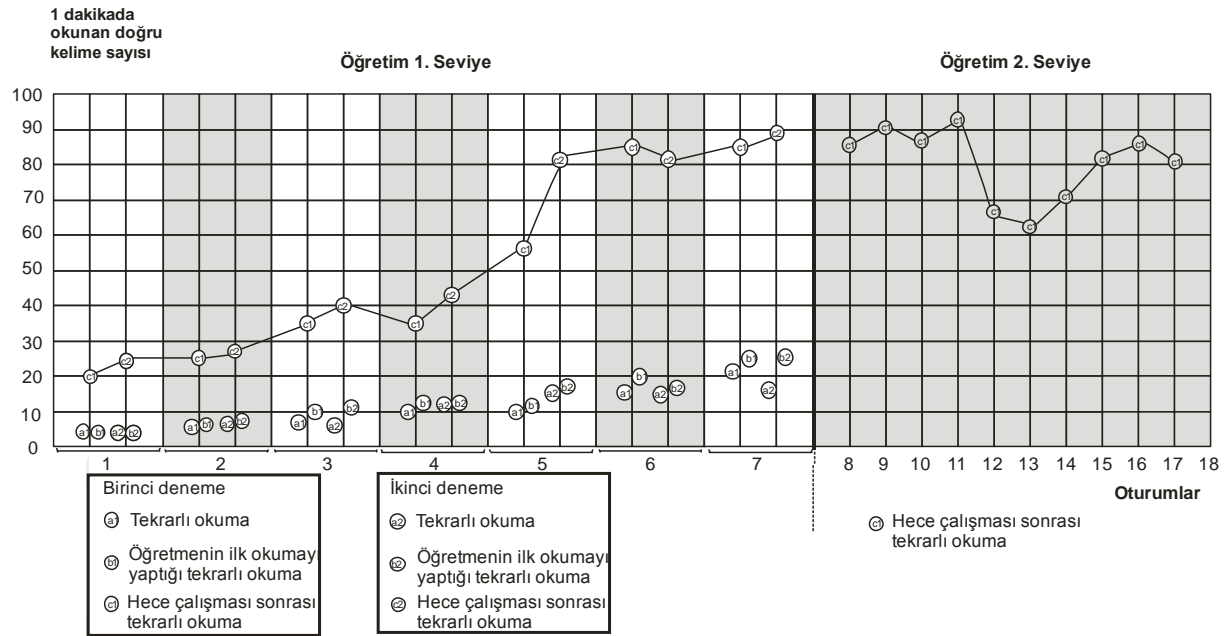
Uygulama basamaklarının uygulamacı tarafından güvenilir biçimde uygulanıp uygulanmadığını belirleyebilmek amacıyla uygulama güvenilirliğini değerlendirilmiştir. Bu amaç doğrultusunda uygulama güvenilirliği verileri “ *Uygulama Güvenirliği Veri Toplama Formu* ” ile toplanmıştır. Bu formda üç farklı sağaltım paketinin koşullarının sıralama ve

basaamakları kontrol listesi haline getirilerek evet ya da hayır şeklinde cevaplandırılabilir şekilde seçeneleştirilmiştir. Bağımsız gözlemci ile yürütülen eğitim sürecinin %30'unu kapsayacak şekilde ses kayıtları paylaşılmıştır. Gözlemci oturumları dinleyerek uygulama kontrol listesini (evet/hayır) şeklinde doldurmuştur. Gözlemci, araştırmacının uygulama yaparken her müdahale paketi öncesinde verdiği ve müdahalenin içeriğini ortaya koyan ön-cümleye göre hangi müdahale paketi ile ilişkili gözlem yaptığını fark edebilmiş ve uygulama güvenilirliği sonuçlarını; dinleyerek gözlenen uygulamacı davranışını, planlanan uygulamacı davranışına bölerek ve daha sonra yüzdesini alarak hesaplamıştır.

## Bulgular ve yorum

Bu araştırmanın amacı; dikkat eksikliği ve hiperaktivitesi olan bir öğrencinin tekrarlı okuma, öğretmenin ilk okumayı yaptığı tekrarlı okuma ve hece çalışması sonrası tekrarlı okuma gibi üç farklı tekrarlı okuma tekniğinin karşılaştırılarak öğrencinin okuma akıcılığını geliştirmedeki etkililiğini ortaya koymaktır. Araştırmanın bu bölümünde uyarlamalı dönüşümlü araştırma modeli grafiğine dayalı bulgulara ve yorumlara yer verilmiştir.

**Grafik 1.** Uyarlamalı Dönüşümlü Uygulamalar Modeli Grafiği



Bir yöntemin diğerine kıyasla daha etkili olduğu bulunduğu, uygulamanın en etkili yöntem ile son bulmasını önerildiğinden (Alberto ve Troutman, 1995) 7. oturum sonrasında sürece karşılaştırıldığında en etkin yöntem izlenimi veren “hece çalışması sonrası tekrarlı



okuma” uygulaması ile devam edilmiştir. Katılımcı ilk oturumlarda performans sergilemede oldukça zorlanmış ve iki uygulama arasında daha uzun sürelerde dinlenme olanağı sağlanmıştır. Katılımcı tekrarlı okumayı ve öğretmenin ilk okumayı yaptığı tekrarlı okuma uygulamasını ilk oturumda reddetmiş fakat hece okuma ile başlanan hece çalışması sonrası tekrarlı okuma uygulamasında uzlaşmaya varılmıştır. Bu sürece grafikte yer verilmemiştir. Her üç yöntemde veri alınan oturum ilk oturum olarak kabul edilmiştir. Okuma çalışmalarına katılan öğretmenin üç yöntem arasından katılımcı için en uygun olanına karar vermesi 3. Oturum sonrasında daha net olacak şekilde ortaya çıkmıştır. Bununla birlikte araştırmaya devam edilerek öğrencinin beceri ve performansını göstermesine olanak tanınmıştır. Sürecin devamında arka arkaya birbirini izleyen 5., 6. ve 7. oturumlarda “hece çalışması sonrası tekrarlı okuma” uygulaması diğer iki uygulama ile kıyaslandığında ortalama 55 kelime fark olduğu saptandığından diğer iki tekrarlı okuma tekniği sonlandırılarak sürece “hece çalışması sonrası tekrarlı okuma” uygulaması ile devam edilmiş ve araştırmanın ikinci aşamasına geçilmiştir. İkinci aşamada okuma materyalleri zorlaşmakla birlikte katılımcı 12., 13. ve 14. oturumların dışında ortalama okuma hızı seviyesini (80-91 kelime) koruyabilmiştir. Akıcı okuma ölçütlerine göre metni akıcı bir şekilde okuyan öğrenci her yüz kelimeyi sadece bir hata ile okumalıdır (Shanahan, Pennington, Yerys, Scott, Boada, Willcutt, Olson ve DeFries, 2006). Kelime tanıma açısından ele alındığında bu çalışmada Ahmet’in okumasının (Bıdık Ali Serisi Okuma Kitaplarında) istenen düzeye geldiği görülmektedir. Okuma akıcılığın göstergelerinden biri olarak ele alınan okuma hızı açısından bakıldığında ise hece çalışması sonrası tekrarlı okuma yönteminde Ahmet’in okuma hızının dakikada 20 den 93 e kadar yükseldiği görülmektedir. İkinci seviye okuma kitaplarında ise maksimum seviye 86 dır.

Bir yöntemin diğerine kıyasla daha etkili olduğu bulunduğu, uygulamanın en etkili yöntem ile son bulmasını önerildiğinden (Alberto ve Troutman, 1995) 7. oturum sonrasında sürece karşılaştırıldığında en etkin yöntem izlenimi veren “hece çalışması sonrası tekrarlı okuma” uygulaması ile devam edilmiştir. Katılımcı ilk oturumlarda performans sergilemede oldukça zorlanmış ve iki uygulama arasında daha uzun sürelerde dinlenme olanağı sağlanmıştır. Katılımcı tekrarlı okumayı ve öğretmenin ilk okumayı yaptığı tekrarlı okuma uygulamasını ilk oturumda reddetmiş fakat hece okuma ile başlanan hece çalışması sonrası tekrarlı okuma uygulamasında uzlaşmaya varılmıştır. Bu sürece grafikte yer verilmemiştir. Her üç yöntemde veri alınan oturum ilk oturum olarak kabul edilmiştir. Okuma çalışmalarına katılan öğretmenin üç yöntem arasından katılımcı için en uygun olanına karar vermesi 3. Oturum sonrasında daha net olacak şekilde ortaya çıkmıştır. Bununla birlikte araştırmaya devam edilerek öğrencinin beceri ve performansını göstermesine olanak tanınmıştır. Bununla birlikte arka arkaya birbirini

izleyen 5., 6. ve 7. oturumlarda “hece çalışması sonrası tekrarlı okuma” uygulaması diğer iki uygulama ile kıyaslandığında ortalama 55 kelime fark olduğu saptandığından diğer iki tekrarlı okuma tekniği sonlandırılarak sürece “hece çalışması sonrası tekrarlı okuma” uygulaması ile devam edilmiş ve araştırmanın ikinci aşamasına geçilmiştir. İkinci aşamada okuma materyalleri zorlaşmakla birlikte katılımcı 12., 13. ve 14. oturumların dışında ortalama okuma hızı seviyesini (80-91 kelime) koruyabilmiştir. Hece çalışması sonrası tekrarlı okuma yönteminde Ahmet’in okuma hızının dakikada 20 den 93 e kadar yükseldiği görülmektedir. İkinci seviye okuma kitaplarında ise maksimum seviye 86 dır. Bu veriden yola çıkıldığında tekrarlı okuma, öğretmenin ilk okumayı yaptığı tekrarlı okuma ve hece çalışması sonrası tekrarlı okuma yaklaşımları arasında okuma akıcılığının arttırılmasında etkililik açısından farklılıkların olduğu ve en etkili yöntemin hece çalışması sonrası tekrarlı okuma yöntemi olduğu belirlenmiştir. İlköğretim uygulaması oturumdan itibaren ortaya çıkan okuma akıcılığındaki olumlu gelişim tekrarlı okuma, öğretmenin ilk okumayı yaptığı tekrarlı okuma ve hece çalışması sonrası tekrarlı okuma yaklaşımları arasında okuma akıcılığının arttırılmasında verimlilik açısından farklılıklar olduğunu ve en verimli yöntemin hece çalışması sonrası tekrarlı okuma yöntemi olduğu belirlenmiştir. “Katılımcı için okuma akıcılığının arttırılmasında kullanılan tekrarlı okuma, öğretmenin ilk okumayı yaptığı tekrarlı okuma ve hece çalışması sonrası tekrarlı okuma yaklaşımları arasından belirlediği en uygun yöntem hangisidir?” sorusuna katılımcı hece çalışması sonrası tekrarlı okuma yöntemi olduğunu ifade etmiştir. “Veli için çocuğunda okuma akıcılığının arttırılmasında kullanılan tekrarlı okuma, öğretmenin ilk okumayı yaptığı tekrarlı okuma ve hece çalışması sonrası tekrarlı okuma yaklaşımları arasından belirledikleri en uygun yöntem hangisidir?” sorusuna anne hece çalışmalarının çok etkili olduğunu ifade etmiştir. Ek olarak anne okuma öğretimi sırasında öğretim basamaklarını sınıf öğretmenin çok hızlı şekilde geçtiğini ve okumada geri kalan öğrenciler için bol bol her gün kitap okutulmasını önerdiğini fakat bu önerinin hiçbir işe yaramadığı gibi çocuğun okumadan soğumasına yol açtığını ifade etmiştir. Okuma akıcılığındaki gelişmeler katılımcının sınıf içi etkinliklerine katılımını arttırmış mıdır? Sorusuna sınıf öğretmeni sınıf içinde gerçekleştirilen etkinliklere daha çok katıldığı, parmak kaldırarak cevap verme davranışı gösterdiği, daha çok ders dinleme eğilimi içinde olduğu ve çok daha az şekilde arkadaşları ile çatışma yaşadığını paylaşmıştır. Sınıf öğretmeni uygulama öncesinde katılımcının akademik başarı puanını çok umursamadığını fakat uygulama sonrasında daha yüksek puan alabileceğini sınıf içinde paylaştığını ve aldığı başarı puanlarını önemsemeye başladığını ifade etmiştir. Katılımcının ev ortamında aile üyeleri ile okuma materyallerine ilgisini arttırmış mıdır? Katılımcının ev ortamında aile üyelerine okuma yapma davranışlarını arttırmış mıdır? Sorularına annenin verdiği cevap doğrultusunda

katılımcının ev ortamında babası rica ettiğinde futbol veya spor ilişkili yazıları diğer farklı içerikli yazılardan daha istekli okuduğu ve ev ödevlerini tamamlamaya gayret gösterdiği belirlenmiştir.

Ek olarak bu araştırmada yapılan hesaplamalar sonucu gözlemciler arası güvenilirlik ortalama %97,8 (%95,6 - %100) olarak bulunmuştur. Araştırmada uygulanan sağaltım sürecindeki uygulama oturumları gözlemciye izletilmiş ve uygulama güvenilirliği %100 olacak şekilde bulunmuştur.

## **Tartışma ve yorum**

Rucklidge ve Tannock'ın 2002 yılında ortaya koyduğu gibi DEHB ile birlikte okuma güçlüğü olan bireylerde işlem hızında yavaşlık ve sözel çalışan hafızada yetersizlik saptandığından, okuma öğretimi sırasında çalışan hafızayı ve işlem hızını çok zorlanmayan yöntemlerin belirlenmesi okuma akıcılığının geliştirilmesinde göz önünde bulundurulması gereken etmenler arasındadır. Okuma sırasında yer alan kod çözme süreci işlem hızının yavaş olduğu DEHB olan öğrencileri oldukça zorlamakta ve okumayı öğrenme aşamasında bu öğrencilerin alıştırmaya yapmaktan kaçınmalarına ve sonrasında okuma becerisine karşı motivasyonlarının düşmesine neden olabilmektedir. Sosyal geçerlilik soruları ile bağlantılı olarak katılımcının annesinin sınıf öğretmeninin her gün kitap okutulmasını önerdiği ve katılımcının başarısızlık yaşadığı durumda okuma becerisinin kazanımında ilişkili her basamakta alıştırmaya yapılmasının gerekliliği ortaya çıkmaktadır. Fonolojik farkındalık etkinlikleri ile başlanması gereken okuma becerisi harf öğretimi ile ilerletildikten sonra hece aşaması hızlı geçilerek doğrudan kod çözme işlemine geçilmesi işlem hızı yavaş ve sözel çalışan hafızası zayıf olan öğrenciler için dezavantajlı bir durum oluşturmaktadır. İşlem hızının bilişsel risk faktörü oluşturduğu DEHB olan öğrencilerin (Shanahan, Pennington, Yerys, Scott, Boada, Willcutt, Olson ve DeFries, 2006) önce hece tekrarının yapıldığı sonra öğrenciden okuma yapmasının istendiği stratejilerdeki başarının bilişsel süreçlere mümkün olduğunca az yük bindirerek okumaların gerçekleştirilmesinden kaynaklandığını söylemek mümkündür. Katılımcı zorluk düzeyi benzer olan metinleri okumasına rağmen Uyarlamalı Dönüşümlü Uygulamalar Modeli Grafiği ile sunulan dakikada doğru okunan kelime sayısına bakıldığında ilk uygulama oturumundan itibaren diğer tekrarlı okuma stratejileri ile kıyaslandığında başarının hemen ortaya çıktığı görülmektedir. Gerek öğretmenin önce okuma yaptığı gerekse öğrencinin doğrudan okuma yaptığı tekrarlı okuma stratejileri bilişsel süreçleri katılımcının

kaldıramayacağı kadar zorladığından okuma akıcılığı hece çalışması ile birlikte yapılan tekrarlı okumalardaki kadar gelişmemiştir.

Okuma hızı bireysel bir farklılık şeklinde ele alındığında aynı seviyede okumaya sahip öğrenciler farklı okuma hızlarında olabilmektedirler (Caldwell, 2008). Bununla birlikte katılımcının okuma hızı ilkokul beşinci sınıf öğrencisi için beklenen düzeye ulaşmamasına rağmen okuma hızında belirgin bir artış olduğu görülmektedir. Diğer okuma hızı çalışmaları okuma akıcılığının geliştirilmesinde elde edilen bulguları destekler niteliktedir (Akyol ve Yıldız, 2010; Ateş ve Yıldız, 2011; Dowhower, 1987; Fiala ve Sheridan, 2003; Therrien ve Hughes, 2008). Sonuç olarak, sağaltım öncesinde Ahmet ritimsiz okuma, ekleme-atlama, yanlış okuma, kelimeyi okurken takılma ve uzun kelimeleri çözümleyememe ve kendi kendini düzeltme türünde okuma hataları yapmaktadır. Çalışmadan elde edilen bulgular katılımcının dakikada okuduğu doğru kelime sayısının 80'in üzerine çıktığı belirlenmiştir. Ayrıca Ahmet'in yaptığı okuma hatalarının büyük ölçüde üstesinden gelindiği gözlemlenmiştir. Bu bulgular öğrencinin okuma akıcılığının önemli derecede geliştiğine ilişkin kanıtlar sunmaktadır. İlişkili olumlu gelişimin yanı sıra katılımcının okuma bağlantılı kazanımlarını okul ve ev ortamına genelleyebilmesi sosyal geçerlik soruları üzerinden gerçekleştirilmiş ve şu sonuçlara ulaşılmıştır; katılımcının sınıf öğretmeni ile yapılan görüşmelerde sınıf içinde gerçekleştirilen etkinliklere daha çok katıldığı, parmak kaldırarak cevap verme davranışı gösterdiği, daha çok ders dinleme eğilimi içinde olduğu ve çok daha az şekilde arkadaşları ile çatışma yaşadığı belirlenmiştir. Katılımcının ev ortamında ise babası rica ettiğinde futbol veya spor ilişkili yazıları okuduğu ve ev ödevlerini tamamlamaya gayret gösterdiği ailesi tarafından paylaşılmıştır.

Bu araştırmada katılımcı için uygun okuma akıcılığı yöntemi belirlenebildiğinde çalışmaların genellenebildiği ve sınıf içindeki uyum davranışlarının olumlu şekilde etkilendiği gözlemlenmiştir. Bu nedenle hem dolaylı olarak uyum davranışlarının hem de akademik başarının geliştirilmesinin ön koşulu olan okuma becerilerinin kazandırılması ve arttırılmasında öğretmenlere önemli görevler düşmektedir. Ancak alanyazında, öğretmenlerin okuma yazma öğretimi konusunda eğitim alma gereksiniminin olduğu noktada uyarıcı araştırmalara rastlanmaktadır (Baydık ve Bahap Kudret, 2012; Erkul ve Erdoğan, 2009; Şahin, İnci, Turan ve Apak, 2006). Okuma müdahaleleri ile ilgili mevcut literatürün gözden geçirilmesi, dikkat eksikliği hiperaktivitesi olan çocuklarda olduğu gibi risk altındaki okuyucular için akıcılık geliştirilmesinin önemi ortaya çıkarmaktadır (Chard, Vaughn ve Tyler, 2002; O'Connor, White ve Swanson 2007; Torgesen, 2002; Wolf & Katzir-Cohen, 2001). Ek olarak okuyucu için tanıdık

olmayan metinler üzerinden yürütülen akıcılık çalışmalarına benzer şekilde ihtiyaç vardır (Ardoin, Eckert, & Cole, 2008).

Her okuma probleminin aynı sebepten kaynaklanmadığı ve bireysel eğitimin ön planda olduğu özel eğitim süreçleri içinde öğretmenlere okuma-yazma öğretimi ve güçlükleri alanlarında çalışan yetkin kişilerce, bireysel gereksinimler dikkate alınarak hazırlanacak ve sunulacak eğitim programlarına gereksinim olduğu izlenimi edinilmiştir. Hem beceri hem de performans yetersizliklerinin aynı olumsuz sonuç olan okuma akıcılığı yetersizliklerini ortaya çıkardığı kavranacak olursa, öğretmenlerin bu durumun ayırımına varmaları, müdahale stratejilerini/programlarını doğru olarak belirlemelerine destek verebileceği düşünülmektedir. Öğrenci için uygun şekilde saptanan öğretim süreçlerini izleyen öğretmenler zaman kaybı yaşamadan öğrencilerinde başarıyı yakalama şansını elde edebilirler. Okuma akıcılığı yetersizliğinin beceri ya da performans eksikliğinin hangisinden kaynaklandığını bulmada dönüşümlü ya da uyarlamalı dönüşümlü sağaltımlar gibi karşılaştırmalı araştırma modelleri öğretmenlere ışık tutuma özelliğine sahip olabilmektedir. Bu araştırmada uyarlamalı dönüşümlü sağaltımlar modeli, ilk uygulama oturumlarından başlayarak katılımcının uygun dönüt verdiği müdahale programını diğer iki program ile karşılaştırarak net şekilde ortaya koymada başarılı sonuçlar vermiştir. Bu nedenle alan yazınla paralel olarak (Martens, Eckert, Bradley ve Ardoin, 1999) kısa analiz şeklinde uygulamaya konan karşılaştırmalı araştırma modellerinin öğretim modeli seçimi yaparken öğretmenlere yol gösterebileceği sonucuna varılmıştır.

**Öneriler:** Tek denekli araştırma modellerinde ortaya çıkan katılımcı sayısının sınırlılığı nedeni ile çalışmanın daha fazla DEHB olan öğrenciler üzerinde tekrarlanmasına ihtiyaç vardır. Ayrıca hece çalışması sonrası tekrarlı okuma stratejisi video ipucu ya da video ile model olma ya da sanal gerçeklik tabanlı bir uygulama eşliğinde daha güncel teknolojilerin kullanıldığı bir öğretim süreci ile gerçekleştirilebilir. Aynı zamanda gelecekte yapılacak olan okuma akıcılığı çalışmalarında farklı yetersizlik gruplarına yer verilmesi planlanabilir. Özel gereksinimli öğrencilere okuma akıcılığı kazandırılmasında hem öğretmenlerin hem de ailenin yer aldığı ekolojik yaklaşım temelli, özel eğitim öğretmenin sunduğu konsültasyon süreçleri işe koşulabilir. Bu konuda yapılacak olan yeni çalışmalarda, farklı öğretim kademesinde olan öğrencilerle, farklı değişkenlerle, farklı yaş gruplarından ve farklı yetersizliğe sahip öğrencilerle çalışılması önerilebilir.

## **Kaynaklar**

- Alberto P A, & Troutman A C (1995). *Applied behavior analysis of teachers* (4 th ed ) Ohio Prectice Hall.
- Akyol, H. & Temur, T. (2006). İlköğretim üçüncü sınıf öğrencilerinin okuma düzeyleri ve sesli okuma hataları [Reading levels and reading errors of primary school third graders]. *EKEV Akademi Dergisi*, 29, 259–274.
- Akyol, H. & Yıldız, M. (2010, May). Okuma bozukluğu olan bir öğrencinin okuma ve yazma becerisinin geliştirilmesine yönelik bir durum çalışması [A case study on the development of the literacy skills of a student with reading disorder]. Paper presented at the National Classroom Teacher Education Symposium, Elazığ, Türkiye.
- Ardoin, S. P., Eckert, T. L., & Cole, C. A. S. (2008). Promoting generalization of reading: A comparison of two fluency-based interventions for improving general education students' oral reading rate, *Journal of Behavioral Education*, 17, 237-252.
- Ateş, S., & Yıldız, M. (2011). Okumayı farklı yöntemlerle öğrenen ilköğretim üçüncü sınıf öğrencilerinin sesli okuma akıcılıklarının karşılaştırılması. *Türk Eğitim Bilimleri Dergisi*, 9(1), 101-124.
- Barkley, R.A. (1997) Behavioral inhibition, sustained attention, and executive functions: constructing a unifying theory of ADHD. *Psychol Bull*, 12, 65- 94.
- Barlow, D.H., & Hayes, S.C. (1979). Alternating treatments design: One strategy for comparing the effects of two treatments in a single subject. *Journal of Applied Behavior Analysis*. 12, 199-210.
- Barton-Arwood, S. M., Wehby, H., & Falk, K. B. (2005). Reading instruction for elementary-age students with emotional and behavioral disorders: Academic and behavioral outcomes. *Exceptional Children*, 72, 7-27.
- Başaran, M. (2013). Okuduğunu Anlamanın Bir Göstergesi Olarak Akıcı Okuma. *Kuram ve Uygulamalarda Eğitim Bilimleri*, 13(4), 2277-2290.
- Baştuğ, M. (2012). İlköğretim I. Kademe Öğrencilerinin Akıcı Okuma Becerilerinin Çeşitli Değişkenler Açısından İncelenmesi. *Yayınlanmamış Doktora Tezi*. Ankara Gazi Üniversitesi.
- Baydık, B. ve Bahap Kudret, Z. (2012). Öğretmenlerin ses temelli cümle yönteminin etkilerine ve öğretim uygulamalarına ilişkin görüşleri. *Ankara Üniversitesi Eğitim Bilimleri Fakültesi Dergisi*, 45(1), 1-22.
- Baydık, B., Ergül, C. & Kudret, Z.B. (2012). Okuma Güçlüğü Olan Öğrencilerin Okuma Akıcılığı Sorunları ve Öğretmenlerinin Bu Sorunlara Yönelik Öğretim Uygulamaları. *Elementary Education Online*, 11(3), 778-789.

- Begeny, J. C. (2011). Effects of the helping early literacy with practice strategies (helps) reading fluency program when implemented at different frequencies. *School Psychology Review*, 40(1), 149-157.
- Caldwell, J.S. (2008). *Reading assessment: A primer for teachers and coaches*. New York: Guilford Press.
- Caleta, N., Gutierrez-Palma, N., Defior, S. (2017). Effects of fluency training on reading competence in primary schoolchildren: The role of prosody. *Learning and Instruction*, 52, 59-68.
- Calp, M. (2017). Türk Dili ve Edebiyatı Bölümü Öğrencilerinin Osmanlı Türkçesindeki Okuma Hataları Üzerine Bir Çalışma. *Uluslararası Türkçe Edebiyat Kültür Eğitim Dergisi*, 6(3), 1679-1705.
- Carnine, D.W., Silbert, J., Kame'enui, E.J., & Tarver, S.G. (2004). *Direct instruction in reading* (4th ed.). Upper Saddle River, New Jersey: Pearson-Prentice Hall.
- Ceylan, M. & Baydik, B. (2018). Reading skills of students who are poor readers in different text genres. *Cypriot Journal of Educational Science*, 13(2), 422–435.
- Chafouleas, S. M. ve arkadaşları. (2004). Fluent reading as the improvement of stimulus control: additive effects of performance based interventions to repeated reading on students reading and error rates. *Journal of Behavioral Education*, 13, 67–81.
- Chard, D., Vaughn, S., & Tyler, B. (2002). A synthesis of research on effective interventions for building reading fluency with elementary students with learning disabilities. *Journal of Learning Disabilities*, 35(5), 386-406.
- Coleman, M., & Vaughn, S. (2000). Reading interventions for students with emotional/behavioral disorders. *Behavioral Disorders*, 25, 93-104.
- Çaycı, B. ve Demir, M. K. (2006). Okuma ve anlama sorunu olan öğrenciler üzerine karşılaştırmalı bir çalışma. *Türk Eğitim Bilimleri Dergisi*, 4(4), 437-456.
- Çeliktürk, S. Z. ve Akyol, H. (2015). Okuma güçlüğü olan dördüncü sınıf öğrencisinin okuma becerilerinin geliştirilmesi. *Turkish Journal of Education*, 4(2), 4-16.
- Çelik, C., Eren, G., Özmen, S., ve Tural Hesapçioğlu, S. (2017). Dikkat Eksikliği Hiperaktivite Bozukluğu'nda Wechsler Çocuklar İçin Zekâ Ölçeği'nin İki Sürümünün Karşılaştırılması ve Okuma Becerilerinin Değerlendirilmesi. *Türk Psikiyatri Dergisi*, 28(2):104-116.
- Çıkmaz, S. (2006). Türkçe Anatomi Terimlerinin Etimolojik ve Semantik Açından İncelenmesi. *Yayınlanmamış doktora tezi*.

- Dağ, N. (2010). Okuma güçlüğü'nün giderilmesinde 3P metodu ile boşluk tamamlama (Cloze) tekniğinin kullanımı üzerine bir çalışma. *Ankara Üniversitesi Eğitim Bilimleri Fakültesi Özel Eğitim Dergisi*, 11(1), 6374.
- Davenport, M. R. (2002). *Miscues not mistakes: Reading assessment in the classroom*. Portsmouth: Heinemann.
- Davidson, M.M., Kaushanskaya, M. & Weismer, S.E. (2018). Reading Comprehension in Children With and Without ASD: The Role of Word Reading, Oral Language, and Working Memory. *Journal of Autism and Developmental Disorders*, 48(10), 3524–3541.
- Deeney, T. A. (2010). One-minute fluency measures: Mixed messages in assessment and instruction. *Reading Teacher*, 63(6), 440-450.
- Dowhower, S.L. (1987). Effects of repeated reading on secondgrade transitional readers' fluency and comprehension. *Reading Research Quarterly*, 22(4), 389–406.
- Dufva, M., Niemi, P., & Voaten, M. J. M., (2001). The role of phonological memory, word recognition, and comprehension skills in reading development: From preschool to grade 2. *Reading and Writing: An Interdisciplinary Journal*, 14, 91-117.
- Ellis, R. (2009). The Differential Effects of Three Types of Task Planning on the Fluency, Complexity, and Accuracy in L2 Oral Production, *Applied Linguistics*, 30(4), 474-509.
- Ekiz, D., Erdoğan, T. ve Uzuner, F. G. (2011). Okuma güçlüğü olan bir öğrencinin okuma becerisinin geliştirilmesine yönelik bir aksiyon araştırması. *Abant İzzet Baysal Üniversitesi Eğitim Fakültesi Dergisi*, 11(2), 111-131.
- Erden G, Kurdoğlu F, Uslu R (2002) İlköğretim okullarına devam eden Türk çocuklarının sınıf düzeylerine göre okuma hızı ve yazım hataları normlarının geliştirilmesi. *Türk Psikiyatri Dergisi*,13:5-13.
- Erkul, Ö. & Erdoğan, T. (2009). The problems and suggestions encountered during the implementation of the sound based sentence method. *Procedia Social and Behavioral Sciences*, 1, 2294-2300.
- Fiala, G. L., and S. M. Sheridan. 2003. Parent involvement and reading: Using curriculum-based measurement to assess the effects of paired reading. *Psychology in the Schools*, 40 (6): 613-626.
- Fleisher, L., & Jenkins, J.R. (1983). The effect of word- and comprehension-emphasis instruction on reading performance. *Learning Disability Quarterly*, 6(2), 146-154.



- Fuchs, L.S., Fuchs, D., Hosp, M.K., & Jenkins, J.R. (2001). Oral reading fluency as an indicator of reading competence: A theoretical, empirical, and historical analysis. *Scientific Studies of Reading*, 5(3), 239–256.
- Gillam, R. B. & Carlile, R. M. (1997). Oral reading and story retelling of students with specific language impairment. *Language, Speech, and Hearing Services in Schools*, 28, 30-42.
- Girgin, Ü. (2006). Evaluation of Turkish hearing impaired students' reading comprehension with the miscue analysis inventory. *International Journal of Special Education*, 21(3), 68-84.
- Glazer, A. D. (2007). *The effects of a skill based intervention package including repeated reading and error correction on the oral reading fluency of at risk readers*. Master Thesis, University of Connecticut.
- Goodman, Y. M., Watson, D. J. ve Burke, C. L. (1987). *Reading miscue inventory alternative procedures*. New York: Richard C. Owen Publishers, Inc.
- Hasbrouck, J., & Tindal, G.A. (2006). Oral reading fluency norms: A valuable assessment tool for reading teachers. *The Reading Teacher*, 59(7), 636–644.
- Herberg, J., McLaughlin, T. F., Derby, K. P., & Weber, K. P. (2012). The effects of repeated readings and flashcard error drill the reading accuracy and fluency with rural middle school student with learning disabilities. *Academic Research International*, 2(3), 388-393.
- Hinshaw, S. P. (1992). Externalizing behavior problems and academic underachievement in childhood and adolescence: Causal relationships and underlying mechanisms. *Psychological Bulletin*, 111, 127–155.
- Hornickel, J., Kraus, N., 2013. Unstable representation of sound: a biological marker of dyslexia. *J. Neurosci.* 33(8), 3500–3504.
- Hudson, R. F., Lane, H. B., & Pullen, P. C. (2005). Reading fluency assessment and instruction: What, why, and how? *The Reading Teacher*, 58(8), 702-714.
- Jenkins, J. R., Larson, K. (1979). Evaluating error correction procedures for oral reading. *The Journal of Special Education*, 13, 145–156.
- Kahveci, G. ve Bulut, Serin, N. (2017). Duygu Durum Bozukluğu Olan Öğrencide Okuma Akıcılığının Artırılmasında Birlikte Okuma ve Hayvan Destekli Birlikte Okuma Müdahalelerinin Etkililiklerinin Karşılaştırılması. *Electronic Turkish Studies*. 12(33), 243-260.
- Kail, R. ve Hall, L.K. (1994). Processing speed, naming speed, and reading. *Dev. Psychol.* 30 (6), 949-954.

- Kame'enui, E.J. & Simmons, D.C. (2001). The DNA of Reading Fluency. *Scientific Studies of Reading*, 5(3), 203-210.
- Katzir, T., Kim., Y., Wolf, M., O'Brien, B., Kennedy, B., Lovett, M., & Morris, R. (2006). Reading fluency: The whole is more than the parts. *Annals of Dyslexia*, 56, 51–82.
- Kamps, D. M., & Greenwood, C. R. (2005). Formulating secondary-level reading interventions. *Journal of Learning Disabilities*, 38, 500-509.
- Kazdin, A. E. (2001), *Behavior modification in applied settings* (6th ed.). Belmont, CA: Wadsworth.
- Keskin, H. K., ve Bastuğ, M. (2013). Geçmişten günümüze akıcı okuma. *Türkiye Sosyal Araştırmalar Dergisi*, 17(1), 189-208.
- Keskin, H. K., Baştuğ, M., ve Akyol, H. (2013). Sesli Okuma ve Konuşma Prozodisi: İlişkisel Bir Çalışma. *Mersin Üniversitesi Eğitim Fakültesi Dergisi*, 2, 168-180.
- Kuhn, M. R., Schwanenflugel, P. J., & Meisinger, E. B. (2010). Aligning theory and assessment of reading fluency: Automaticity, prosody, and definitions of fluency. *Reading Research Quarterly*, 45(2), 230-251.
- Kuhn, M.R., & Stahl, S.A. (2003). Fluency: A review of developmental and remedial practices. *Journal of Educational Psychology*, 95(1), 3–21.
- Lane, K. L., Little, M. A., Redding-Rhodes, J. R., Phillips, A., & Welsh, M. T. (2007). Outcomes of a teacher-led reading Intervention for elementary students at-risk for behavioral disorders. *Exceptional Children*, 74, 47-70.
- Leslie, L., & Caldwell, J. (2006). *Qualitative Reading Inventory-4*. Boston, MA: Pearson Education Inc.
- Levy, S., & Chard, D. I. (2001), Research on reading instruction for students with emotional and behavioural disorders. *International Journal of Disability, Developments, Education*, 48, 429-444.
- Mandelker, A.V., Sindelar, P. T., & O'Shea, L.J. (1984) *The effects of teacher-directed instruction and seatwork on the acquisition of basic math facts* . Manuscript submitted for publication.
- Manzo, K.K. (2005). National clout of DIBELS test draws scrutiny. *Education Week*, 25(5), 1-12.
- Manzo, K.K. (2007). State data show gains in reading. *Education Week*, 26(34), 1-27.
- Martens, B. K., Eckert, T. L., Bradley, T. A., & Ardoin, S. P. (1999). Identifying effective treatments from a brief experimental analysis: Using single-case design elements to aid decision making. *School Psychology Quarterly*, 14, 163-181.

- Martens, B. K., Eckert, T. L., Begery, J. C., Lewandowski, L. J., DiGennaro, F. D., Montarello, S. A., Arbolino, L. A., Reed, D. D., & Fiese, B. H. (2007). Effects of a fluency-building program on the reading performance of low-achieving second and third grade students. *Journal of Behavioral Education*, 16, 39-54.
- Mayes SD, Calhoun SL (2006) WISC-IV and WISC-III profiles in children with ADHD. *J Atten Disord*, 9, 486-93.
- McCoy, K. M. (1995). *Teaching special learners in the general education classroom: Methods and techniques*. Denver: Love Publishing Company.
- Meisinger, E.B., Bloom, J.S. & Hynd, G.W. (2010). Reading fluency: implications for the assessment of children with reading disabilities. *Annals of Dyslexia*, 60(1), 1-17.
- Miller, A.C., Keenan, J.M., Betjemann, R.S., Willcutt, E.G., Pennington, B.F., Olson, R.K. (2013) Reading Comprehension in Children with ADHD: Cognitive Underpinnings of the Centrality Deficit. *Journal of Abnormal Child Psychology*, 41, 473-483.
- Neuhaus, G., Foorman, B.R., Francis, D.J., Carlson, C.D. (2001). Measures of information processing in rapid automatized naming (RAN) and their relation to reading. *J. Exp. Child Psychol.* 78(4), 359–373.
- Noell, G. H. Freeland, J. T., Witt, J. C., & Gansle, K. A. (2001). Using brief assessments to identify effective interventions for individual students. *Journal of School Psychology*, 39, 335-355.
- Norton, E.S., Black, J.M., Stanley, L.M., Tanaka, H., Gabrieli, J.D., Sawyer, C., Hoefft, F. (2014). Functional neuroanatomical evidence for the double-deficit hypothesis of developmental dyslexia. *Neuropsychologia* 61, 235–246.
- Norton, E.S., Wolf, M. (2012). Rapid automatized naming (RAN) and reading fluency: implications for understanding and treatment of reading disabilities. *Annu. Rev. Psychol.* 63, 427–452.
- O'Connor, R.E., White, A. & Swanson, H. L. (2007). Repeated reading versus continuous reading: *Influences on reading fluency and comprehension. Exceptional Children*, 74 (1), 31-46.
- Pikulski, J.J., & Chard, D.J. (2005). Fluency: Bridge between decoding and reading comprehension. *The Reading Teacher*, 58(6), 510–519.
- Rasinski, T. V. (1990). Effects of repeated reading and listening while reading on reading fluency. *The Journal of Educational Research*, 83(3), 147-150.
- Rasinski, T.V., & Hoffman, J.V. (2003). Theory and research into practice: Oral reading in the school literacy curriculum. *Reading Research Quarterly*, 38(4), 510–522.

- Rasinski, T., Homan, S., & Biggs, M. (2009). Teaching erading fluency to struggling readers: Method, materials, and evidence. *Reading & Write Quarterly*, 25(2), 192-204.
- Reutzel, D. R. (2009). Reading fluency what every SLP and teacher should know. *The ASHA Leader*, 14, 10-13.
- Reutzel, D. R. & Cooter, R. B. (1996). *Teaching children to read: From basals to books*. Columbus: Merrill-Prentice Hall Publishing Company.
- Rosenberg, M. S. (1986). Error correction during oral reading: a comparisin of three techniques. *Learning Disability Quarterly*, 9, 182–192.
- Roundy, A. R., & Roundy, P. T. (2009). The effect of repeated reading on student fluency: Does practice always make perfect? *International Journal of Social Sciences*, 4(1), 54-59.
- Rucklidge, J.J. & Tannock, R. (2002). Neuropsychological profiles of adolescents with ADHD: effects of reading difficulties and gender. *Journal of Child Psychology and Psychiatry*, 43:8, 988–1003.
- Salvador, S.K., Schoeneber, J., Tingle, L. & Algozzine, B. (2012). Relationship between second grade oral reading fluency and third grade reading. *Assessment in Education: Principles, Policy & Practice*, 19(3), 341–356.
- Samuels, S. J (1979). The method of repeated readings. *The Reading Teacher*, 32, 403-408.
- Samuels, S.J. (2006). *Toward a model of reading fluency*. In S.J. Samuels & A.E. Farstrup (Eds.), *What research has to say about fluency instruction* (pp. 24–46). Newark, DE: International Reading Association.
- Schwanenflugel, P. J., Hamilton, A. M., Kuhn, M. R., Wisenbaker, J. M., & Stahl, S. A. (2004). Becoming a fluent reader: Reading skill and prosodic features in the oral reading of young readers. *Journal of Educational Psychology*, 96(1), 119-129.
- Shanahan, M.A., Pennington, B. F., Yerys, B. E., Scott, A., Boada, R., Willcutt, E. G., Olson, R. K. & DeFries, J. C. (2006). Processing Speed Deficits in Attention Deficit/Hyperactivity Disorder and Reading Disability. *J Abnorm Child Psychol*, 34, 585–602.
- Shaywitz, S. E., & Shaywitz, B. A. (2008). Paying attention to reading: The neurobiology of reading and dyslexia. *Development and Psychopathology*, 20, 1329-1349.
- Sidekli, S. (2010). Eylem araştırması: İlköğretim dördüncü sınıf öğrencilerinin okuma ve anlama güçlüklerinin giderilmesi [An action research: correcting the fourth grade students' reading and comprehension problems]. *Türklük Bilimleri Araştırması Dergisi*, 27, 563–580.

- Sindelar, P. T., Rosenberg, M. S., & Wilson, R. J. (1985). An adapted alternating treatments design for instructional research. *Education and Treatment of Children*, 8(1), 67-76.
- Stahl, S.A., S. Kuhn, M.R. (2002). Making it sound like language: Developing fluency. *The Reading Teacher*, 55, 582-584.
- Stanovich, K.E. (1991). *Word recognition: Changing perspectives*. In R. Barr, M.L. Kamil, P. Mosenthal, & P.D. Pearson (Eds.), *Handbook of Reading Research*, 2, 418–452. New York: Longman.
- Stanovich, K. E. (1986). Matthew effects in reading: Some consequences of individual differences in the acquisition of literacy. *Reading Research Quarterly*, 21(4), 360-470.
- Strong, A, C, Wehby, J, H., Falk, K. B., & Lane, K. L, (2004). The impact of a structured reading curriculum and repeated reading on the performance of junior high students with emotional and behavioral disorders. *School Psychology Review*, 33, 561-581.
- Sutherland, K. S., & Snyder, A. (2007). Effects of reciprocal peer tutoring and self-graphing on reading fluency and classroom behavior of middle school students with emotional or behavioral disorders. *Journal of Emotional and Behavioral Disorders*, 15, 103-119.
- Şahin, İ., İnci, S., Turan, H. & Apak, Ö. (2006). İlk okuma öğretiminde ses temelli cümle yöntemiyle çözümleme yönteminin karşılaştırılması. *Milli Eğitim Dergisi*, 171, 109-129.
- Tatlidede, A.D., Hanağası, H.A., Çabalar, M., Yayla, V. (2013). Kognitif Affektif Serebellar Sendrom ve Psikoz Bulguları ile Ortaya Çıkan bir Multisistem Atrofi (MSA-C) Olgusu. *TJN*, 19 (3) 107-110.
- Tekin, E. (2000). Karşılaştırmalı Tek-Denekli Araştırma Modelleri. *Özel Eğitim Dergisi*, 2(4), 1-12.
- Tekin, E & Kircaali-Iftar, G. (2002). Comparison of the Effectiveness and Efficiency of Two Response Prompting Procedures Delivered by Sibling Tutors. *Education and Training in Mental Retardation and Developmental Disabilities*, 37(3), 283-299.
- Therrien, W. J., & Hughes, C. (2008). Comparison of repeated reading and question generation on students' reading fluency and comprehension. *Learning Disabilities*, 6, 1-16.
- Torgesen, J. K. (2002). The prevention of reading difficulties. *Journal of School Psychology*, 40, 7-26.
- Trout, A. L., Epstein, M. H., Nelson, R., Synhorst, L., & Hurley, K. D. (2006), Profiles of children served in early intervention programs for behavioral disorders: Early literacy and behavioral characteristics. *Topics in Early Childhood Special Education*, 26, 206-218.

- Türkbay, T. ve Cöngölođlu, A. (2007). Dilin Prozodik Özellikleri, Disprozodi ve İlişkili Bozukluklar. *Çocuk ve Gençlik Ruh Sağlığı Dergisi*, 14(2), 113-119.
- Ulu, M., ve Başaran, M. (2013). Video Öz Değerlendirme Tekniđinin Akıcı Okuma Becerisinin Gelişimine Etkisi. *Dumlupınar Üniversitesi Sosyal Bilimler Dergisi*, 38, 1-10.
- Uzunkol, E. (2013). Akıcı Okuma Sürecinde Karşılaşılan Sorunların Tespiti ve Giderilmesine Yönelik Bir Durum Çalışması. *Mersin Üniversitesi Eğitim Fakültesi Dergisi*, 9(1), 70-83.
- Valencia, S., Smith, A., Reece, A., Li, M., Wixson, K., & Newman, H. (2010). Oral reading fluency assessment: Issues of construct, criterion, and consequential validity. *Reading Research Quarterly*, 45(3), 270-291.
- Yılmaz, M. (2008). Kelime tekrar tekniđinin akıcı okuma becerilerini geliştirmeye etkisi. *Türk Eğitim Bilimleri Dergisi*, 6(2), 323-350.
- Young, A., & Bowers, P.G. (1995). Individual difference and text difficult determinants of reading fluency and expressiveness. *Journal of Experimental Child Psychology*, 60(3), 428-454.
- Young-Suk, K., Petscher, Y., Schatschneider, C. & Foorman, B. (2010). Does growth rate in oral reading fluency matter in predicting reading comprehension achievement? *Journal of Educational Psychology*, 102(3), 652-667.
- Wolf, M. Bowers, P.G. ve Biddle, K. (2000). Naming-speed processes, timing, and reading: A conceptual review. *Journal of Learning Disabilities*, 33, 387-407.
- Wolf, M., & Katzir-Cohen, T. (2001). Reading fluency and its intervention. *Scientific Studies of Reading*, 5, 211-239.
- Yılmaz, M. (2008). Kelime tekrar tekniđinin akıcı okuma becerilerini geliştirmeye etkisi. *Türk Eğitim Bilimleri Dergisi*, 6(2), 323-350.
- Zametkin AJ, Ernst M (1999) Problems in the management of attention-deficit-hyperactivity disorder. *N Engl J Med*, 340, 40-46.



DOI: 10.22559/folklor.972

Folklor/edebiyat, cilt:25, sayı: 97-1, 2019/1

## Göçle Gelen Yabancı Uyruklu Öğrencilerin Okul Ortamında Karşılaştıkları Sorunlar

The Problems of Immigrant Foreign Students in School Environment

Aygil Takır\*

Ayşen Özerem\*\*

### Öz

Bu araştırmanın amacı, Kuzey Kıbrıs Türk Cumhuriyeti'nde bulunan bir devlet kolejinde öğrenim gören yabancı uyruklu öğrencilerin, okul ortamında yaşadıkları sorunları rehber öğretmen ve okul idarecileri gözünden ortaya koymak ve çözüm önerileri geliştirmektir. Göç etmiş yabancı uyruklu öğrencilerin uyum sürecinde en büyük sorumluluk sahibi olarak rehber öğretmenler ve okul idarecileri görülmektedir. Bu sebeple, rehber öğretmenlerin ve müdür yardımcılarının yabancı uyruklu öğrencilerin yaşadıkları problemlerle ilgili verecekleri bilgiler ile tespit edilen sorunlara yönelik olarak hem bireylere hem de okul işleyişine katkı sağlanacağı düşünülmektedir. Araştırmanın çalışma grubu, 2017-2018 eğitim-öğretim yılında KKTC'de bir devlet kolejinde görev yapan 3 rehber öğretmen ve 6 müdür yardımcısıdır. Araştırma, nitel araştırma yöntemlerinden durum çalışması olarak tasarlanmıştır. Araştırmada veriler, araştırmacılar tarafından geliştirilen açık uçlu sorulardan oluşan yarı yapılandırılmış görüşme formu ile toplanmıştır. Veri analizini gerçekleştirmek için betimsel ve içerik analizinden yararlanılmıştır. Araştırma sonucunda, rehber öğretmenlerin ve müdür yardımcılarının eğitim-öğretim sürecinde yabancı uyruklu öğrencilerle ilgili bazı sorunlar gözlemledikleri tespit edilmiştir. Bu sorunların en başında dil, kültür farklılığı, dersle ilgilenmeme/öğretimden kopma ve uyum problemlerinin geldiği görülmektedir.

**Anahtar sözcükler:** *Yabancı Uyruklu Öğrenciler, Göçle Gelen Yabancı Uyruklu Öğrenciler, Okul Sorunları, Göçle Gelen Sorunlar.*

### Abstract

The purpose of this research is to detect the problems experienced by foreign students studying in a state college in the Turkish Republic of Northern Cyprus with the point of view of the guidance teachers and school administrators and to develop the solutions. Guidance teachers and school administrators are seen as having the greatest responsibility in the integration process of immigrated foreign students. For this reason, it is considered that the guidance teachers and assistant principals will contribute to the functioning of both the individuals and the schools in order to solve the problems determined by the collected information about the problems experienced by foreign students. The sample of the research is 3 guidance counselors and 6 assistant principals who work in state college in the TRNC, in the academic year 2017-2018. The research was designed as a case study from qualitative research methods. In the study, data were collected by semi-structured interview form consisting of open-ended questions developed by the researchers. Descriptive and content analyses was used to perform data analysis. As a result of the research, it was determined that the guidance teachers and assistant principals observed some problems related with foreign students. The major of these problems are language, culture difference, lack of interest in teaching/learning process, and adaptation problems.

**Keywords:** *Foreign Students, Immigrant Foreign Students, School Problems, Immigration.*

\* Dr., Doğu Akdeniz Üniversitesi, Eğitim Fakültesi, Matematik ve Fen Bl. Eğitimi Bl. aygil.takir@emu.edu.tr

\*\* Dr., Milli Eğitim Bakanlığı, Lefkoşa Maarif Koleji, aysenozerem@yahoo.com

## Giriş

Göç kavramı insanlık tarihi kadar eski olmakla birlikte toplumun sosyal, kültürel, siyasi ve ekonomik tüm dinamiklerini etkileyen bir süreçtir. Bu nedenle, göç olgusu insanların sadece fiziki yer değiştirmeleri olarak ele alınamayacak kadar önemli ve geniş bir kavramdır. Göç, çeşitli kaynaklarda, bireylerin bir takım sebeplere bağlı olarak bireysel ya da ailece, kendi istekleri veya zorlama ile geriye dönüş veya sürekli yerleşim ile sonuçlanabilen coğrafik, toplumsal ve kültürel bir yer değiştirme hareketidir (Koçak ve Terzi, 2012; Sarıkaya, 2014; Topsakal, 2013). O halde, göç, bireysel ya da bir sosyal grubun mekân değişikliği şeklinde; yakın ya da uzak bir yere ve geçici ya da geri dönmek üzere gerçekleşebilir. Göç olayının temelinde bulunan en temel faktör ise bireylerin ekonomik açıdan geçimlerini sağlamak için daha elverişli yerlere gitmeleri ve buradaki imkânlardan faydalanmak suretiyle yeni bir yere yerleşmektir (Atalay, 1994).

Göç, oluşmasında rol oynayan nüfus hareketini sağlayan faktörler açısından ele alındığında, *serbest göç* ve *güdümlü mecburi göç* olarak iki kategoride toplanır. Serbest göç, fertlerin daha iyi hayat şartları, iş imkânları, mali olanakları, güvenlik, istikrar ve çeşitli sosyal imkânlar elde edebilmek arzusu ile serbestçe yer değiştirmeleridir. Güdümlü mecburi göç ise devletlerin çeşitli sosyal, ekonomik ve güvenlik gibi konularda aldıkları kararların uygulanması sonucunda veya bir yerdeki bireyler/gruplar arasındaki çatışmaların yarattıkları sorunlar sebebiyle ortaya çıkan göç hareketleridir (Akkayan, 1979). Bir diğer göç sınıflandırması ise *iç göç* ve *dış göç* olarak nüfus hareketlerinin yöneldiği coğrafi alanlar itibariyle yapılan sınıflandırmadır. İç göç, bir ülkenin milli sınırları içinde yer alan alanlara yapılırken iken dış göç ülkenin milli sınırların dışında yer alan göç olarak tanımlanmaktadır.

İnsanların göç etmesinin temelinde genel olarak ekonomik problemler, yaşam-çevre şartlarındaki değişimler, eğitim hizmetlerindeki yetersizlikler, siyasi problemler ve savaşlar olarak görülmektedir (Kaştan, 2015). Göçe dair bu nedenler göç ile ilgili araştırmaların farklı disiplinlerde yer almasına sebep olmuş ve bu yönüyle göç, antropologların, sosyal bilimcilerin, eğitim bilimcilerin, psikologların ve psikolojik danışmanların ilgisini çeken ve incelemelerine konu olan bir kavram olmuştur (Şahin, 1999). Göçlerin sonuçlarına baktığımızda ise kendi kültürden ayrılma ve yeni bir dil, kültür ve ortamla karşılaşma olduğu için bazı sorunları da beraberinde getirdiği aşikârdır (Özdemir, Benzer, Akbaş, 2009; Kılıç, 2014; Uluocak, 2009).

Araştırmanın konusuna paralel olarak, özelde göçün çocuklar ve ergenler üzerindeki etkilerine bakıldığında, göç yaşayan bireylerde birçok sorun ortaya çıktığı, özellikle, bir takım psikolojik sorunlar, depresif bozukluklar ve uyum sorunları gibi, sık görüldüğü belirlenmiştir. Pek çok araştırma ile göç öncesi yaşam yeri ile yeni yerin, sosyal ve kültürel farklılığının bu



sorunları arttırdığı saptanmıştır (Hastürk, 2007). Göç eden ergenlerde gözlenen davranış bozuklukları, düşük benlik algısı, kişilik çatışması ve ebeveynlerle yaşanan problemlerin (Moilonen, 1998) her ne kadar tüm ergenler için bilinen gelişimsel kritik süreçler olsa da, göç deneyimleri ve kültürel değişme ile daha da şiddetlendiği yapılan çalışmalar ile ortaya konulmaktadır (Gün, 2002). Göç etmiş ergenler göçle beraber, kendilerini yeni ye eski kültürleri bir arasında seçim yapmak zorunda oldukları bir pozisyonda bulmaktalar ve bu zor seçimler, ergenlerde davranış problemlerinin gelişmesine neden olmaktadır. Göç eden ergenlerin uyumlarıyla ilgili, dil güçlükleri ve okul başarısızlığı iki önemli faktör olarak öne çıkmakta (Sam, 1991) bunun yanında davranış bozukluğu, benlik çatışması, benlik algısında düşüklük gibi problemler de görülmektedir (Berry ve Sam, 1995).

Bu süreçte eğitim kurumlarına göç etmiş bireylerin göç edilen topluma uyumlarını gerçekleştirme bakımından önemli görevler düşmektedir. Göç sonrası dönemde uyum sağlamayı kolaylaştırıcı bir kurum olarak okulların böyle bir işleve sahip olduğu düşünülmektedir. Okul, göç ile gelinen çevreye kolay ve başarılı bir uyum gerçekleştirmek için ortam ve hizmet sunmalıdır. Göç sonucu yapılan okul değişikliği, çocuk için aynı zamanda çevre değişimini de içermekte ve uyum açısından kritik öneme sahip olmaktadır. Göç yaşayan çocukların en önemli sorunlarının başında okul değişikliği gelse de, okulda uyumu gerçekleştiren çocuklar için göçün olumsuz etkilerinin azalacağı aşikârdır.

#### *KKTC ve Göç*

Göç olgusu, sosyal bir hareket olmakla birlikte ekonomik yaşamdan kültüre kadar bireyin tüm yaşamını etkileyen önemli bir değişim aracıdır. KKTC belirli dönemlerde Türkiye Cumhuriyeti ve Bulgaristan'dan toplu göç almıştır (Çiçek, 2017). Bununla birlikte, günümüzde toplu göçler yerine bireysel göçler devam etmektedir. Yeni iş ve yaşam olanakları için yapılan göçler, ağırlıklı olarak Türkiye, İngiltere, Rusya, Pakistan, Bangladeş, Avusturalya, Afganistan, Kırgızistan, Kazakistan, Tacikistan, Suriye, Ürdün, İran ve Irak gibi ülkelerin vatandaşları tarafından gerçekleştirilmektedir (Atasoy, 2011; Keser, 2006). KKTC Milli Eğitim ve Kültür Bakanlığı'nın son beş yıllık eğitim istatistiklerine bakıldığında, giderek artan oranda yabancı uyruklu öğrencinin, KKTC resmi ve özel eğitim kurumlarına kayıt yaptırdığı görülmektedir. KKTC Milli Eğitim ve Kültür Bakanlığı istatistikleri incelendiğinde, vatandaşlıkların KKTC, TC, KKTC-TC ve 3. Ülke vatandaşlıkları olarak gruplandığı görülmektedir. KKTC Milli Eğitim ve Kültür Bakanlığı, 2017-2018 Eğitim İstatistikleri Yıllığı'na göre ortaokul ve lise öğrencileri toplamı 23.728 olup, 14.212 KKTC, 5.940 TC, 2.260 KKTC-TC ve 1.316'sı 3. ülke uyrukludur. KKTC'nin bulunduğu coğrafyadan ötürü göçlerin artması olası görünmekte ve eğitim alanında da diğer alanlarda olduğu gibi bir takım önlemlerin alınması gerekli

görülmektedir. Araştırmada kullanılan yabancı uyruklu öğrenci ifadesi ile 3. ülkelerden öğrenim görmek için bir başka ülkeye giden, mülteci, sığınmacı ve uluslararası koruma ihtiyacı olan kişiler ele alınmaktadır (Çağlar, 1997).

### **Araştırmanın amacı ve önemi**

KKTC'ye yönelik olarak sürdürülen göç sonucunda ortaya çıkan çok kültürlülük her alanda olduğu gibi eğitim-öğretim ortamları da etkilemektedir. Bu araştırmanın amacı, Kuzey Kıbrıs Türk Cumhuriyeti'nde bulunan bir devlet kolejinde öğrenim gören yabancı uyruklu öğrencilerin, okul ortamında yaşadıkları sorunları rehber öğretmen ve okul müdür yardımcılarını gözünden ortaya koymak ve çözüm önerileri geliştirmektir. Yabancı uyruklu öğrenciler, öğretmenleri ve velileri ile farklı bir çalışmanın dâhilinde (Özerem ve Takır, 2018) yapılan bazı görüşmelerde, öğrencilerin problem yaşadıklarında genellikle rehber öğretmenlere ve müdür yardımcılara yönlendirildikleri ve uyum süreçlerinin genellikle rehber öğretmen tarafından takip edildiği belirtilmiştir. Disiplinle ilgili süreçler ise müdür yardımcılarını tarafından takip edilmektedir. Dolayısı ile göç etmiş yabancı uyruklu öğrencilerin uyum sürecinde en büyük sorumluluk sahibi olarak rehber öğretmenler görülebilir. Bu sebeple, rehber öğretmenlerin yabancı uyruklu öğrencilerin yaşadıkları problemlerle ilgili verecekleri bilgiler ile tespit edilen sorunlara yönelik olarak hem bireylere hem de okul işleyişine katkı sağlanacağı düşünülmektedir. Benzer gerekçe ile okul işleyişinden sorumlu olan müdür yardımcılarının gözünden yabancı uyruklu öğrencilerin yaşadıkları sorunların belirlenmesi ve çözüm önerileri geliştirilmesi önemli görülmektedir. Ana unsurun insan olması nedeniyle, eğitim kurumlarında sorunların yaşanması doğaldır. Eğitim ortamlarında görülen bu sorunların tamamen ortadan kaldırılması ise mümkün değildir. Eğitim kurumlarında, sorunların sebeplerini tespit ederek, sorunlara yönelik eğitsel önlemler alınması büyük önem taşımaktadır. Bu sebeple, eğitim kurumlarında görevli olan herkesin sorunların çözümünde işbirliği içerisinde hareket edebilmesi önemlidir. Bu sebeple; yapılan bu çalışmada okullarda özellikle öğrencileri tanıma ve takipten sorumlu olan rehber öğretmenler ve müdür yardımcılarının göçle gelen yabancı uyruklu öğrencilerde belirledikleri sorunlar, bu sorunlar için geliştirdikleri çözümler ve önerileri araştırmak önemli görülmektedir. KKTC'ne bulunduğu coğrafyanın şartlarından dolayı üçüncü dünya ülkelerinden (Pakistan, Bangladeş, İngiltere, Avustralya, Afganistan, Kırgızistan, Kazakistan, Tacikistan, Suriye, Ürdün, İran ve Irak vb.) göçler devam etmektedir. Bu sebeple, araştırma sonuçlarının Milli Eğitim Bakanlığı tarafından değerlendirilerek, göçle gelmiş yabancı uyruklu öğrenciler için yapılacak çalışmaların ve alınacak önlemlerin belirlenmesinde katkı sağlayıcı olacaktır.

Araştırmada, temel amaç doğrultusunda şu araştırma sorularına yanıt aranmıştır:

1. Rehber öğretmen ve müdür yardımcılara göre KKTC devlet kolejlerinde öğrenim gören yabancı uyruklu öğrencilerin okul ortamında yaşadıkları sorunlar nelerdir?
2. Yaşanılan sorunların çözümüne yönelik yapılan çalışmalar nelerdir?
3. Yaşanılan sorunların çözümüne yönelik çözüm önerileri nelerdir?

Araştırma, 2017-2018 eğitim-öğretim yılında, KKTC Milli Eğitim ve Kültür Bakanlığı'na bağlı, resmi bir devlet kolejinde görev yapan rehber öğretmenler ile müdür yardımcılarını ve verdikleri cevaplar ile sınırlıdır.

### **Yöntem**

#### **Model**

Bu araştırmada ayrıntılı ve derinlemesine veri toplama, katılımcıların bireysel algılarını, deneyimlerini ve bakış açılarını doğrudan öğrenme, mevcut durumları anlama ve açıklama amacıyla nitel araştırma yaklaşımı kullanılmıştır (Büyüköztürk, ve diğ. 2009). Nitel araştırma desenlerinden durum çalışmasına yer verilmiştir. Durumlar, bir birey, bir kurum, bir grup, bir ortam çalışacak durumlara örnek oluşturabilir (Yıldırım ve Şimşek 2008). Bu çalışmada Kuzey Kıbrıs Türk Cumhuriyeti'ndeki Milli Eğitim ve Kültür Bakanlığı'na bağlı bir devlet koleji nitel durum çalışmasında temel alınarak bu okullarda görev yapan rehber öğretmenler ve müdür yardımcılarını araştırma kapsamındadır.

Araştırmada, nitel veri toplama araçlarından biri olan görüşme yöntemi (Karataş, 2015) kullanılmıştır. Görüşme, katılımcıların duygu, deneyim ve tutumlarını ortaya koymayı amaçlayan ve bunları onların düşüncelerini saptayarak gerçekleştiren bir veri toplama tekniğidir (Ekiz, 2009). Araştırmada, katılımcı rehber öğretmenlerin ve müdür yardımcılarının görüşme sorularına içtenlikle cevap verdikleri varsayılmıştır.

#### *Çalışma Grubu*

Araştırmanın çalışma grubu, 2017-2018 eğitim-öğretim yılında KKTC'de bir devlet kolejinde görev yapan 3 rehber öğretmen ve 6 müdür yardımcısıdır. Çalışma tamamen gönüllülük esasına göre yürütülmüştür. Araştırmaya katılmayı kabul eden rehber öğretmenler ve müdür yardımcılarını ile ilgili bilgiler Tablo 1'de sunulmuştur.

**Tablo 1.** Araştırmaya katılan rehber öğretmenler ve müdür yardımcılarını ile ilgili demografik bilgiler.

Katılımcı Kodu	Cinsiyet	Branş	Eğitim Düzeyi	Mesleki Deneyim Yılı
R1	Kadın	Psikolojik Danışma ve Rehberlik	Lisans	25
R2	Kadın	Psikolojik Danışma ve Rehberlik	Lisans	19

R3	Kadın	Psikolojik Danışma ve Rehberlik	Lisans	14
MY1	Kadın	Matematik	Lisans	25
MY2	Erkek	Ticaret	Doktora	33
MY3	Kadın	İngilizce	Yüksek Lisans	30
MY4	Erkek	Ticaret	Lisans	32
MY5	Kadın	Kimya	Lisans	32
MY6	Kadın	Felsefe	Lisans	29

Araştırmaya katılan rehber öğretmenlerin ve müdür yardımcılarının özelliklerini incelediğimizde 7'sinin kadın, 2'sinin erkek; 7'sinin lisans, 1'nin yüksek lisans, 1'nin doktora; en az 14, en çok 33 hizmet yılına sahip oldukları görülmektedir.

#### *Verileri Toplama Aracı ve Geliştirilme Süreci*

Araştırmada, veri toplamak amacıyla araştırmacılar tarafından yarı yapılandırılmış bir görüşme formu hazırlanmıştır. Görüşme formunda 6 adet soru bulunmaktadır. Sorular, rehber öğretmenlerin ve müdür yardımcılarının farklı ülkelerden gelen ve anadili Türkçe olmayan yabancı uyruklu öğrencilerin okul ortamında karşılaştıkları problemleri ve öğretmenlerin çözüm önerilerini belirlemeye yönelik olarak hazırlanmıştır. Soruların yer aldığı görüşme formu, KKTC Milli Eğitim ve Kültür Bakanlığı izini alınarak uygulanmıştır.

Yarı yapılandırılmış görüşme formunun soruları, alan-yazından elde edilen bilgiler doğrultusunda araştırmacılar tarafından hazırlanmıştır. Hazırlanmış olan yarı yapılandırılmış görüşme sorularının uygulamasına geçilmeden önce sorular; açıklık, anlaşılabilirlik ve içerik bakımından, eğitim bilimlerinden iki uzman tarafından incelenmiştir. Uzmanların eleştiri ve önerileri doğrultusunda görüşme sorularına son hali verilmiştir. Daha sonra, soruların işlerliğini değerlendirmek amacıyla iki öğretmenle pilot uygulama yapılmıştır.

Pilot uygulama sonuçları, görüşme sorularını; açıklık ve katılımcıların sorulara verdikleri cevapların tutarlılığını ölçmek açısından araştırmacılar tarafından incelenmiştir. Böylece soruların, her katılımcı tarafından aynı şekilde anlaşılıp anlaşılmadığı değerlendirilmiştir. Bu çalışmanın sonunda, soruların verileri sağladığı kanısına varılarak, çalışma grubu kapsamında yer alan rehber öğretmenlere ve müdür yardımcılara uygulanmıştır. Görüşme soruları Ek 1'de yer almaktadır.

#### **Verilerin toplanması ve analizi**

Verilerin toplanması amacıyla öncelikle gönüllülük ve etik kurallar esas alınarak ilgili öğretmenlerden izin alınmıştır. Araştırmaya katılmayı kabul eden rehber öğretmenler ve müdür yardımcılarını ile görüşme yeri ve zamanı belirlendikten sonra yüz yüze görüşmeler

gerçekleştirilmiştir. Katılımcılarla araştırmacılar tarafından bire bir yapılan görüşmeler başlamadan önce *Bilgilendirilmiş Onay Formu* okutulup imzalatılmıştır.

Görüşmeler 21.03.2018 ile 05.04.2018 tarihleri arasında katılımcı öğretmenlerin görev yaptıkları okulda gerçekleşmiştir. Görüşmeler ortalama olarak 30-40 dakikalık süreçlerde tamamlanmıştır. Katılımcıların konuşmaları, izin alınarak görüşme esnasında yazılı olarak kayıt edilmiştir. Sesli kayıt yapılmamıştır.

Verilerin analizinde, betimsel analiz ve içerik analizi kullanılmıştır. Betimsel analizin amacı, araştırmacılar tarafından toplanan verilerin, araştırma problemlerine ilişkin olarak neleri söylediğini ön plana çıkarmaktır. İçerik analizi ise sorunların nedenlerine ve çözüm önerilerine ulaşmak amacıyla yapılmıştır. Görüşme kayıtları detaylı şekilde incelenerek yapılan tüm görüşmeler yazılı hale getirilmiştir. Daha sonra rehber öğretmenlerin ve müdür yardımcılarının cevapları incelenerek tablo haline dönüştürülmüştür. Çalışma grubunda yer alan her bir rehber öğretmene ve müdür yardımcısına bir kod (R1, R2, MY1, MY2, vb.) verilmiştir.

### **Bulgular ve yorumlar**

Bu bölümde, görüşme yapılan katılımcıların sorulara verdikleri cevaplardan elde edilen bulgu ve yorumlara yer verilmiştir. Araştırmanın temel amacı doğrultusunda oluşturulan kategoriler, katılımcıların sorulara verdikleri cevaplardan yapılan alıntılarla desteklenerek sunulmuştur. Görüşmelerden elde edilen verilere uygulanan içerik analizi sonucunda toplam beş kategori belirlenmiştir. Bu kategoriler şunlardır: dil farklılığından dolayı yaşanan sorunlar, kültürel farklılıktan kaynaklı yaşanan sorunlar, okul ortamında yaşanan sorunlar, yabancı uyruklu öğrencilere yönelik oryantasyon çalışmaları ve sorunlara yönelik çözüm önerileri.

#### **1. Dil Farklılığından Dolayı Yabancı Uyruklu Öğrencilerin Yaşadıkları Problemler ile İlgili Rehber Öğretmen ve Müdür Yardımcılarının Görüşleri**

Katılımcı rehber öğretmenler ve müdür yardımcıları ile yapılan görüşmelerde, ilk olarak yabancı uyruklu öğrencilerin dil farklılığından dolayı sorun yaşayıp yaşamadıkları sorulmuş ve yaşadıkları sorunları belirtmeleri istemişlerdir. Dil sorunu kategorisine bakıldığında, *Kendini İfade Etmede Zorlanma, Dersleri Takip Etmede Zorlanma ve Türkçe ve Türkçe Dilinde Verilen Derslerde Zorlanma* alt temalarından oluştuğu görülmektedir. Tablo 2, yabancı uyruklu öğrencilerin dilden dolayı yaşadıkları sorunlara yönelik rehber öğretmen ve müdür yardımcılarının görüşlerini özetlemektedir:

**Tablo 2.** *Yabancı uyruklu öğrencilerin dilden dolayı yaşadıkları problemler*

Katılımcı Kodu	Kendini İfade Etmede Zorlanma	Dersleri Takip Etmede Zorlanma	Türkçe ve Türkçe Dilinde Verilen Diğer Derslerde Zorlanma
R1	√	√	

R2	√	√	
R3		√	
MY1		√	√
MY2			√
MY3	√	√	
MY4	√		√
MY5	√	√	√
MY6	√	√	

Tablo 2 incelediğinde, rehber öğretmenlerin yabancı uyruklu öğrencilerin Türkçe dilini etkin konuşmadıklarından ötürü kendilerini ifade etmede ve dersleri takip etmede zorlandıklarını belirttikleri görülmektedir. Müdür yardımcıları ise yabancı uyruklu öğrencilerin özellikle Türkçe ve Türkçe dilinde verilen (Türk Dili ve Edebiyatı, Tarih, Coğrafya vb.) dersleri takip etmekte zorlandıklarını belirtmişlerdir. Rehber öğretmenlerden biri bu alt temaya ait olmayan bir görüş bildirmiş ve dil ilgili herhangi bir problem gözlemediğini, öğrencilerle İngilizce dilinde iletişim kurduğunu belirtmiştir. Bu konuda R1, MY1 ve MY6 gözlemedikleri sorunları şöyle ifade etmiştir:

*“Yurtdışından gelen dil farklılığından dolayı kendilerini ifade etmede ve dersleri anlama konusunda bir takım problemler yaşayabilmektedirler.”(R1)*

*“Dil farklılığından dolayı yaşanan sorunlar ilk anda olabiliyor. Örneğin öğretmenin Türkçe dilinde anlattığı tarih dersini çocuk o dili bilmediği için anlayamaz. Tabi bu durum sadece tarih dersi için değil diğer bazı Türkçe dersler içinde geçerlidir. Öğretmenin anlattıklarını anlayamadığı için arkadaşlarıyla da çok fazla paylaşımda bulunmamak gibi sorunlar yaşayabiliyor.” (MY1)*

*“Yurtdışından gelen öğrenciler dil farklılığından dolayı kendilerini ifade etmede ve dersleri anlama konusunda bir takım problemler yaşamaktadırlar.”(MY6)*

MY3 öğrencilerin Türkçe diline hâkim olamadıkları için kendilerini sözel olarak iyi ifade edememelerinin öğretmenleri ile sorun yaşamalarına sebep olduğunu şu şekilde açıklamıştır:

*“Öğrenciler dilden dolayı kendilerini sözel olarak rahat ifade edemiyor. Kullandıkları kelimeler bazen öğretmenler tarafından saygısızlık olarak algılanıyor. Dil sorunu akademik başarılarını etkiliyor.” (MY3)*

Rehber öğretmenlerin ve müdür yardımcılarının ifadelerinden yabancı uyruklu öğrencilerin Türkçe diline hâkim olmadıklarından Türkçe dilinde kendini ifade etmede ve dersleri takip etmede sorun yaşadıkları, ayrıca özellikle Türkçe dilinde verilen derslerde öğretimden koştukları anlaşılmaktadır. Alanyazında pek çok çalışmada (Galloway ve Jankins, 2005; Nasrin, 2001; Alyılmaz, Biçer, Çoban, 2015; Sarıkaya, 2014; Polat, 2012; İmamoğlu ve Çalışkan, 2017) bu durum benzer şekilde ortaya konulmaktadır. Karaoğlu (2007) göre göç etmiş

bireyler, dili yeterince kullanamadıkları takdirde uyum sorunları yanında psikolojik olarak da kendini yeterince ifade edememekten kaynaklı olarak sosyal davranışları sırasında da sorun yaşayabilmektedir.

## 2. Kültür Farklılığından Dolayı Yabancı Uyruklu Öğrencilerin Yaşadıkları Problemler ile İlgili Rehber Öğretmen ve Müdür Yardımcılarının Görüşleri

Katılımcı rehber öğretmenler ve müdür yardımcıları ile yapılan görüşmelerde, yabancı uyruklu öğrencilerin kültür farklılığından dolayı gözlemedikleri sorunlar sorulmuş ve görüşlerini belirtmeleri istenmiştir. Kültürel Farklılıklar kategorisinin *Uyum Sorunu ve Arkadaşlık Kuramama/Yalnızlık Çekme* alt temalarından oluştuğu görülmektedir. Tablo 3 yabancı uyruklu öğrencilerin kültür farklılığından dolayı yaşadıkları problemler ile ilgili rehber öğretmenlerin ve müdür yardımcılarının görüşlerini özetlemektedir:

**Tablo 3.** *Yabancı uyruklu öğrencilerin kültürel farklılıktan dolayı yaşadıkları problemler*

Katılımcı Kodu	Yeme-İçme Alışkanlıkları	Giyim-Kuşam Tarzları	Dini İnançlar	Farklı Tavır, Davranış ve Değer Yargıları	Okul Kurallarını Kabul Etmekten Kaynaklı Uyum Sorunları	Arkadaşlık Kurmada Sorun Yaşama ve Yalnızlık Çekme
R1	√	√	√	√		
R2	√	√				
R3					√	√
MY1					√	
MY2						
MY3						√
MY4					√	
MY5					√	√
MY6	√	√	√	√	√	√

Tablo 3 incelediğinde, bir rehber öğretmen ve bir müdür yardımcısının kültür farklılığından dolayı yabancı uyruklu öğrencilerin yeme-içme, giyim kuşam tarzlarının, dini inançlarının ve tavır-davranışları ile değer yargılarının oldukça farklı olduğunu ve bu durumun okul ortamında sorunlara neden olduğunu belirttikleri görülmektedir. Kültür farklılığından kaynaklı sorunları R3 ve MY6 şöyle ifade etmiştir:

*“Bazı öğrencilerin öğretmene duydukları saygıyı yeterince gösteremediklerini fark ettim. Örneğin öğretmenin yanında yüksek sesle konuşmak veya izin almadan konuşmak gibi.”* (R3)

*“Bilindiği gibi, tüm kurallar ve kanunlar oluşturulurken dikkate alınan kriter o ülkedeki örf ve adetlerdir. Yurtdışından gelen öğrencilerin örf ve adetleri bizim örf ve adetlerimizden ve kurallarımızdan daha farklı olduğundan ilk başta bu öğrenciler bu kuralları benimseyene kadar sorgulamakta, bu sorgulama sürecinde de bir takım problemler yaşanmaktadır. Yeme içme,*

giyim kuşam, dini inançlar, tavır, davranış ve değer yargılarında olan farklılıklar sebebiyle problemler yaşanmaktadır.”(MY6)

Katılımcı rehber öğretmenler ve müdür yardımcıları, yabancı uyruklu öğrencilerin kültür farklılığından dolayı eğitim sistemini ve okulda uygulanan kuralları kabul etmekte zorlandıkları belirtmişlerdir. Bu durumun uyum sorunlarına yol açtığını belirtmişlerdir. Bu konuda MY5 görüşlerini şu şekilde ifade etmektedir:

“Yurtdışından gelen öğrenciler kurallara uymamayı tercih etmekte ve bunu önceden yaşadıkları ülkeye mal etmeye çalışmaktadırlar. Bazıları disiplin cezalarına kadar vardırıyor.”(MY5)

Yine kültürel farklılıktan kaynaklı olarak, katılımcılar, yabancı uyruklu öğrencilerin arkadaşları ile gerçek bir yakınlık kurmakta zorlandıklarını ve yalnızlık problemi yaşadıklarını belirtmişlerdir. MY1 bu durumu şu şekilde açıklamıştır:

“Kültür farklılığından dolayı, arkadaşları ile gerçek bir iletişim kurmada sorunlar yaşıyorlar. Farklı kültürle eğitim, öğretim almış bir çocuk adapte olana kadar problem yaşıyor.”(R3)

Katılımcıların görüşlerinden yola çıkarak, farklı bir kültüre girildiğinde öğrencilerde yalnızlık, uyum sorunu ve içine kapanma gibi durumlar görülebilir. Araştırmanın bu sonuçları alanyazındaki bazı araştırmaların sonuçları ile desteklenmektedir (Polat,2012; Duygu, 2016) . Bu durumda, aile ve okulun, öğrencilerin hem okula hem de topluma uyum sürecini hızlandırmada işbirliği içinde olmaları büyük önemlidir.

### 3. Göçle Gelen Yabancı Uyruklu Öğrencilerin Okul Ortamında Yaşadıkları Sorunlar

Katılımcı öğretmenler ile yapılan görüşmelerde, yabancı uyruklu öğrencilerin okul ortamında yaşadıkları problemlere yönelik neler gözledikleri sorulmuştur. Okul ortamında yaşanan problemler kategorisinin *İletişim Sorunları*, *Dersleri Takip Etmeme ve Okul/Sınıf Kurallarına Uymama* ve *Uyum Sorunları* alt temalarından oluştuğu görülmektedir. Tablo 4 yabancı uyruklu öğrencilerin yaşadıkları problemler ile ilgili öğretmen görüşleri özetlemektedir:

**Tablo 4.** Yabancı uyruklu öğrencilerin okul ortamında yaşadıkları problemler

Katılımcı Kodu	Akademik Başarısızlık	Öğretmenlerle İletişimde Sorun (Çatışma, Kuralların Ağır Gelmesi, vb.)	Dersleri Takip Etmeme ve Okul/Sınıf Kurallarına Uymama	Uyum Sorunları	Arkadaş Gruplarında Kabul Görmeme/Dışlanma
R1			√	√	
R2				√	√



R3			√		√
MY1		√	√	√	
MY2	√			√	
MY3		√	√		
MY4	√	√			
MY5	√	√	√		√
MY6	√	√	√	√	√

Tablo 4 incelediğinde, rehber öğretmenlerin ve müdür yardımcılarının, yabancı uyruklu öğrencilerin en çok dersleri takip etmede ve okul kurallarına uyma da sorun yaşadıklarını ve genel olarak bu öğrencilerin okula uyumunun uzun zaman aldığını belirtmişlerdir. Katılımcı öğretmenler, uyum sorunlarından dolayı öğrencilerin arkadaş ortamlarına katılmadığı ve sorun yaşadıklarını belirtmişlerdir. Bu konuda R3 ve MY2 gözlemledikleri sorunları şöyle ifade etmişlerdir:

*“Yabancı uyruklu öğrenciler derslerin geldikleri okullardan çok farklı ve zor olduğunu ifade ediyorlar. Başarı oranı yüksek olan sınıflarda okuyanlar genellikle arkadaşları tarafından dışlanıyor.”(R3)*

*“Geldikleri çevre ve okul kuralları farklı olması ve geldikleri okulun kurallarına adapte olana kadar okul idaresi ve öğretmenleriyle çatışma yaşarlar. Her öğretmenin kendi dersine yönelik farklı kuralları olabilir. Çocuklar farklı kültürden, farklı kurallardan gelmiştir. Öğretmenlerine karşı saygısızlık ve okul disiplin kurallarına aykırı davranışlarla karşılaşabiliyoruz.”(MY2)*

Rehber öğretmen ve müdür yardımcılarının ifadelerinden, yabancı uyruklu öğrencilerin okul ortamında yaşadıkları problemlerin dersleri takip etmede, okul ve sınıf kurallarına uyma konusunda olduğu anlaşılmaktadır. Bu sorunlar beraberinde farklı sorunlar getirmekte, öğretimden kopan öğrenci, öğretmenleri ile çatışmaya girmekte ve arkadaş gruplarından dışlanmaktadır. Ayrıca sınıf ortamında disiplinsiz davranışlarda bulunarak, sınıf düzenini bozmaktadırlar. Alan-yazına göre, sınıf içerisinde istenmeyen davranışlar farklı şekillerde ortaya çıkabilmektedir (Korkmaz, 2005; Çelik, 2002; Çetin, 2013). Bunlar; gerçekleştirilen davranışın, a) öğrencinin hem kendisinin hem de arkadaşlarının öğrenmesine engel olması, b) hem kendisinin hem de arkadaşlarının güvenliğini tehlikeye atması, c) okulun veya arkadaşlarının araç-gereçlerine zarar vermesi; d) öğrencinin diğer öğrencilerle kaynaşmasını engellemesi şeklinde olabilmektedir. Rehber öğretmenlerin ve müdür yardımcılarının ifadelerinden, yabancı uyruklu öğrencilerin davranışlarının hem kendisinin hem de arkadaşlarının öğrenmelerini ve sosyalleşmesini engelleyecek şekilde ortaya çıktığı anlaşılmaktadır. Can güvenliğini tehlikeye atma veya okul eşyalarına zarar verme boyutlarında rehber öğretmen ve müdür yardımcılarının ifadelerine rastlanmamıştır. Güngör (2015) ve Polat

(2012) çalışmalarında da bu araştırmanın bulguları ile benzer şekilde disiplin problemleri bulgularına rastlamışlardır.

*Oryantasyona Yönelik Olarak Yapılan Çalışmalar ile İlgili Rehber Öğretmen ve Müdür Yardımcılarının Görüşleri*

Katılımcı rehber öğretmen ve müdür yardımcıları ile yapılan görüşmelerde, yabancı uyruklu öğrencilerin okula uyumlarını kolaylaştırmak adına bir oryantasyon programı uygulayıp uygulamadıkları sorulmuş ve ne gibi çalışmalar yaptıklarını belirtmeleri istenmiştir. Oryantasyon kategorisinin *Okulu ve Eğitim Sistemini Tanıtma, Öğrenci-Aile Görüşmeleri, Türkçe Diline Yönelik Çalışmalar ve Diğer Öğrenci ve Öğretmenlerden Yardım Alma* alt temalarından oluştuğu görülmektedir. Tablo 5, yabancı uyruklu öğrencilerin oryantasyonuna yönelik olarak ne gibi çalışmalar yapıldığını özetlemektedir:

**Tablo 5.** *Yabancı uyruklu öğrencilere yönelik oryantasyon çalışmaları.*

Katılımcı Kodu	Okulun Kendilerinden Beklentilerini Ortaya Koyma	Okulun Fiziki Çevresini Tanıtma	Sınıf Ortamında Yapılan Farkındalık Çalışmaları	Öğrenci ve Aile İle Görüşme	Yurtdışından Gelmiş Diğer Öğrenciler İle Tanıştırma	Türkçe Diline Yönelik Çalışmalar	Öğretmenlerden Yardım İsteme
R1	√	√					
R2			√	√			
R3	√	√					
MY1						√	
MY2				√	√	√	√
MY3						√	√
MY4				√		√	
MY5				√		√	√
MY6				√		√	√

Tablo 5 incelediğinde, rehber öğretmenlerin oryantasyona yönelik olarak öğrencilere genel olarak eğitim sistemini tanıttıkları, kendilerinden neler beklediğini açıkladıkları ve okulun fiziksel çevresini tanıttıklarını belirtmişlerdir. Ayrıca rehber öğretmenlerden biri sınıf ortamında farklılıkları kabul etmeye yönelik bir takım farkındalık çalışmaları yaptığını belirtmiştir:

*“Sınıf arkadaşları ile görüşme, farklıları kabul etme ve iletişim becerileri gibi konuları sınıfla konuşarak farkındalıklarını artırmaya çalışıyorum. Yeni gelen öğrenci ve ailesi ile mutlaka görüşüyorum.”(R2)*

Görüşülen müdür yardımcıları ise Türkçe dilini öğrenmelerine yönelik çalışmalar yaparak öncelikle dil sorununu gidermeye çalıştıklarını belirtmişlerdir. Aynı zamanda okula daha önce kayıt olmuş yabancı uyruklu öğrencilerden ile tanıştırmak arkadaşlık kurmalarını sağladıklarını belirtmişlerdir. Bu konuda MY2 yaptığı çalışmaları şöyle ifade etmiştir:

“Oryantasyon sürecinde dil öğrenmeye ve uyuma yönelik bazı çalışmalar oluyor. Dil sorunu verilen kurslarla giderilmekte, uyum sorunu ise sınıf içerisinde arkadaşları özellikle de yine başka bir ülkeden daha önce okulumuza kaydolmuş olan öğrenciler ile arkadaşlık kurması sağlanarak aşıyor. Öğretmenlerin yardımını alıyoruz.”(MY2)

Katılımcıların ifadelerinden yabancı öğrencilerin oryantasyon çalışmalarına yönelik olarak öğrenci ve veli görüşmeleri yaptıkları, okulun hem fiziki hem de sistemi ile ilgili bilgilendirme yaptıkları, Türkçe dilini öğrenmeye yönelik kurslar açtıklarını ve diğer yabancı uyruklu öğrenciler ile kaynaştırma çalışmaları yaptıkları görülmektedir. Özellikle rehber öğretmenlerin ifadelerinden öğrencilere yönelik bireysel bir program uygulamadıkları anlaşılmaktadır. Rehber öğretmenler, genel çerçevede, çocuk ve ailesi ile görüşüp, bilgilendirme düzeyinde bir iletişim kurmaktadır. Öğrenciye göre bireysel programlar hazırlanması, programın çocuğun gereksinimleri ve şartlarına göre şekillenecek olmasından daha etkili olacağı düşüncesi ile önerilmektedir.

#### 4. Yabancı Uyruklu Öğrencilerin Yaşadıkları Problemlere Yönelik Çözüm Önerileri

Katılımcı rehber öğretmen ve müdür yardımcıları ile yapılan görüşmelerde, yabancı uyruklu öğrencilerin problemlerine yönelik olarak ne gibi çalışmalar önerdikleri sorulmuştur. Çözüm önerileri temasının İşbirliği, Kaynaştırma Etkinlikleri ve Zorunlu Türkçe Kursları alt temalarından oluştuğu görülmektedir. Tablo 6 yabancı uyruklu öğrencilerin problemlerinin çözümüne yönelik öğretmenlerin önerilerini özetlemektedir:

**Tablo 6.** Yabancı uyruklu öğrencilerin sorunlarının çözümüne yönelik öneriler

Katılımcı Kodu	Maddi Durumu Uygun Olmayanlara Destek	İşbirlikçi Çalışmalar (Okul İdaresi, Öğrenci, Öğretmen, Rehber Öğretmen ve Veli)	Sosyal Aktiviteler İle Kaynaştırma Çalışmaları	Zorunlu Türkçe Kursları	Farklılıklar Kabul Etme Çalışmaları	Öğrencilere ve Öğretmenlere Eğitim Verme
R1	√	√				

R2	√	√	√			
R3		√			√	√
MY1		√			√	
MY2		√			√	√
MY3		√			√	
MY4		√	√		√	√
MY5		√	√		√	√
MY6		√	√		√	√

Tablo 6 incelediğinde, görüşülen rehber öğretmenler, maddi durumu uygun olmayan öğrenciler için destek sağlamanın (Kıyafet sağlama, kurs düzenleme, kitapların alınması, vb.) önemine değinmişlerdir. Ayrıca, uzun vadeli Türkçe kurslarından yararlanmalarının da sorunların çözümüne yönelik olarak katkı sağlayıcı olduğunu belirtmişlerdir. Ekonomik ve sosyal uyum için sosyal hizmetlerin takibinde olmaları gerektiği de vurgulanmıştır.

Görüşülen müdür yardımcıları yabancı uyruklu öğrencilerin yaşadıkları sorunların çözümünde rehber öğretmenleri kilit bir rolde görmektedir. MY3 bu durumu şu şekilde ifade etmişlerdir:

*“Yabancı uyruklu öğrencilerin okula kolay adapte olmaları için okulla ilgili detaylı bilgi verilmelidir. Rehber öğretmenler bu öğrenciler ve velileri ile sürekli iletişim içerisinde olmalıdır.”(MY3)*

Hem rehber öğretmenler hem de müdür yardımcıları okulda bulunan paydaşların işbirliği içerisinde çalışmasının önemine değinmişlerdir.

### **Sonuçlar ve öneriler**

Araştırma sonucunda, rehber öğretmenlerin ve müdür yardımcılarının eğitim-öğretim sürecinde yabancı uyruklu öğrencilerle ilgili bazı sorunlar gözlemledikleri ortaya konulmuştur. Bu sorunların en başında dil, kültür farklılığı, dersle ilgilenmeme/öğretimden kopma ve uyum problemleridir. Bu sorunların her biri birbiri ile bağlantılı olarak birbirinin sebebi ve sonucu olabilmektedir. Rehber öğretmenlerin ve müdür yardımcılarının ifadelerinden, yabancı uyruklu öğrencilerin Türkçe diline hâkim olmamalarından, Türkçe dilinde kendini ifade etmede ve arkadaş ilişkilerinde sorun yaşadıkları, ayrıca Türkçe dilinde verilen derslerde öğretimden koştukları anlaşılmaktadır. Kültür farklılığından dolayı yabancı uyruklu öğrencilerin tavır, davranış ve değer yargılarında oldukça büyük farklılıklar vardır. Bu durum yabancı uyruklu öğrencilerin okula uyumunu zorlaştırmakta, eğitim sistemini ve okulda uygulanan kuralları kabul etmelerini zorlaştırmaktadır. Bu durumda, aile ve okulun, öğrencilerin okula ve topluma uyum sürecini hızlandırmada işbirliği içinde olmaları büyük önem taşımaktadır. Öğrencinin zamanın büyük bir kısmını okul ortamında geçirdiği düşünüldüğünde okula çok büyük sorumluluklar düştüğü aşikardır. Öğrencilerin durumlarını yerinde görmek, kültürlerini

tanımaya çalışmak, aile yapısını öğrenmek ve yabancı uyruklu öğrencilerin yerli öğrencilerle kaynaşmasını sağlamak için çeşitli etkinliklerin yapılması kültürle ilgili sorunların çözümünde etkili olabilir. Katılımcıların ifadelerinden yabancı öğrencilerin oryantasyon çalışmalarına yönelik olarak öğrenci ve veli görüşmeleri yaptıkları, okulun hem fiziki hem de sistemi ile ilgili bilgilendirme yaptıkları, Türkçe dilini öğrenmeye yönelik kurslar açtıklarını ve diğer yabancı uyruklu öğrenciler ile kaynaştırma çalışmaları yaptıkları görülmektedir. Özellikle rehber öğretmenlerin ifadelerinden öğrencilere yönelik bireysel bir program uygulamadıkları anlaşılmaktadır. Rehber öğretmenler, genel çerçevede, çocuk ve ailesi ile görüşüp, bilgilendirme düzeyinde bir iletişim kurmaktadır. Öğrenciye göre bireysel programlar hazırlanması, programın çocuğun gereksinimleri ve şartlarına göre şekillenecek olmasından daha etkili olacağı düşüncesi ile önerilmektedir. Rehber öğretmen ve müdür yardımcılarının ifadelerinden, yabancı uyruklu öğrencilerin okul ortamında yaşadıkları problemlerin dersleri takip etmede, okul ve sınıf kurallarına uyma konusunda olduğu anlaşılmaktadır. Bu sorunlar beraberinde farklı sorunlar getirmekte, öğretimden kopan öğrenci, öğretmenleri ile çatışmaya girmekte ve arkadaş gruplarından dışlanmaktadır. Yabancı uyruklu öğrencilerin sorunlarının çözümüne yönelik hem rehber öğretmenler hem de müdür yardımcıları okulun tüm paydaşlarının ve velilerin işbirliği içerisinde çalışmasının önemini vurgulamışlardır. Uzun vadeli verilecek Türkçe kurslarının da önemine değinmişlerdir. Milli Eğitim Bakanlığı tarafından hazırlanacak kapsamlı bir oryantasyon programı, rehber öğretmenlere detaylı bir uygulama eğitimi verilerek uygulamaya konulması araştırmacılar tarafından önemli görülmektedir. Yabancı uyruklu öğrencilerin sağlıklı bir uyum sürecinden geçmeleri için aile tanıma ve iletişim çalışmalarının da oryantasyon programına eklenmesi gerekli görülmektedir. KKTC'nin bulunduğu coğrafyadan ötürü göç almaya devam etmekte ve her geçen gün göç yoluyla gelmiş çocukların sayısında ciddi bir artış olmaktadır. Değişen dünyada yaşam şartları çok kültürlü eğitimi zorunlu kılmaktadır. Bu çerçevede Milli Eğitim Bakanlığı'nın çok kültürlü eğitim ve oryantasyon programı geliştirme çalışmalarına başlaması zorunlu görülmektedir.

İleride gerçekleştirilecek araştırmalar için şu öneriler verilebilir: a) Çalışmanın örneklemini değiştirilerek çalışma tekrar edilebilir. Yabancı uyruklu öğrenciler, velileri ve öğretmenleri ile görüşmeler yapılabilir. b) Bu araştırmada, yabancı uyruklu öğrencilerin okul ortamında yaşadıkları sorunlar incelenmiştir. Genel olarak problemlerinin inceleneceği çalışmalar gerçekleştirilebilir. c) Yabancı uyruklu öğrencilerin eğitim-öğretim sürecinde yaşadıkları sorunlara ilişkin çeşitli değişkenler (göç ettikleri ülke, göç nedenleri, vb.) içeren nicel araştırmalar yapılabilir.

## Kaynaklar

- Akkayan, N, T. (1979), *Göç ve Değişme*, İstanbul: İstanbul Üniversitesi Edebiyat Fakültesi Yayınları.
- Atalay, İ. (1994), *Türkiye Coğrafyası*, İzmir: Ege Üniversitesi Basımevi.
- Atasoy, A. (2011). Kuzey Kıbrıs Türk Cumhuriyeti'nin Nüfus Coğrafyası/Population Geography Of Turkish Republic Of Northern Cyprus. *Mustafa Kemal Üniversitesi Sosyal Bilimler Enstitüsü Dergisi*, 8(15), 29-62.
- Berry, J.W. ve Sam, D.L. (1995), Acculturative stres among young immigrants in Norway. *Scandinavian Journal of Psychology*, 36
- Büyüköztürk, Ş., Çakmak, E. K., Akgün, Ö. E., Karadeniz, Ş., Demirel, F. (2009). *Bilimsel Araştırma Yöntemleri*. Ankara: Pegem Akademi.
- Çağlar, A. (1997). Yeni Bir Göçmen Türü: Türk Üniversitelerinde Yabancı Uyruklu Öğrenci Olmak. II. Ulusal Sosyoloji Kongresi. Toplum ve Göç: 20-21-22 Kasım 1996-Mersin: Bildiri (152-162).Ankara: DİE ve Sosyoloji Derneği Yayını.
- Duygu, H. (2016). *Alanya Örneğinde Yabancı Uyruklu Ortaokul Öğrencilerinin Karşılaştıkları Sorunlar*. (Basılmamış Yüksek Lisans Tezi). Abant İzzet Baysal Üniversitesi Eğitim Bilimleri Enstitüsü İlköğretim Anabilim Dalı Sosyal Bilgiler Öğretmenliği Bilim Dalı, Bolu.
- Ekiz, D. (2003). *Eğitimde Araştırma Yöntem ve Metotlarına Giriş*. Ankara: Anı Yayıncılık.
- Ekiz, D. (2009). *Bilimsel Araştırma Yöntemleri*. Ankara: Anı Yayıncılık.
- Gün, Z. (2002), *Çocuk ve Göç*. (Basılmamış Yüksek Lisans Tezi). Ege Üniversitesi Sosyal Bilimler Enstitüsü, İzmir.
- Gün, Z. (2000), *Kültürler Arası Gelişimsel Psikoloji*, (Yayınlanmamış Yüksek Lisans Tezi). E.Ü. Sosyal Bilimler Enstitüsü, İzmir.
- Güngör, F. (2015). *Yabancı uyruklu ilkokul öğrencilerinin eğitim-öğretiminde yaşanan sorunlara ilişkin öğretmen ve öğrenci görüşleri*. (Yayımlanmamış Yüksek lisans Tezi). Anadolu Üniversitesi Eğitim Bilimleri Enstitüsü, Eskişehir.
- Karaoğlu, F. (2007). *Yabancı Uyruklu Öğrencilerde Uyma Davranışı: TÖMER Örneği*. (Yayımlanmamış Yüksek lisans Tezi). Gazi Üniversitesi, Ankara.
- Karataş, Z. (2015). Sosyal Bilimlerde Nitel Araştırma Yöntemleri. *Manevi Temelli Sosyal Hizmet Araştırmaları Dergisi*, 1(1), 62-80.
- Kartal, S. K. (1978). *Kentleşme ve İnsan*. Ankara: TODAİE Yayınları.
- Kaştan, Y. (2015). Türkiye'de Göç Yaşamış Çocukların Eğitim Sürecinde Karşılaşılan Problemler, *Uluslararası Sosyal ve Eğitim Bilimleri Dergisi*. 2/4, 216-229.

- Kılıç, E. (2014). *Antalya'da Yaşayan Yabancı Uyruklu Aile Çocuklarının Karşılaştığı Eğitim Sorunları (Uluslararası Özel Antalya Rus Okulu Örneği)*. (Yayınlanmamış Yüksek lisans Tezi). Akdeniz Üniversitesi Eğitim Bilimleri Enstitüsü, Antalya.
- Keleş, R. (1998). *Kent Bilim Terimleri Sözlüğü*. Ankara: İmge Kitabevi
- Keser, U. (2006). Kıbrıs' ta Göç Hareketleri ve 1974 Sonrasında Yaşananlar. *ÇTTAD, V/12, (2006/Bahar)*, s. 103–128.
- Koçak, Y. ve Terzi, E. (2012). Türkiye'de Göç Olgusu, Göç Edenlerin Kentlere Olan Etkileri ve Çözüm Önerileri, *Kafkas Üniversitesi İktisadi ve İdari Bilimler Fakültesi Dergisi*, 3/3, 163-184.
- KKTC Milli Eğitim ve Kültür Bakanlığı, 2017-2018 Eğitim İstatistikleri Yıllığı, <http://eohd.mebnet.net/?q=node/34> adresinden 20 Mart 2018 tarihinde erişildi.
- Nasrin, F. (2001). International Female Graduate Students' Perceptions of Their Adjustment Experiences and Coping Strategies at an Urban Research University, Speeches/ Meeting Papers. Web: [www.eric.com](http://www.eric.com) adresinden 5 Mart 2018'de alınmıştır.
- Özdemir, S.M, Benzer, H. ve Akbaş, O (2009). “Almanya'da Yaşayan 15-19 Yaş Türk Gençlerinin Eğitim Sorunlarına İlişkin Bir İnceleme (Kuzey Ren Vestfalya Örneği)”, *Ahi Evran Üniversitesi Kırşehir Eğitim Fakültesi Dergisi (KEFAD)*. 10(1): 23-40
- Özer, İ. (2004). Kentleşme, Kentlileşme ve Kentsel Değişme. Bursa: Ekin Kitabevi.
- Özerem, A. ve Takır, A. (2018). *Yurtdışından Göç Etmiş Yabancı Uyruklu Öğrencilerin Eğitimsel Sorunlarına Yönelik Öğretmen Görüşleri*. CYICER 2018 7. Uluslararası Kıbrıs Eğitim Araştırmaları Konferansı: Bildiriler. 7-9 Haziren 2018: KKTC.
- Polat, F. (2012). *Türkiye'de Öğrenim Gören Yabancı Uyruklu İlköğretim Öğrencilerinin Karşılaştıkları Sorunlar ve Çözüm Önerileri*. (Yayınlanmamış Yüksek lisans Tezi). Fırat Üniversitesi Sosyal Bilimler Enstitüsü, Elazığ.
- Sam D.L. (1991), *Acculturation of immigrant: A Psychological Survey Among Young Immigrant in Norway*. Bergen: Bergen University Press,
- Sarıkaya, H.S. (2014). Belçika Flaman Bölgesi Eğitim Sisteminde Türk Kökenli Çocukların Yaşadığı Temel Eğitim Sorunların İncelenmesi, *Akademik Sosyal Araştırmalar Dergisi*. 8: 246-260.
- Şahin, C. (1999). *Yurt Dışı Yaşantısı Geçiren ve Geçirmeyen Anadolu Lisesi Öğrencilerinin Sosyal Beceri Düzeyleri*. (Yayınlanmamış Doktora Tezi). Ankara: Gazi Üniversitesi.
- Sezgin, A. A. ve Yolcu, T. (2016). Göç ile Gelen Uluslararası Öğrencilerin Sosyal Uyum ve Toplumsal Kabul Süreci. *Humanitas*, 4(7), 419-438.
- Tezcan, M. (1997), *Eğitim Sosyolojisi*, Ankara Üniversitesi Yayınları, Ankara.

- Topsakal, C., Merey, Z. ve Keçe, M. (2013). Göçle Gelen Ailelerin Çocuklarının Eğitim Öğrenim Hakkı Ve Sorunları Üzerine Nitel Bir Çalışma. *Uluslararası Sosyal Araştırmalar Dergisi*. 6 (27): 546-560
- Tunç, A. Ş. (2015). Mülteci Davranışı Ve Toplumsal Etkileri: Türkiye'deki Suriyelilere İlişkin Bir Değerlendirme. *TESAM Akademi Dergisi*, 2, 29-63.
- Uluocak, G.P. (2009). İç Göç Yaşamış Ve Yaşamamış Çocukların Okulda Uyumu, *Dokuz Eylül Üniversitesi Buca Eğitim Fakültesi Dergisi*. 26: 35-44
- Yıldırım ve Şimşek, (2008). *Sosyal Bilimlerde Nitel Araştırma Yöntemleri*. Ankara: Seçkin Yayıncılık.
- Yıldız, Ö. (2013). Türkiye Kamplarında Suriyeli Sığınmacılar: Sorunlar, Beklentiler, Türkiye ve Gelecek Algısı. *Sosyoloji Araştırmaları Dergisi*, 16(1), 141-169.

### **Görüşme Formu**

#### **Araştırmanın Amacı ve Soruları:**

Kuzey Kıbrıs Türk Cumhuriyeti'nde bulunan devlet kolejlerinde öğrenim gören yabancı uyruklu öğrencilerin, okul ortamında karşılaştıkları sorunları öğrenci, öğretmen ve veli gözünden ortaya koymak ve çözüm önerileri geliştirmektir. Bu temel amaç doğrultusunda şu sorulara yanıt aranmaktadır:

1. Öğrenci, öğretmen ve velilere göre KKTC devlet kolejlerinde öğrenim gören yabancı uyruklu öğrencilerin sorunları nelerdir?



---

## 2. Yaşanılan sorunların çözümüne yönelik öğretmen ve müdür yardımcılarının görüşleri nelerdir?

---

**Tarih:**.../.../2017

**Saat(Başlangıç/Bitiş):**...../.....

---

### **Giris**

Merhaba, ben Ayşen Özerem/Aygil Takır.

Sizi Kuzey Kıbrıs Türk Cumhuriyeti'nde bulunan devlet kolejlerinde öğrenim gören yabancı uyruklu öğrencilerin, okul ortamında karşılaştıkları sorunları öğretmen ve müdür yardımcısı gözünden ortaya koymaya ve çözüm önerileri geliştirmeyi amaçlayan bir çalışmanın parçası olmaya davet ediyoruz. Bu çalışmaya katılımınız tamamıyla gönüllülük esasına dayanmaktadır. Çalışmaya katılımınıza yönelik hiç kimseye bilgi verilmeyecek ve cevaplarınız hiç kimse ile paylaşılmayacaktır. Görüşme yapılan diğer öğrenci, öğretmen ve veliler konuşulanları kesinlikle duymayacak veya okumayacaklardır. Araştırma raporunda isimleriniz kesinlikle kullanılmayacaktır.

Okul ortamında yaşanan sorunların doğru bir şekilde belirlenebilmesi için görüşmede vereceğiniz samimi cevaplar büyük önem taşımaktadır. Herhangi bir sebepten ötürü cevaplamak istemediğiniz soru varsa cevaplandırmayabilirsiniz. Ancak bu araştırma verdiğiniz tam cevaplarla daha geçerli ve değerli olacaktır. Sonuçlar sadece araştırma amacıyla kullanılacaktır. Bu görüşme formuna cevap vermeyi kabul ederek çalışmaya katılımınıza onay vermiş olmaktadır. Toplanan veri sadece araştırmacılar tarafından düzenlenecek ve analiz edilecektir.

Katkılarınız için şimdiden teşekkür ederim.

Görüşmeye başlamadan önce sormak istediğiniz herhangi bir soru ya da belirtmek istediğiniz düşünceniz varsa yanıtlamak isterim.

Görüşmeye devam etmek istiyor musunuz?

Görüşmenin yaklaşık olarak 35–40 dakika süreceğini düşünüyorum. İzninizle başlamak istiyorum.

---

### **Görüşme Soruları:**

**1a.** Kaç yaşındasınız?

**1b.** Eğitim durumunuz nedir?

**1c.** Kaç yıllık öğretmensiniz?

**1d.** Branşınız nedir?

**2.** Öğrencinizle dil farklılığından dolayı ne gibi sorunlar yaşadıklarını düşünüyorsunuz?

**3.** Öğrencinizde ne gibi kültür farklılıkları gözlemlediniz? Okul rutinlerine uymada, ders çalışma alışkanlıklarında, görgü, genel davranış kurallarında ne gibi farklılıklar gözlediniz?

**4.** Öğrenciyi okula alıştırmak için ne gibi oryantasyon programı kullandınız? Bu programda ne gibi etkinlikler yaptınız? Etkinlikler amacına ulaştı mı?

**5.** Göçle gelen yabancı uyruklu öğrencilerin yaşadıkları sorunlar nelerdir (arkadaşları, dersler, öğretmenler, vb.)? Genel uyum süreci ile ilgili yaşadıkları zorluklar nelerdir?

**6.** Yabancı uyruklu öğrencilerin sorunlarının çözümüne okulunuzda ne gibi çalışmalar yapıldı? Başka neler yapılabilir?

Ekleme istediğiniz başka düşünceleriniz var mı? Varsa nelerdir?

**Zaman ayırdığınız için teşekkür ederim. İyi günler.**



DOI: 10.22559/folklor.973

Folklor/edebiyat, cilt:25, sayı: 97-1, 2019/1

## **Yatılı Yurtta ve Ailesinin Yanında Kalan Ortaöğretim 12. Sınıf Öğrencilerinin Durumluk ve Süreklilik Kaygı Düzeylerinin Karşılaştırması**

Comparison of State-Trait Anxiety Levels of Secondary School 12<sup>TH</sup> Grade Students Who Stay At Dormitory and Who Stay With Their Parents

**Mustafa Onur Tatlı\***

**Ayşe Bengisoy\*\***

### **Öz**

Kaygı tüm bireylerde var olan ancak ergenlik döneminde, artış gösterebilen bir durumdur. Kaygının oluşmasında bireylerin okul yaşamı, ailesi, ailesinin gelir durumu gibi özellikler önem arz etmekte ve kontrol edilmesi gerekmektedir. Bu araştırmada yatılı yurttan kalan ortaöğretim 12. sınıf öğrencileri ile aileleri yanında kalan ortaöğretim 12. sınıf öğrencilerinin durumluk – süreklilik kaygı düzeyleri arasındaki ilişkiyi incelemek amaçlanmıştır. Ortaöğretime devam ederken aile yanında ve ortaöğretime devam ederken yatılı yurttan kalmanın durumluk – sürekli kaygıya ne düzeyde bir etkisinin olduğu incelenmeye çalışılmıştır. Çalışmanın örneklemini, 2016 – 2017 eğitim – öğretim yılı Adana ili Ceyhan ilçesi merkezinde öğrenim gören Eczacı Bahattin – Sevinç Erdiç Fen Lisesi, Mehmet Orhun Yaylacı Anadolu Lisesi, Ceyhan Erkek İmam Hatip Lisesi ve Ceyhan Ticaret Borsası Sosyal Bilimler Lise’sinin de öğrenim gören 12. sınıf, 118 (%34) kadın, 156 (%57) erkek ve ailesi yanında kalan 145 (%53), yatılı yurttan kalan 129 (%43) olmak üzere toplamda 274 öğrenciden oluşmaktadır. Çalışmaya katılan öğrencilere “Kişisel Bilgi Formu” ve “Durumluk – Süreklilik Kaygı Envanteri” uygulanmıştır. Durumluk Kaygı Envanterinde katılımcıdan istenilen belirli durumlar ve anlarda kendisini nasıl hissettiğini tasvir etmesi ve envantere cevap vermesi istenir. Sürekli Kaygı Envanterinde ise katılımcı genel anlamda duygularını değerlendirerek envantere cevap vermesi istenir. Envanter iki sayfadan oluşmaktadır, TX – 1 ve TX – 2 şeklinde düzenlenmiştir. Araştırma sonucunda genel olarak bakıldığında “Durumluk – Süreklilik Kaygı” alt boyutlarında istatistiksel olarak anlamlı olmayan sonuçlar elde edilmiştir. Yatılı yurttan kalan ve ailesi yanında kalan öğrencilerin kaygı puanları arasında anlamlı bir farklılık bulunamamıştır.

**Anahtar sözcükler:** *Ortaöğretim, durumluk – sürekli kaygı, yatılı yurt.*

### **Abstract**

Anxiety is a condition that exists in all individuals but may increase in adolescence. Characteristics such as school life, family and family income of individuals are important and should be controlled. In this study, it is aimed to investigate the relationship between state-trait anxiety levels of 12<sup>th</sup> grade high school students living in dormitory and 12<sup>th</sup> grade secondary school students staying with their families. It is tried to investigate the effect of state-trait anxiety levels to staying at home and in dormitory while educating in high school. The sampling of this study is applied in 2016- 2017 academic year in Ceyhan, Adana

\* Lefke Avrupa Üniversitesi, Rehberlik ve Psikolojik Danışmanlık Master Tezi Kapsamında Hazırlanmıştır.

\*\* Lefke Avrupa Üniversitesi, Rehberlik ve Psikolojik Danışmanlık, Dr. Fazıl Küçük Eğitim Fakültesi, Lefke Avrupa Üniversitesi, Lefke, Kuzey Kıbrıs Türk Cumhuriyeti, abengisoy@eul.edu.tr.

consisting of 274 students in total including 118 woman (%43), 156 men (%57) and 145 staying at home (%53), 129 (%47) staying in dormitory, who are educated in Eczacı Bahattin Sevinç Erdiñ Science High School, Mehmet Orhun Yaylacı Anatolian High School, Ceyhan Erkek İmam Hatip High School and Ceyhan Ticaret Borsası Social Sciences High School. "Personal Information Form" and "State - Trait Anxiety Inventory" are applied to the students who participate in the study. In the State Anxiety Inventory, the participants are wanted to describe how they feel in certain situations and instants and answer to inventory. In the Trait Anxiety Inventory, the participants are asked to respond to the inventory by evaluating their feelings in general terms. The inventory is arranged in two separate pages, Form TX-1 and TX-2. As a result of the research, it is found that statistically insignificant results are obtained in the "State - Trait Anxiety" sub – dimensions. There is no significant difference in anxiety levels between staying with families and living in dormitory.

**Keywords:** *Secondary education, state-trait anxiety, dormitory.*

## **Giriş**

Kaygı bireylerin yaşamında ciddi etkiye sahip duygulardan biridir. Kaygının yeterince olmasına ihtiyaç varken, kaygının yüksek olması bireyde istenmedik sonuçlar oluşmasına sebebiyet vermektedir (Kaya ve Varol, 2004). Kaygı sonucu oluşan davranışların kişisel duyguları içermenin yanı sıra fizyolojik belirtileri de bulunmaktadır (Taşgın, Tekin ve Altınok, 2007). Kaygı, insanın varoşlundan bu yana kullanılan kavramlardandır, psikoloji alanında kaygıya yönelik ilk çalışmalar 1940 yılına dayanmaktadır, bu alanda kaygıyı tanımlamaya yönelik ilk çalışmayı yapan ve psikoloji literatürüne girmesini sağlayan Sigmund Freud olmuştur (Akkaya, 1999). Horwitz ve Cope kaygıyı öznel bir gerilim, endişe, sinirlilik ve üzüntü hissi olarak tanımlar (Horwitz ve Cope, 1986). Lazarus, kaygıyı, var olan bir tehde ya da tehlikeli duruma karşı ortaya çıkan bir his olarak tanımlamaktadır (Lazarus, 2000). Anksiyete dış ve iç dünyadan kaynaklanan tehlike olasılıklarına karşı ya da bireyin böyle bir olasılığı yorumlamasına yönelik oluşan ve ya gelişen duygu durumudur (Taşgın, Tekin ve Altınok, 2007). Kaygının en baştaki merkezi, insanın yapabilecekleri ile yaşantısını sürdürdüğü çevrenin ondan beklentileri arasında yaşanan uyumsuzluklardır (Tümerdem, 2007). Kaygının sürekli yaşanmasına karşın kaygı yaşayan kişiler bunun nedeni ifade edemezler (Güney, 2006). Anksiyete hissini çeşitli fizyolojik tepki ve belirtileri vardır bu belirtilerin yanı sıra kişide sosyal belirtilerde mevcuttur (Sfiyer, 2003; Ümmet, 2007).

Anksiyete, kişinin temel hislerinden veya duygularından birisidir ve hoş gitmeyen durumlarda kaygı hissi normaldir (Öner ve Le Compte, 1985; Kyosti, 1992: Geçtan, 1993; Cüceloğlu, 1998; Kapıkıran, 2006; Genç, 2008). Son dönemlerde, adölesanların anksiyete seviyelerinde bir artmanın olduğu bu artış neticesinde de adölesanların uyum sorunları yaşadıkları gözlemlenmiştir (Eren Gümüş, 2002; Karataş, 2009). Ergenlikte görülen hızlı değişim ve gelişmeler anksiyeteye sebep olmakta ve anksiyete seviyesi giderek artmakta, ergenlerin kişilik gelişlerine olan isteklilikleri ve kişilik arayışı gayreti gibi kaygı oluşturucu etmenler sonucu yaşamı olumsuz etkilemektedir (Hampel, Merer ve Kummel 2008).

Tüm bunlara bağılı olarak korku ve endişe hissi durumu olarak görülen kaygı; çağımızda sıklıkla karşımıza çıkan problemlerin başında gelir. Çoğu zaman olumsuz hisler kaygının meydana gelmesine sebep olur. Bu durum kişiden kişiye farklı şekilde kendini gösterir (Baltaş ve Baltaş, 1990). Kaygı, tehdit altında kişinin kendini çaresiz ve yetersiz görmesidir. Kişi yüz yüze kaldığı sorunlar ya da tehditlerde, arzu etmediği sonuçlara ve hoş olamayan duygular üzerine yoğunlaşır. Adler'e göre ebeveynlerin birinci çocuğu, ikinci çocuktan, ikinci çocukta kendinden sonra doğan çocuklardan farklılık gösterir. Birinci çocuk doğum itibari ile ailenin göz bebeğidir bu ilgi kardeşin gelmesi ile azalır bu da içe kapanıklığa neden olabilir. İkinci çocuk dünyaya geldiği andan itibaren ilgiyi paylaşmak zorunda olduğundan mücadelecı bir yapıya sahiptir. En küçük çocuklar yaşantıları boyunca tüm aile üyeleri tarafından ilgi görmüş ve şıarmıştır (Burger, 2004). Kaygıyı, psikolojik bir olgu olabilecek şekilde tanımlayan ve kaygının anlaşılabilir olmasına yardımcı olan birinci adım psikanalitik yaklaşımdır.

Psikanalitik yaklaşım sayesinde kaygı tanımı psikolojide kullanılmaya başlamıştır (Öner, 1990). Hayatın sürdüğü çevrenin ergene güven vermesi ergende kaygı veya kaygının minimum düzeyde olması açısından kayda değerdir (Siyer, 2003). Tüm bunlara bağılı olarak kaygı yaşamda önemle incelenmesi gerekmektedir.

### **Araştırmanın amacı:**

Ortaöğretim 12. Sınıf öğrencilerinin durumluk – süreklilik kaygı düzeylerini saptayarak ailesi yanında kalması, yatılı yurttaki kalması ve bazı değişkenleri inceleyerek anlamlı bir fark olup olmadığının araştırılması amaçlanmaktadır.

Araştırmanın amacına yönelik alt amaçlar şöyledir;

1. Yatılı yurttaki ve ailesi yanında kalan öğrencilerin durumluk – süreklilik kaygı düzeylerinin arasında anlamlı bir ilişki var mıdır?
2. Yatılı yurt ve aile yanında olan öğrencilerin cinsiyete göre durumluk – süreklilik kaygı düzeylerinin arasında anlamlı bir farklılık var mıdır?
3. Yurttaki ve ailesi ile kalan öğrencilerin gelir durumlarına göre durumluk – süreklilik kaygı düzeyleri arasında anlamlı bir ilişki var mıdır?

### **Yöntem**

Yapılan araştırmada ailesi ile kalan ve yurttaki olan ortaöğretim 12. sınıf öğrencilerinin durumluluk ve sürekli kaygı düzeyleri incelenmesi amacıyla gerçekleştirilmiş tanımlayıcı bir

araştırmadır. Bu araştırmada tarama modeli kullanılmıştır. Çalışmanın örneklemi, 2016–2017 eğitim-öğretim yılları arasında Adana ili/ Ceyhan ilçesi merkezindeki, Eczacı Bahattin Sevinç Erdiñ Fen Lisesi, Mehmet Orhun Yaylacı Anadolu Lisesi, Ceyhan Erkek İmam Hatip Lisesi ve Ceyhan Ticaret Borsası Sosyal Bilimler Lisesi’nde öğrenim görmekte olan 12. sınıfın öğrencilerinden oluşmaktadır. Araştırmanın bu dört lise öğrencilerinin katılımıyla yapılmasının nedeni bu dört lisenin okul bünyelerine ait yurtları bulunmaktır. Araştırma sürecinde verilerin toplanması amacı ile üç bölümden oluşan soru formları kullanılmıştır. Soruların birinci bölümünü oluşturan formda öğrencilerin tanıtıcı özelliklerinin belirlenmesi amaçlanan sorulardan oluşmuştur. İkinci bölümü oluşturan form ise durumluk anksiyete ve son olarak üçüncü bölümün formunda da sürekli anksiyete ölçeği yer almaktadır. Kişisel Bilgi Formu öğrencilerin cinsiyet, yaşadıkları yer, aile yapıları vb. demografik özelliklerini saptamak amacıyla kullanılmıştır. Kişisel bilgi formunda bulunan gelir düzeyleri belirlenirken 2017 yılı asgari ücret, en düşük ve en yüksek devlet memuru maaşları baz alınmıştır. Durumluk Kaygı Envanteri Durumluk Anksiyete Ölçeği’nin orijinali Spielberger ve arkadaşlarının 1970 de geliştirdiği bir ölçektir. Ölçeğin Türkçe’sinin uyarlama çalışmasını ‘Öner ve Le Compte (1985)’ hazırlamıştır.

Dört seçenekli 20 sorudan oluşan ölçekte yer alan 10 olumsuz ve 10 olumlu önerme bulunmaktadır. Ölçekte yer alan olumsuz ifadeler verilen yanıtlar “hiç = 1 puan” , “biraz = 2 puan” , “çok =3” ve “tamamen=4” olacak şekilde puanlanmış, olumsuz ifadeler ise tam tersi olacak şekilde puanlanmıştır. Ölçekten alınabilecek en alt puan durumu 20 iken en üst puan durum 80 olmakta ve en alt puan düşük kaygıyı temsil ederken en üst puan yüksek kaygının varlığını temsil etmektedir. Ölçeğin Türkçe’ye uyarlanması çalışmasında yapılan geçerlilik ve güvenilirlik çalışmaları sonucunda ölçeğin güvenilir olduğu sonucuna varılmıştır. Ayrıca araştırmacı tarafından yapılan güvenilirlik testi sonucunda ölçeğin iç tutarlılık katsayısının 0,878 olduğu saptanmış ve ölçek güvenilir kabul edilmiştir. Soru formunun üçüncü bölümünde kullanılan Sürekli Anksiyete Ölçeği ‘‘Spielberger ve ark.’’ 1970 yılında geliştirmişlerdir. Geliştirilen bu ölçek ise Türkçe’sinin uyarlanmasının ‘‘Öner ve Le Compte’’ tarafından 1985 yılında hazırlanmıştır. Süreklilik Kaygı Envanteri Dört seçenekli 20 sorudan oluşan ölçekte yer alan 12 olumsuz ve 8 olumlu önerme bulunmaktadır. Ölçekte yer alan olumsuz ifadeler verilen yanıtlar “hemen hemen hiçbir zaman = 1 puan” , “bazen = 2 puan” , “çok zaman=3” ve “hemen her zaman=4” olacak şekilde puanlanmış, olumsuz ifadeler ise tam tersi olacak şekilde puanlanmıştır. Ölçekten alınabilen en alt puan 20 iken en üst puan 80 olmaktadır. Ölçeğin Türkçe’ye uyarlanması çalışmasında yapılan geçerlilik ve güvenilirlik çalışmaları sonucunda

ölçeğin güvenilir olduğu sonucuna varılmıştır. Ayrıca araştırmacı tarafından yapılan güvenilirlik testi sonucunda ölçeğin iç tutarlılık katsayısının 0,797 olduğu saptanmış ve ölçek güvenilir kabul edilmiştir.

### **Verilerin toplanması ve analiz süreci**

Araştırmanın soru formlarından elde edilmiş veriler istatistiksel olarak incelenmesinde Statistical Package for Social Sciences (SPSS) 21,0 paket ile hazırlanmıştır. demografik bilgilerin elde edilmesi amacı ile frekans analizi kullanılmış ve sonuçlar ailesi ile kalan ve yurtda kalan öğrenciler için çapraz tablolar kullanılarak gösterilmiştir. Öğrencilerin durumluk ve sürekli kaygı ölçeklerinde yer alan önermelere verdikleri yanıtların dağılımı frekans analizi ile belirlenmiş, buna bağlı ölçekten elde ettikleri puanların tanımlayıcı istatistikleri elde edilmiştir. Araştırma kapsamına alınan öğrencilerin tanıtıcı özelliklerine göre durumluk ve kaygı düzeylerinin karşılaştırılması amacıyla hipotez testlerinden verilerin normal dağılım gösterip göstermemesinin incelenmesi açısından “Kolmogorov- Smirnov testi ve Shapiro-Wilks testi” QQ plot ve çarpıklık basıklık değerlerinin incelenmesi yapılmıştır. Verilerin normal dağılıma sahip olması durumunda “parametrik hipotez testleri”, uymadığı durumlarda ise nonparametrik hipotez testleri kullanılmıştır. Ayrıca varyansların homojenliğine Levene testi ile bakılmıştır. Ailesi ile kalan ve yurtda kalan öğrencilerin kaygı puanlarının karşılaştırılmasında veri seti normal dağılıma bağlı olarak bağımsız örneklem için t testi kullanılmıştır. Öğrencilerin cinsiyetlerine göre kaygı puanlarının karşılaştırması sürecinde; normal dağılım gösterdiğinden ve bağımsız değişken iki kategori olduğu için t testi kullanılmıştır. Öğrencilerin kardeş sayısı, kaçınıcı çocuk olduğu, anne-baba yaşı gibi değişkenlere göre kaygı puanlarının karşılaştırması; normal dağılıma uyduğu için ve bağımsız değişken ikiden fazla kategori olduğundan Anova kullanılmıştır. Öğrencilerin ailelerinin aylık gelirlerine göre kaygı puanları normal dağılıma uymadığından ve bağımsız değişken ikiden fazla kategorinde olduğundan dolayı aylık gelire göre kaygı puanlarının karşılaştırılmasında nonparametrik bir test olan “Kruskal-Wallis testi” kullanılmıştır. “Kruskal-Wallis’ testi sonucunda gruplar arası farklılık çıkması durumunda Mann-Whitney U testi kullanılarak farkın hangi kategorilerden kaynaklandığı tespit edilmiştir. Ayrıca öğrencilerin durumluk ve sürekli kaygı ölçeğinden elde edilen puanların saptanması amacıyla “Pearson korelasyon analizi” kullanılmıştır.

## Bulgular

Tablo 1.

*Araştırmaya katılan ortaöğretim 12. sınıf öğrencilerine ilişkin kişisel bilgiler*

	Aile ile kalan		Yurttan kalan		Toplam	
	n	%	n	%	n	%
Cinsiyet						
Kadın	63	42,28	54	43,90	117	43,01
Erkek	86	57,72	69	56,10	155	56,99
Kardeş sayısı						
Tek çocuk	6	4,03	4	3,25	10	3,68
İki kardeş	41	27,52	31	25,20	72	26,47
Üç kardeş	57	38,26	36	29,27	93	34,19
Dört kardeş	45	30,20	52	42,28	97	35,66
Kaçıncı çocuk						
Birinci çocuk	46	30,87	49	39,84	95	34,93
İkinci çocuk	56	37,58	39	31,71	95	34,93
Üçüncü çocuk	29	19,46	19	15,45	48	17,65
Dördüncü çocuk ve üzeri	18	12,08	16	13,01	34	12,50
Aylık gelir						
1432 TL ve altı	43	28,86	49	39,84	92	33,82
1433-2500 TL arası	52	34,90	48	39,02	100	36,76
2501-4000 TL arası	36	24,16	20	16,26	56	20,59
4001 TL ve üzeri	18	12,08	6	4,88	24	8,82
Toplam	149	100,00	123	100,00	272	100,00

Tablo 1. incelendiğinde, aile ile kalan öğrencilerin %42,28'inin kadın, %57,72'sinin erkek olduğu, %27,52'sinin iki kardeş, %38,26'sının üç , %30,20'sinin dört ve üzeri kardeş olduğu, %30,87'sinin birinci çocuk, %37,58'inin ikinci çocuk, %19,46'sının üçüncü çocuk olduğu görülmektedir. Aile ile kalan öğrencilerin %28,86'sının ailesinin aylık gelirinin 1432 TL ve altı, %34,90'ının 1433-2500 TL arası, %24,16'sının "2501-4000" TL arası ve %12,08'inin 4001 TL ve üzerinde olduğu tespit edilmiştir. Araştırmaya dahil edilen yurttan kalan öğrencilerin %43,90'ının kadın, %56,10'unun erkek olduğu, %25,20'sinin iki kardeş, %29,27'sinin üç , %42,28'inin dört ve üzeri kardeş olduğu, %39,84'ünün birinci çocuk, %31,71'inin ikinci çocuk, %15,45'inin üçüncü çocuk olduğu tespit edilmiştir. Yurttan kalan öğrencilerin ailelerinin aylık

gelirleri incelendiğinde %39,84'ünün ailesinin aylık gelirinin 1432 TL ve altı, %39,02'sinin 1433-2500 TL arası, %16,26'sının "2501-4000" TL arası ve %4,88'inin 4001 TL ve üzerinde olduğu görülmektedir.

*Tablo 2.*

*Yatılı yurttan ve aile yanında olan öğrencilerin 'Durumluk ve Sürekli Kaygı' ölçeklerinden elde edilen toplam puanların karşılaştırılması*

Ölçekler	Grup	n	$\bar{x}$	ss	t	p
Durumluk	Aile ile kalan	149	44,74	12,08	-0,20	0,84
Kaygı	Yurttan kalan	123	45,02	10,38		
Sürekli	Aile ile kalan	149	46,11	10,67	-0,45	0,66
Kaygı	Yurttan kalan	123	46,63	8,29		

Tablo 2.'de araştırma kapsamına alınan aile ile kalan ve yurttan kalan öğrencilerin durumluk ve sürekli kaygı ölçeklerinden aldıkları toplam puan karşılaştırılmasında bağımsız örneklem 't testi' sonucu verilmiştir.

Tablo 2.'de araştırmaya katılan aile ile kalan ve yurttan olan öğrenciler incelenen durumluk ve sürekli kaygı ölçeklerinden aldıkları toplam puanlar arasında istatistiksel açıdan anlamlı bir fark olmadığı saptanmıştır ( $p>0,05$ ). Yurttan kalan olan öğrencilerin durumluk kaygı puanları ailesiyle kalan öğrencilere göre yüksek olsa da bu fark istatistiksel olarak anlamlı düzeyde değildir.

*Tablo 3.*

*Yatılı yurttan ve aile yanında olan öğrencilerin 'Durumluk ve Sürekli Kaygı' ölçeklerinden aldıkları toplam puanlar arasındaki korelasyonlar*

	Aile ile kalan	Yurttan Kalan
	Sürekli Kaygı	Sürekli Kaygı
Durumluk Kaygı	r 0,62	0,47
	P 0,00*	0,00*

Tablo 3.'de araştırmaya dahil edilen öğrencilerden elde edilen 'durumluk kaygı ölçeği' puanları ile 'sürekli kaygı ölçeği' puanları arasındaki korelasyonun incelenmesi amacı ile yapılan 'Pearson korelasyon analizi' sonuçları verilmiştir.

Tablo 3.'e göre ailesi ile kalan ve yurttan kalan öğrencilerini durumluk kaygı ölçeği puanları ile 'sürekli kaygı ölçeği' puanları incelenmesinde istatistiksel verilerde anlamlı korelasyonlar



bulunmaktadır ( $p < 0,05$ ). Bu korelasyona bakıldığında pozitif yönlü olup öğrencilerin durumluk kaygı puanları arttıkça, sürekli kaygı puanları da artmaktadır.

*Tablo 4.*

*Yatılı yurttan ve ailesi yanında kalan öğrencilerin cinsiyetleri açısından 'durumluk ve sürekli kaygı' puanlarının karşılaştırılması*

	Cinsiyet	n	$\bar{x}$	ss	t	p
Durumluk Kaygı	Kadın	117	45,34	11,72	0,60	0,55
	Erkek	155	44,50	11,04		
Sürekli Kaygı	Kadın	117	46,88	10,50	0,79	0,43
	Erkek	155	45,94	8,97		

Tablo 4.'te araştırma kapsamına alınan yatılı yurttan ve ailesi yanında olan öğrencilerin cinsiyetlerine yönelik toplam puan karşılaştırılması sürecinde bağımsız örneklem t test sonuçları verilmiştir. Tablo 4.'e bakıldığında araştırma sürecinde bulunan yatılı yurttan kalan ve aile yanında olan öğrencilerin cinsiyetlerine göre 'durumluk ve süreklilik kaygı' ölçeklerinden elde ettikleri puanlarda anlamlı bir fark olmadığı görülmektedir ( $p > 0,05$ ).

*Tablo 5.*

*Yatılı yurttan ve ailesi ile kalan öğrencilerin anne-baba yaşları ile 'Durumluk ve Sürekli Kaygı' ölçeklerinden aldıkları toplam puanlar arasındaki korelasyonlar*

		Aile ile kalan		Yurttan kalan	
		Durumluk Kaygı	Sürekli Kaygı	Durumluk Kaygı	Sürekli Kaygı
Anne yaşı	r	-0,11	-0,09	0,08	0,01
	p	0,20	0,25	0,39	0,89
Baba yaşı	r	-0,11	-0,03	0,10	-0,02
	p	0,20	0,72	0,30	0,84

Tablo 5. Öğrencilerin anne-baba yaşları ile Durumluk ve Sürekli Kaygı Ölçeklerinden elde ettikleri puanlara bakıldığında korelasyonların saptanması amacıyla yapılan 'Pearson

korelasyon analizi' sonuçları verilmiş olup hem yurttan hem de ailesi yanından kalan öğrencilerin anne-baba yaşları ile ölçek puanları arasında anlamlı bir korelasyon olmadığı saptanmıştır ( $p>0,05$ ).

*Tablo 6.*

*Yatılı yurttan ve aile ile birlikte olan öğrencilerin kardeş sayıları ve doğum sırası ile Durumluk ve Sürekli Kaygı ölçeklerinden aldıkları toplam puanlar arasındaki korelasyonlar*

		Aile ile kalan		Yurttan kalan	
		Durumluk Kaygı	Sürekli Kaygı	Durumluk Kaygı	Sürekli Kaygı
Kardeş sayısı	r	0,14	0,21	0,02	-0,22
	p	0,09	0,01	0,84	0,01
Doğum sırası	r	0,00	0,05	0,02	-0,07
	p	0,99	0,54	0,80	0,43

Tablo 6.'da kardeş sayıları ve doğum sırası ile Durumluk ve Sürekli Kaygı Ölçeklerinden elde ettikleri puan korelasyonlarının saptanması maksadı ile yapılan 'Pearson korelasyon analizi' sonuçları verilmiş olup hem yurttan hem de ailesi yanından kalan öğrencilerin, kardeş sayıları ve doğum sırası ile ölçek puanları arasında anlamlı bir korelasyon olduğu bulunmuştur ( $p>0,05$ ).

*Tablo 7.*

*Yatılı yurttan ailesi ile birlikte olan öğrencilerin gelir düzeylerine ilişkin karşılaştırma*

Gelir	Aile ile kalan		Yurttan kalan		$\chi^2$	P
	n	%	n	%		
1432 TL ve altı	43	28,86	49	39,84		
1433-2500 TL arası	52	34,90	48	39,02		
2501-4000 TL arası	36	24,16	20	16,26	8,72	0,03
4001 TL ve üzeri	18	12,08	6	4,88		
Toplam	149	100,00	123	100,00		

Tablo 7. araştırmaya dahil edilen yatılı yurttan kalan ve ailesi yanında kalan öğrencilerin ailelerinin gelir düzeylerine ilişkin Durumluk ve Sürekli Kaygı Ölçeklerinden aldıkları toplam

puanların karşılaştırılmış ve varyans analizi (ANOVA) sonuçları verilmiş olup, ailelerin gelir düzeyleri açısından ölçek puanları arasında istatistiksel olarak anlamlı bir fark olduğu saptanmıştır ( $p>0,05$ ).

*Tablo 7.1*

*Aile ile kalan öğrencilerin gelir durumlarına göre Durumluk ve Sürekli Kaygı Ölçeklerinden almış oldukları puanların karşılaştırılması*

Ölçekler	Gelir durumu	n	$\bar{x}$	s	Min	Max	f	p
Durumluk Kaygı	1432 TL ve altı	43	42,56	9,96	26	64	0,83	0,48
	1433-2500 TL arası	52	44,77	11,93	20	77		
	2501-4000 TL arası	36	46,28	13,50	26	77		
	4001 TL ve üzeri	18	46,78	14,20	20	80		
Sürekli Kaygı	1432 TL ve altı	43	45,42	9,20	29	64	0,27	0,85
	1433-2500 TL arası	52	46,52	9,45	28	71		
	2501-4000 TL arası	36	47,03	11,95	27	71		
	4001 TL ve üzeri	18	44,72	14,66	25	72		

Tablo 7.1. incelendiğinde araştırmaya alınan ailesi ile kalan öğrencilerin ailelerinin aylık gelirlerine göre ölçek puanlarında istatistiksel açıdan anlamlı bir fark olmadığı bulunmuştur ( $p>0,05$ ).

*Tablo 7.2*

*Yatılı yurttan kalan öğrencilerin gelir durumlarına göre Durumluk ve Sürekli Kaygı Ölçeklerinden aldıkları puan karşılaştırılması*

Ölçekler	Gelir durumu	n	x	s	Medyan	Sıra Ort.	f	p
Durumluk Kaygı	1432 TL ve altı	49,00	46,29	10,51	48	67,18	1,92	0,13
	1433-2500 TL arası	48,00	45,04	10,00	44,5	62,98		
	2501-4000 TL arası	20,00	40,50	9,08	38	43,80		
	4001 TL ve üzeri	6,00	49,50	13,95	48,5	72,50		
Sürekli Kaygı	1432 TL ve altı	49,00	47,10	8,70	47	64,37	0,24	0,87
	1433-2500 TL arası	48,00	46,02	8,30	45	57,57		
	2501-4000 TL arası	20,00	46,40	6,74	46,5	61,50		
	4001 TL ve üzeri	6,00	48,50	10,97	52	79,75		

Tablo 7.2.'de yurttan kalan öğrenci ailelerinin aylık gelirler durumlarında durumluk ve sürekli kaygı ölçeklerinden aldıkları toplam puanların karşılaştırılması için Kruskal-Wallis testi sonuçları verilmiştir. Sonuçlara bakıldığında yurttan kalan öğrenci ailelerinin aylık gelirlerinin

ölçek puanları arasında istatistiksel açıdan anlamlı bir farklılık olmadığı tespit edilmiştir ( $p>0,05$ ).

### **Sonuç tartışma**

Çalışma sonuçlarını incelediğimiz zaman, yatılı yurttaki kalan ve ailesi yanında kalan öğrencilerin ‘durumluk ve süreklilik kaygı’ durumları açısından istatistiksel olarak anlamlı farklılık olmadığı bulunmuştur. Yatılı yurttaki olan öğrenci ve aile ile birlikte kalan öğrencilerden durumluk kaygı durumlarının yüksek olduğudur ancak bu fark istatistiksel olarak anlamlı değildir. Araştırmada elde edilen bir başka bulguda ise ailesi yanında ve yatılı yurttaki kalan öğrencilerin durumluluk ve süreklilik kaygı puanlarında anlamlı bir korelasyon elde edilmiştir. Bu korelasyon pozitif yönlüdür öğrencilerin durumluk kaygı puanları arttıkça süreklilik kaygı puanları da artmaktadır. Özyürek ve Demiray’ın (2010) yaptıkları çalışmada yurt ve aile ile birlikte kalanların durumluk - sürekli kaygı puanlarında anlamlı bir fark bulunduğunu ifade etmişlerdir. Yetiştirme yurdu ve aile yanında olan adölesanlarla yapılmış olan çalışmanın bulgularında; adölesanların aile ile birlikte kalan adölesanlardan ‘umutsuzluk ve durumluluk – sürekli kaygı’ durumlarının yüksek olduğu bulguları elde edilmiştir (Tümkiye, 2005: 445; Şan, 2009). Bu sonuçlar araştırmanın sonucu ile farklılık göstermektedir.

Yatılı yurttaki kalan ve ailesi yanında kalan öğrencilerin cinsiyete yönelik elde edilen bulgular sonucunda kadın öğrenciler ve erkek öğrenciler arasında durumluk – süreklilik kaygı puan ortalamaları arasında anlamlı bir ilişkiye rastlanmamıştır, buna ek olarak yatılı yurttaki olan kadın ve aile ile birlikte kalan kadın öğrenciler; yatılı yurttaki olan ve aile ile birlikte olan erkek öğrencilerin durumluk – süreklilik kaygı puanlarının ortalamalarında anlamlı bir ilişki bulunamamıştır. Cinsiyet değişkenine göre aile ile kalan öğrencilerin kaygı puanı açısından anlam ifade eden bir ilişkiye rastlanmamıştır. Yatılı yurttaki kalan öğrencilerin cinsiyet değişkenleri açısından anlam ifade eden bir fark bulunamamıştır. Duman (2008) öğrenci cinsiyetleri açısından durumluk – süreklilik kaygı durumlarının anlamlı farklılık göstermediği bulgusunu elde etmiştir. Küçükturan (1987), çalışmasında sürekli kaygı ile cinsiyet arasında ilişkinin önemsiz olduğunu söylemiştir (Sekmenli, 2000). Baltaş ve arkadaşları’nın (1986), araştırma sonucunda kadınların kaygı puan ortalamalarının erkeklere nazaran yüksek olduğunu fakat durumluk – süreklilik kaygı puan ortalamaları arasında farklılık olmadığını bulmuşlardır (Kısa, 1996). Gürsoy (2006), çeşitli gelir düzeyine sahip ve farklı çevrede yaşayan ergenlerin durumluk – süreklilik kaygı düzeyleri ve benlik tasarım düzeyleri arasında ilişki olup olmadığının incelediği çalışmada cinsiyet değişkeninin durumluluk ve süreklilik kaygı

düzeylerinin anlamlı bir farklılık sonucuna ulaşmıştır. Erdul (2005), üniversitede öğrenim gören öğrencilerin kaygı düzeyleri ve zaman yönetimi becerileri arasındaki ilişkiyi incelemiş araştırma sonucunda kadın ve erkek üniversiteye devam ediyor olan öğrencilerin durumları incelendiğinde; durumluk kaygı düzeyleri arasında anlam ifade eden bir fark elde edilmemiştir. Öy, İlgen ve arkadaşları (2005)'te yaptıkları çalışmada ortaokul ve ilköğretime devam eden öğrencilerin durumluk kaygı durumlarında cinsiyete ilişkin bir farklılık bulunamamıştır. Bu araştırma sonuçları araştırmanın sonucu ile benzerlik teşkil etmemektedir. Ancak, Küçükturan (1987), araştırmasında durumluk kaygı düzeyi ile cinsiyet arasında anlamlı bir ilişki bulmuştur (Sekmenli, 2000). Gökçedağ (2001), yaptığı çalışmada cinsiyet değişkeni açısından sürekli kaygı puanlarında anlamlı bir fark olduğunu, erkeklerin sürekli olan kaygı puan düzeylerinin kadın öğrencilerinden sürekli kaygı puan ortalamaları kapsamında düşük olduğunu ifade etmişlerdir. Alyaprak (2006), araştırmasında cinsiyete ilişkin değişkeninin ve süreklilik kaygı puanlarında oldukça anlamlı bir fark bulmuştur. Araştırma sonucunda kadın öğrencilerin süreklilik kaygı puanlarının erkek öğrencilere oranla yüksek olduğunu belirtmiştir. Sekmenli (2000), yapmış olduğu çalışmada cinsiyet değişkeninin ve süreklilik kaygı puanlarında anlamlı bir farklılık bulmuştur. Araştırmanın sonucunda kadınların süreklilik kaygı puanlarının erkeklere oranla yüksek olduğunu belirtmiştir. Akboy (1999), Ortaöğretim Lisesi, Fen Lisesi ve Süper Liselerde öğrenim görmekte olan öğrencilerle yaptığı çalışmada kadın öğrencilerin erkek öğrencilere göre kaygı puanlarının yüksek olduğunu süreklilik kaygı ve cinsiyet arasında anlamlı bir ilişki olduğunu belirtmiştir (Sekmenli, 2000). Erdul (2005), üniversitede öğrenim gören kadın ve erkek öğrenciler ile yaptığı çalışmada süreklilik kaygı puanları arasında farklılık bulmuştur. Araştırma sonucunda erkeklerin süreklilik kaygı puanlarının kadınlara oranla yüksek olduğu sonucunu belirtmiştir. Çakmak ve Hevedanlı (2005)'te çalışmalarında biyoloji bölümünde öğrenim gören öğrencilerin cinsiyet ve durumluk süreklilik kaygı düzeyleri arasında ki ilişkiyi incelemişler ve araştırma sonucunda kadınların kaygı puanlarının erkeklerin puanlarından yüksek olduğunu belirtmişlerdir. Öy, İlgen ve arkadaşlarının (2005), araştırmasında ilkokulda ve ortaokulda öğrenim gören öğrencilerin cinsiyet ve süreklilik kaygı düzeyleri arasında anlamlı ilişki saptamışlardır. Kadın öğrencilerin kaygı puanları erkeklere oranla yüksek olduğuna rastlanmıştır. Özen, Anatar, Özbulut, Altındağ ve Oto (2001), iç göçü yaşamış olan lise öğrencilerinin ruhsal belirtilerinin cinsiyet ile ilişkisini incelemişler, araştırma sonucunda cinsiyet ve süreklilik kaygılarında anlamlı bir ilişki olguna rastlamışlardır. Göç eden kadın öğrencilerin süreklilik kaygı puanlarının ortalaması, göç yaşayan erkeklerin süreklilik kaygı puanlarının ortalamalarından anlamlı seviyede yüksek olduğu görülmüştür. Kılıç (1994), yurtdışı olan öğrencilerinin durumluk – süreklilik kaygı seviyelerini etkileyen yurt

hayatına ilişkin faktörleri incelemiş ve yurttan olan kadın öğrencilerin süreklilik kaygı puan ortalamalarının yurttan kalan erkek öğrencilerden daha yüksek seviyede olduğunu ifade etmiştir (Sekmenli, 2000). Bu bulgular araştırmanın bulguları ile benzerlik göstermemektedir.

Yatılı yurttan ve ailesi yanında kalan öğrencilerin anne – baba yaşları ile durumluk – süreklilik kaygı puanları açısından anlam ifade eden bir ilişkiye rastlanmamıştır. Yatılı yurttan ve ailesi yanında kalan öğrencilerin kardeş sayısı değişkenlerinin karşılaştırılması sonucunda durumluk ve süreklilik kaygı durumları açısından istatistiksel anlamlı bir fark bulunmuştur. Araştırma sonucunda yurttan kalan öğrencilerin kardeş sayısına bakıldığında ailelerinin tek çocuğu olan öğrencilerin süreklilik kaygı puanlarının istatistiksel olarak anlamlı olduğu bulunmuştur. Adler'e göre tek çocukların kendilerine rakip olacak bir kardeşleri yoktur. Bu çocuğun aile tarafından özellikle annesi tarafından şımartılmasına neden olacaktır. Bu çocuklar ailelerinin merkezi olduklarından yaşamın her alanında bu beklenti içine gireceklerdir. (Adler, 1969; İnanç ve Yerlikaya, 2011). Adler'in bu görüşü araştırma sonucunu desteklemektedir. Araştırmada elde edilen bir başka bulguda aileleri ile kalan öğrencilerin kardeş sayılarına bakıldığında tek çocuk ve iki kardeş olan öğrencilerin üç, dört ve üzeri kardeş olan öğrencilere göre durumluk - süreklilik kaygı puanlarının düşük bulunduğu ancak bu fark istatistiksel olarak anlam ifade etmemektedir. Duman (2008) yaptığı araştırmada öğrencilerin durumluk – süreklilik kaygı, sınav kaygısı ve kardeş sayıları arasında anlamlı bir fark bulunmamıştır. Gökçedağ (2001), yaptığı araştırmada öğrencilerin kardeş sayıları ve öğrencilerin süreklilik kaygı düzeylerinde anlamlı ifade eden bir ilişki bulunamamış ve bu sonuçlar da araştırma sonucunu desteklemektedir.

Yatılı yurt ve aile yanında olanları doğum sırası incelendiğinde istatistiksel olarak anlamlı bir fark olmadığı görülmüştür. Araştırmada elde edilen bir başka bulguda ise ailelerinin yanında kalan öğrencilerin ailelerinin ikinci çocuğu olma durumuna göre durumluk kaygı puanları düşük olduğu görülmüştür ancak istatistiksel olarak anlamlı değildir, Adler'e göre ikinci çocuk dünyaya geldiği andan itibaren ilgiyi paylaşmak zorunda olduğundan mücadeleci bir yapıya sahiptir. İkinci çocuklar büyüklerine göre daha hızlı ve güçlü değillerdir bu hayatın her alanında kendini gösterir okulda, işte, günlük hayatta her zaman kendilerinden bir adım önde olan birilerini geçme çabası içinde olurlar bu da onlara başarı getirmektedir (Burger, 2004). Araştırmada ailesi ile kalan öğrencilerin ailelerinin dördüncü ve üzeri çocuğu olma durumuna göre süreklilik kaygı puanlarının yüksek olduğu, ancak bu fark istatistik açısından anlamlı olmamaktadır. Adler'e göre ailenin en küçük çocuğu yaşantıları boyunca tüm aile üyeleri tarafından ilgi görmüş ve şımartılmıştır (Burger, 2004). Adler'in bu görüşü araştırmaya katılan doğum sırası dört ve üzeri olan öğrencilerde ki süreklilik kaygı puan ortalamalarının yüksek

çıkmasını destekler niteliktedir. Duman (2008), araştırmasında öğrencilerin doğum sırasına ilişkin durumluk – süreklilik kaygı, ayrıca sınav kaygısı puan ortalamaları açısından anlamlı bir ilişki bulunmamıştır. Gökçedağ (2001), araştırmasında öğrencilerin doğum sırası ve süreklilik kaygı durumlarının anlam ifade eden bir ilişki olmadığına rastlanmıştır. Sonuçlar araştırma sonucunu desteklemektedir.

Yatılı yurt ve aile yanında olan öğrencilerin gelir düzeylerine ilişkin elde edilen bulgular sonucunda yatılı yurttan ve ailesi yanında kalan öğrencilerin kaygı durumlarında anlam ifade eden bir ilişki bulunmamıştır. Akgün, Gönen ve Aydın (2007) yaptıkları çalışmada sosyo – ekonomik düzeyin durumluk – süreklilik kaygı ile anlamlı bir ilişki olmadığı yönünde sonuç elde etmişlerdir. Çakmak ve Hevedanlı (2005) yaptıkları çalışmada ailenin ekonomik durumu ile kaygı düzeyi arasında anlamlı bir sonuç olmadığını dile getirmişlerdir. Karaman (2009) yaptığı çalışmada aile gelir düzeyi ile kaygı düzeyinin anlamlı bir ilişki ortaya koymadığı sonucuna ulaşmıştır. Bu bulgular araştırma bulgusunu desteklemektedir. Akgün, Gönen ve Aydın'ın (2007) yaptıkları çalışmada gelir durumları ve kaygı durumları açısından anlamlı bir fark olmadığı sonucuna ulaşmışlardır. Bu bulgular araştırma bulguları ile benzerlik göstermektedir. Yılmaz, Dursun, Güzeler ve Pektaş yaptıkları çalışmada, öğrencilerinin ailelerinin aylık gelirlerinin durumluk – süreklilik kaygı düzeylerine etkisi olduğunu ve araştırma sonucunda öğrenci ailelerinin gelir düzeylerinin artması ile durumluk kaygı düzeylerinin arttığı sonucuna ulaşmışlardır. Gürsoy (2006)' da lise öğrencilerine yönelik yaptığı çalışmada öğrencinin sosyal imkanları iyileştikçe ve gelir düzeyi yükseldikçe kaygı seviyelerinin düştüğünü belirtmiştir. Bu bulgular araştırmanın bulguları ile benzerlik göstermemektedir.

Yatılı yurttan olan öğrencilerin yurttan kalma sürelerine ilişkin durumluk ve süreklilik kaygı puan durumlarında bir yıldır yurttan kalan öğrencilerin durumluk kaygıları diğerlerine göre düşüktür ancak fark istatistik açısından anlam ifade etmemektedir. Öğrencilerin süreklilik kaygı puanları incelendiğinde ise elde edilen verilerin istatistiksel olarak anlamlı olduğu tespit edilmiştir. Bu anlamlılığın kaynağı iki yıldır yurttan kalan öğrenciler ile diğer öğrencilerden kaynaklanmaktadır. İki yıldır yurttan kalan öğrencilerin puanları diğer öğrencilerden yüksektir. Özyürek ve Demiray'ın (2010) yaptıkları çalışmada yurttan olan ve yurttan olma süreleri incelendiğinde ve durumluk – süreklilik kaygı puanları açısından anlam ifade eden bir fark olmadığını bulmuşlardır. Bu bulgu araştırma bulgusu ile benzerlik göstermektedir. Yatılı yurttan ve ailesi yanında olan öğrencilerin lise türlerine göre durumluk - süreklilik kaygı puan ortalamaları arasında istatistiksel olarak anlamlı bir fark görülmemiştir.

Çalışma yatılı yurttan ve ailesi yanında kalan 12. Sınıf öğrencileri ile yapılmıştır. Daha sonra durumluk – süreklilik kaygı ile ilgili çalışacak olan araştırmacılar katılımcılar, lise dokuzuncu sınıf ve lise on ikinci sınıf öğrencilerinden oluşturarak yatılı ortaöğretim görme ile ilk kez karşılaşan öğrenciler ile yatılı ortaöğretimine sonuna gelmiş bireyler arası farklılığın olup olmadığını incelenmesi önerilmektedir. Öğrencilerin kaldıkları ortamı benimsemeleri ve yaşamaları muhtemel olumsuzluklar ya da olumsuz düşünceleri paylaşabilmelerini artırmak amacıyla okul yurtlarında rehberlik servisinin işlevselliğini arttırmak, yurttan görev alan eğitimcilerin konuya ilişkin farkındalığını arttırmak ve uzmanlaştırmak amacıyla hizmet içi eğitimlerin düzenlenmesi önerilmektedir.

### **Kaynaklar**

- Akboy, R., (1999). *Eğitim Psikolojisi*, İzmir: Bornova Can Ofset Yayınları.
- Albayrak, İ., (2006). *Üniversite sınavına hazırlanan öğrencilerde sınav kaygısını etkileyen faktörlerin incelenmesi. (yayınlanmamış yüksek lisans tezi)*. Ege Üniversitesi, Sosyal Bilimler Enstitüsü. İzmir.
- Akgün, A., Gönen, S., Aydın, M., (2007). İlköğretim fen ve matematik öğretmenliği öğrencilerinin kaygı düzeylerinin bazı değişkenlere göre incelenmesi. *Elektronik Sosyal Bilimler Dergisi*: 6(20) 283-299.
- Baltaş, A. Ve Baltaş, Z. (1990). *Stres ve Başa Çıkma Yolları*, İstanbul: Remzi Kitabevi.
- Burger, J. (2004). *Personality*, (Çev. İ. D. ErguvanSarioğlu), İstanbul: Kaknüs Yayınları.
- Baltaş, A. (1999). *Üstün Başarı*, İstanbul: Remzi Kitabevi.
- Baltaş, A. Ve Baltaş, Z. (1993). *Stres ve Başa Çıkma Yolları*, İstanbul: Remzi Kitabevi.
- Burger, J. (2004). *Personality*, (Çev. İ. D. ErguvanSarioğlu), İstanbul: Kaknüs Yayınları.
- Cüceloğlu, D. (1998). *İnsan ve Davranışı*, İstanbul: Remzi Kitabevi.
- Cüceloğlu, D. (2006). *İçimizdeki Çocuk*, İstanbul: Remzi Kitabevi.
- Çakmak, Ö., ve Hevanlı, M., (2005). Eğitim ve fen edebiyat fakülteleri biyoloji bölümü öğrencilerinin kaygı düzeylerinin çeşitli değişkenler açısından incelenmesi, *Elektronik Sosyal Bilimler Dergisi*:. 4(14) 115-127.
- Duman, G. K. (2008). *İlköğretim 8. Sınıf öğrencilerinin durumluk sürekli kaygı düzeyleri ile sınav kaygısı düzeyleri ve ana baba tutumları arasındaki ilişkinin incelenmesi. (yayınlanmamış yüksek lisans tezi)*. Dokuz Eylül Üniversitesi Eğitim Bilimleri Enstitüsü Eğitim Bilimleri Anabilim Dalı.



- Eren Gümüő, A. (2002). *Sosyal kaygıyla başa çıkma programının üniversite öğrencilerinin sosyal kaygı düzeylerine etkisi. (yayınlanmamış doktora tezi)*. Ankara Üniversitesi Eğitim Bilimleri Enstitüsü Eğitim Bilimleri Anabilim Dalı.
- Erdul, G., (2005). *Üniversite öğrencilerinin zaman yönetimi becerileri ile kaygı düzeyleri arasındaki ilişki. (yayınlanmamış yüksek lisans tezi)*. Uludağ Üniversitesi Sosyal Bilimler Enstitüsü. Bursa.
- Gökçedağ, S. (2001). *Lise öğrencilerinin okul başarısı ve kaygı düzeylerinde anne-baba tutumlarının etkilerinin belirlenip karşılaştırılması. (yayınlanmamış yüksek lisans tezi)*. Dokuz Eylül Üniversitesi Sosyal Bilimler Enstitüsü. İzmir.
- Genç, H.(2008). *Gazi üniversitesi gazi eğitim fakültesi güzel sanatlar eğitim bölümü resim iş eğitimi anabilim dalı öğrencilerinin kaygı düzeyleri üzerine bir durum çalışması. (yayınlanmamış yüksek lisans tezi)*. Gazi Üniversitesi Eğitim Bilimleri Enstitüsü Güzel Sanatlar Eğitimi Anabilim Dalı.
- Hampel, P.,Meier, M., Kummel, U. (2008). School-based stress management training for adolescents: longitudinal results from an experimental study, *Journal o Youth and Adolescence*, 37 (8): 1009-1024. ss.
- İnanç, B.Y. ve Yerlikaya, E.E. (2011). *Kişilik Kuramları*, Ankara: Pegem Akademi Yayınları.
- Karataş, Z. (2009). Psikodrama ile yapılan grup çalışmasının ergenlerin sürekli kaygı düzeylerine etkisi, *Çağdaş Eğitim Dergisi*: 34 (360): 31-37. ss.
- Kaya, M., ve Varol, K. (2004). İlahiyat fakültesi öğrencilerinin durumluk-sürekli kaygı nedenleri (Samsun örneği). *Ondokuz Mayıs Üniversitesi İlahiyat Fakültesi Dergisi*: 17 (31-63).
- Karaman, S., (2009).*Sağlık ile ilgili programlarda öğrenim gören üniversite öğrencilerinin durumluk-sürekli kaygı düzeyleri. (yayınlanmamış yüksek lisans tezi)* Erciyes Üniversitesi Sağlık Bilimleri Enstitüsü Halk Sağlığı Anabilim Dalı.
- Kısa, S. S. (1996). *İzmir İl Merkezinde Dershaneye Devam Eden Lise Son Sınıf Öğrencilerinin Sınav Kaygılarıyla Ana – Baba Tutumları Arasındaki İlişki, (yayınlanmamış yüksek lisans tezi)*. D.E.Ü. Sosyal Bilimler Enstitüsü.
- Kapıkıran, A.N. (2006). Başarı kaygısı ölçeğinin geçerliği ve güvenilirliği, *Pamukkale Üniversitesi Eğitim Fakültesi Dergisi*: 19: 3-8. ss.
- Kyosti, J. (1992). Traitand test anxiety in the FL classroom. ED: 345551- ERIC. <http://eric.ed.gov>(Erişim tarihi:13 Mart 2017)

- Öner, N., Le Compte, A. (1985). *Süreksiz durumluk/sürekli kaygı envanteri el kitabı*, İstanbul: Boğaziçi Üniversitesi Yayınları.
- Öner, N. (1990). *Sınav Kaygısı Envanteri El Kitabı*, İstanbul: Yöret Vakfı Yayınları.
- Öner, N., Le Compte, A. (1985). *Süreksiz durumluk/sürekli kaygı envanteri el kitabı*, İstanbul: Boğaziçi Üniversitesi Yayınları.
- Özyürek, R. (1989). *Üniversite öğrencilerinin kişisel bazı nitelikleri ile çeşitli problemlerinin kaygı düzeylerine etkisi, Hacettepe Üniversitesi Sosyal Bilimler Enstitüsü EğitimPsikolojik Hizmetler Bilim Dalı Psikolojik Danışma ve Rehberlik Programı, Yüksek Lisans Tezi.*
- Özyürek, A. ve Demiray, K. (2010). Yurtta ve ailesi yanında kalan ortaöğretim öğrencilerinin kaygı düzeylerinin karşılaştırılması. *Doğuş Üniversitesi Dergisi: 11 (2); 247-256.*
- Özen, Ş., Antar, S., Özbulut, Ö., Altındağ, A., Oto, R., (2001). İç göç yaşayan bir grup lise öğrencisinde ruhsal belirti şiddetinin cinsiyet ile ilişkisi. *Çocuk ve Gençlik Ruh Sağlığı Dergisi: 8(3), 156-162.*
- Öy, B., İlgen, R., Ekmekçi, A., Türkmen, M., Yılmaz, N., ve Başoğlu, N. (1995). Çocuklar için durumluk-sürekli kaygı envanterinin ilkökul ve ortaokul öğrencilerine uygulanması. *Çocuk ve Gençlik Ruh Sağlığı Dergisi: 2(2) 76-81.*
- Siyer, D.M. (2003). *Duygusal istismara maruz kalan ve kalmayan ergenlerin benlik algıları ile depresyon ve kaygı düzeylerinin karşılaştırılması. (yayınlanmamış yüksek lisans tezi).* Dokuz Eylül Üniversitesi Eğitim Bilimleri Enstitüsü Rehberlik ve Psikolojik Danışmanlık Anabilim Dalı.
- Sekmenli, T.(2000). *Lise 1.sınıf öğrencilerinin mesleki olgunluk düzeyleri ile sürekli kaygı düzeylerinin bazı değişkenler açısından incelenmesi. (yayınlanmamış yüksek lisans tezi).* İnönü Üniversitesi Sosyal Bilimler Enstitüsü Eğitim Bilimleri Anabilim Dalı.
- Şan, R. (2009). Yetiştirme yurdunda ve aileleri yanında yaşayan çocuk ve ergenlerin karşılaştırılması. <http://www.meramram.gov.tr/koseyaz/> (Erişim tarihi: 01 Mart 2017)
- Taşgın, Ö., Tekin, M., ve Altınok, E., (2007). Beden eğitimi öğretmenlerinin çeşitli değişkenler açısından kaygı düzeylerinin incelenmesi, (Batman İl Örneği). *Atatürk Journal of Physical Education and Sport Sciences: 9(4); 12-20.*
- Tümkiye, S. (2005). Ailesi yanında ve yetiştirme yurdunda kalan ergenlerin umutsuzluk düzeylerinin karşılaştırılması, *Türk Eğitim Bilimleri Dergisi: 3 (4): 445-459. ss.*

- Taşğın, Ö., Tekin, M. ve Altınok, E. (2007). Beden eğitimi öğretmenlerinin çeşitli değişkenler açısından kaygı düzeylerinin incelenmesi (Batman il örneği). *Atatürk Journal of Physical Education Sport Sciences: 9 (4)*; 12-20.
- Tümerdem, R. (2007). Dicle Üniversitesi Eğitim Fakültesi ve Fen-Edebiyat Fakültesi Kimya son sınıf öğrencilerinin kaygılarını etkileyen etmenler. *Elektronik Sosyal Bilimler Dergisi: 6 (20)*; 32-45.
- Ümmet, D. (2007). *Üniversite öğrencilerinde sosyal kaygının cinsiyet rolleri ve aile ortamı bağlamında incelenmesi, (yayınlanmamış yüksek lisans tezi)*. Marmara Üniversitesi Eğitim Bilimleri Enstitüsü Eğitim Bilimleri Anabilim Dalı.



DOI: 10.22559/folklor.974

Folklor/edebiyat, cilt:25, sayı: 97-1, 2019/1

## The Impact Of Violence Of The Visual Media On High School Students

### Görsel Medyadaki Şiddetin Lise Öğrencileri Üzerindeki Etkisi

**Figen Yaman Lesinger\***

**Musa Oytun\*\***

**Azmiye Yınal\*\*\***

#### Öz

Geniş insan kitlelerine ulaşmada radyo, gazete, kitap, televizyon, internet gibi araçlar en çok tanınan ve başvurulan kitle iletişim araçlarıdır. Günümüzde toplumsal varoluşu gerçekleştirerek ortaklık meydana getirmek, bu varoluşu ve ortaklığı sürdürebilmek için kitle iletişimine, dolayısıyla kitle iletişim araçlarına, ihtiyaç vardır (Pinar, 2006). Haber verme, kamuoyu oluşturma, eğitime, eğlendirme gibi çeşitli işlevleri üstlenen bu araçların kişilerin yaşam biçimlerini, beğenilerini, tüketim konusundaki tercih ve alışkanlıklarını, gençlerin duyarlılık ve davranışlarını etkilediği bilinmektedir. Araştırmamızda amaç görsel medyadaki şiddetin lise gençliği üzerinde nasıl bir role sahip olduğuna dair sonuçlara ulaşmaktır. Araştırmamızın odak noktası, özellikle evrenimiz olan Lefkoşa ilçesindeki lise okullarında okumakta olan öğrencilerinin, görsel medyadaki şiddet içeren görüntülerden ne derece etkilendiğini ortaya koymaktır. Görsel medyadaki şiddetin lise öğrencileri üzerindeki etkisi başlıklı araştırmamızda, görsel medyadaki şiddet içerikli görüntülerin etkileri ekseninde, gerçek hayatla bağlantısı ve yansımaları ele alındı (Özgan & Kara, 2014). Görsel medya araçlarından en etkili olan televizyonun hayatımızda daha çok yer kaplamaya başladığı ve her geçen gün daha etkili hale geldiği genel kabul gören bir gerçektir. Bu etkililiği nedeniyle televizyon programlarında şiddete günlük hayatta yer aldığından daha yüksek oranda yer verilmesi genel olarak çocuk ve gençlerin ruhsal, sorunlarla karşılaşmasına neden olmaktadır. Televizyon izleyenlere davranış kalıpları oluşturucu ve neyin doğru neyin yanlış olduğunu dayatıcı etkisi toplumda istenmeyen davranışların görülmesine yol açabilmektedir. Dünyada ve ülkemizde giderek artış gösteren şiddet olayları, özellikle son yıllarda eğitim kurumlarımızı da ciddi boyutlarda tehdit eder hale gelmiştir. Toplumun her kesimini yakından ilgilendiren ve son derece önemli olan böyle bir konuya katkı sağlamak amacıyla, lise okullarında artan şiddet olaylarında görsel medyanın etkisinin boyutunu tespit etmek ve bu doğrultuda çözüm önerileri getirmek araştırmanın temel amacıdır. Araştırmanın evreni Lefkoşa ilçesinde farklı türde 19 lise kurumunda öğrenim gören toplam 11,350 öğrenci oluşturmaktadır. Okul türleri dikkate alınarak 7 okuldaki 250 öğrenci, bu okullardan örneklem olarak 120 öğrenci rastgele örneklem yöntemi kullanılarak seçilmiştir. Verilerin değerlendirilmesinde istatistiksel olarak frekans (f) ve yüzde (%) değerlerden ve ki-kare istatistik tekniğinden yararlanılmıştır. Araştırma sonuçlarına göre, şiddete neden olabilecek birçok faktörden (aile, akran grubu, okul, televizyon, internet v.b.) söz edilebilir. Bunlardan özellikle TV programları, internet üzerinde durulmuştur. Medyadaki şiddetin gençler üzerindeki olumsuz etkilerini önleyebilmek için başta aileler olmak üzere toplumun her kesimine büyük görevler düşmektedir.

\* Ataturk Faculty of Education, Near East University, Mersin, 10 Turkey. figenyaman.lesinger@neu.edu.tr

\*\* Faculty of Sports Science, Near East University, Mersin, 10 Turkey, musa.oytun@neu.edu.tr

\*\*\* Faculty of Communication Science, European University of Lefke, Mersin, 10 Turkey, azmiye.ynl@gmail.com

**Anahtar sözcükler:** *medya, gençlik, lise gençliği, şiddet*

## **Abstract**

In order to reach wide masses of people, instruments such as radio, newspapers, books, television, internet are the most widely known and used mass media. Mass communication and thus mass media are needed to maintain a partnership by maintaining social existence and to maintain this presence and partnership. It is known that these tools, which carry out various functions such as informing, raising public opinion, educating, entertaining, affect the people's lifestyles, tastes, preferences and habits about consumption, and the sensitivity and behaviour of young people. The aim of our study is to reach the conclusions about the role of violence in visual media on high school youth. The focus of our research is to determine the degree to which students studying in high school schools in Nicosia, especially our population, are affected by the violent images in visual media. In our research titled. The Effect of Violence in Visual Media on High School Students Med, the effects and effects of real-life images on the effects of violent images in visual media were discussed. It is generally accepted that television, which is the most influential of visual media tools, takes up more space in our lives and becomes more effective day by day. Because of this effectiveness, the fact that violence is included in daily life in television programs causes children and young people to experience psychological problems in general. It is possible for the TV audience to impose behavioural patterns, and what is right and what is wrong, can lead to undesirable behaviours in society. The increasing violence in the world and in our country has become a serious threat to our educational institutions, especially in recent years. The aim of this research is to determine the extent of the impact of visual media on the increasing violence in high schools in order to contribute to such a subject which is of utmost importance to every part of it. The research consisted of 11,350 students studying in 19 different high school institutions in Nicosia district. Considering the school types, 250 students in 7 schools were taken as the study population. A total of 120 students were randomly selected from these schools. In the evaluation of the data, statistical (frequency) and percentage (%) values and chi-square statistical technique were used. According to the results of the research, family, peer group, school, television, internet etc. can be mentioned. Of these, especially TV programs are focused on the internet. In order to prevent the negative effects of violence in the youth on the youth, all segments of the society, especially families, have great duties.

**Keywords:** *Media, Youth, High School Youth, Violence*

## **Introduction**

The issue of visual media and violence has long been of importance to the agenda of the public, researchers and governments. This took the form of a stalemate in terms of different approaches to the subject. People complain about violence in the media. But he is unaware of the impact the scene of violence has on the victim. Violence is camouflaged with comedy.

Therefore, the people are not aware of the danger they face. It is not possible to deny the positive effects of media tools especially on computer (Roberts, Christenson & Gentile, 2003). internet and television in socializing children, having fun in taking cultural items, informing, developing attitudes and behaviours. In addition to all these mentioned positive effects, there are also various areas that affect the attitudes and behaviours of children and young viewers in a negative way (Patton, Hong, Ranney, Patel, Kelley Eschmann & Washington, 2014).

Now, news, months, days in the world, not in hours after the event, can be transmitted in the moment of the transmission. The transfer of the Gulf war by the world's leading media giants is an important example in terms of demonstrating the distance travelled by the media (Hobbs, 2005). Communication from one individual or group to another, or by means of mass media in modern times, is very important for every society. For example, a society in which satellite television plays an important role has a clearly different form of vehicle than a community based on printed words carried by overseas ships. Everyday life is different in a society where there is a television with instant news from all over the world; for example, it plays an important role in society that relies on horses, ships or telegraph wires.

According to McLuhan, electronic media is a global village where people all over the world see the emergence of important events, and therefore join them together. The image of Osama Bin Laden, who is accused of being the mastermind of terrorist attacks in New York and Washington for billions of people, is more familiar to them than his neighbours next door (David-Ferdon & Hertz, 2007). Because the television is located closer to us than our closest relatives and neighbours in the headquarter of our homes, bringing the world's farthest town closer to us than ours. Attenuation in kinship relations, social alienation; television watching and linearity. Children and young people facing the biggest threat in the face of visual media (Brown, and Bobkowski, 2011).

Increasing number of excused families day by day, parents and parents are uneasy. The vast majority of people are now conscious. They do not want to leave their children in the hands of the media monster. The television and computers, which are almost indispensable in modern life, are now being questioned not only in academic circles but also in popular media. Moreover, the fact that those who make this questioning themselves are televisionists, increase the importance and value of criticism and criticism. The process of being a global village that has found its place in the expression of media academician McLuhan, is fast but who in its favour? Time will show that. According to some pro-Western thinkers, modern, democratic and a good way of life for humanity is the globalization.

Countries that cannot hold the economic and technological power and who are exposed to the area of influence of monopolized capital consider it as a media craze or a cultural melting process. The first part of our research constitutes the conceptual stage in this section; media,

violence, the relationship between the concepts of youth and the visual media-violence, the views on media and violence, and the types of publications that increase the effectiveness of violence in visual media are explained in detail. In the second part, the methods and techniques used in our research are presented and information about Nicosia, the research centre is given. A questionnaire was applied to 150 students who were chosen as pilot in the centre of Nicosia by random sampling method.

The questionnaires were conducted in 7 high schools in the district of Nicosia, and the education period in 2017-2018 was applied in December-February. The analysis and interpretation of the questionnaires were made in the program Windows SPSS for Windows 17,0. Frequency and percentage distributions were used in the analysis of the data. In addition, Chi-Square (Chi-Square) test was used to determine the effect of violence in visual media on high school students.

In the third part of the study, Chi-Square test results are explained with both their arithmetic values and their meanings.

In the evaluation of the results of the discussion and research, scientific discussions about the subject were given, and the results of our research were evaluated and interpreted. Under the heading of conclusions and recommendations, suggestions were made in a way to shed light on the relevant sections of the society.

## **Methods**

### **The population and sample of research**

#### **Population**

The population of our research consists of 250 students in 7 high schools. The sample consisted of 14- 19 age group.

#### **Sample**

7 high schools representing different schools were identified in the sample group of our study.

According to stratified sampling technique, the sample was determined according to the criteria for representing the population. In the Nicosia Centre, which was chosen as the

population of research, a questionnaire developed by the researcher on 150 students selected from the high school institutions by random sampling method was applied.

The sampling rate of each species was taken to represent the percentage ratio in the u population.

### **Method of research**

Our study consists of three parts. The first part is the conceptual framework for research. In this stage, the concepts are defined and a literature search is used which is a theoretical data collection technique. A literature review has been carried out in accordance with the purposes we have specified by using data from the studies carried out in the literature about the Effect of Violence on High School Youth in the field. It is important to reveal how and how the visual media impacts on high school youth by bringing unique interpretations to the literature review. The third part of our research is an application stage where the data are concretized. Our school is composed of high school students in Nicosia. The data were collected with the questionnaire applied to the students in the schools. The selected schools are divided into four groups according to stratified sampling system.

These are:

1. General High Schools
2. Vocational High Schools
3. Anatolian, Science High Schools
4. Private High Schools

### **Data collection technique**

In this study, survey technique was used as data collection technique. The personal characteristics of the participants were determined by means of questionnaires. There are 34 questions in the survey. These questionnaire questions related to the sub-problems of the research; violent publications on television, series of films, sexual content and news and are related to realty show. Various questions about these subheadings were included in the questionnaire. During the development of these questions, expert opinions were consulted.

### **Data analysis (interpretation) technique**



In order to evaluate the data obtained by using SPSS package program, frequency distribution analysis and chi-square test were used. In the chi-square tests,  $p < 0.05$  values were taken.

### **Assumption**

High school youth is adversely affected by violence in visual media. This effect is reflected on the environment as violent behaviours. In this context, it is worth mentioning that our research has great value in terms of shedding light on the solution of an important social problem. The following questions were sought:

- 1- What is violence? In what environments is observed intensively?
- 2- What are the causes of violence among high school students?
- 3- Is there any influence of visual media on the orientation of youth to violence?
- 4- If so, what size is this effect?
- 5- What are the ways for students to solve this problem when they have problems with any other person?
- 6- Are youth affected by the violence in visual media in solving the problems they face in real life? What is the extent to which an impact is affected?
- 7- Young people take the stars of their own in the age of identification. To what extent are the behaviours developed as a result of getting a model effective in violence?
- 8- What should we do to eliminate the reasons that lead high school students to violence? What are the solutions and suggestions?
- 9- What can we do to minimize the impact of visual media on high school youth?

### **Findings**

**Table 1. Distribution by Gender**

<b>Gender</b>	<b>Number</b>	<b>%</b>
Female	84	44,7
Male	166	55,3
Total	250	100,0

The study consisted of 84 female and 166 male students.

**Table 2. Distribution by Age**

Age	N	%
Age 14-15	20	6,7
Age 15-16	153	49,7
Age 16-18	75	41,0
18 and over	2	2,7
Total	250	100,0

The participants are young age groups between the ages of 14 and 19 years. The most important part of human life is the group of time. As an age group, high school youth constitutes a very busy period which includes the problems and dilemmas of high school students as well as adolescent problems. Since it is a period when identity and personality are not fully settled due to being a transition period, it has a structure that contains a much more ready-made human society.

**Table 3. Distribution by Class**

Class	N	%
9th Class	20	21,0
10th Class	153	26,7
11th Class	70	31,7
12th Class	7	20,7
Total	250	100,0

Participant students consist of 9th, 10th, 11th and 12th grades among the secondary school students. Our research was carried out with the participation of 20 students from the 9th grade, 153 students from the 10th grade, 70 students from the 11th grade and 7 students from the 12th grade.

**Table 4. Distribution according to Maternal Education Status**

<b>Maternal Education Status</b>	<b>N</b>	<b>%</b>
Uneducated	8	3,0
Primary School	123	50,3
Secondary School	48	16,0
High School And Balance	53	17,7
High School	7	2,3
University And Above	11	10,7
<b>Total</b>	<b>250</b>	<b>100,0</b>

According to the above table, it is noteworthy that the education level of the mothers of the participants is not very high. 3% of the mothers of the participants are not literate, 50.3% of the primary school 16% of the middle school or primary education, 17.7% of high school and equivalent school graduates considering that there is a level of education in terms of the formation of a very low level of education can be said. Total, it is seen that a ratio of 87% is high school and there are six education groups.

**Table 5. Distribution according to Father's Educational Status**

<b>Father's Education Status</b>	<b>N</b>	<b>%</b>
Primary School	85	30,3
Secondary School	38	16,3
High School And Balance	52	22,0
High School (Vocational School)	13	9,0
University And Above	62	22,3
<b>Total</b>	<b>250</b>	<b>100,0</b>

According to the above table, it is seen that the education level of the participants is different from the education level of the parents. It is seen that the education level of the mother and the education level of the mother are 13%, and the rate of father education is 29.3%. This ratio is a reflection of the fact that the education of the boys, who can be called the general character of the Turkish family structure, is mostly preferred by girls.

**Table 6. Distribution by Mother Job**

<b>Mother Care</b>	<b>N</b>	<b>%</b>
Officer	17	3,7
Worker	7	2,3
Artisan	10	1,0
Teacher	8	2,7
Doctor, Lawyer, Architect Etc.	4	1,3
Housewife	182	81,7
Unemployed	7	2,3
Other	15	5,0
<b>Total</b>	<b>250</b>	<b>100,0</b>

It is seen that the density of the mother occupation profile of the participants is in the housewife. Of the 250 students, 182 stated that the mother was a ğ housewife 250. It represents a very high rate with a percentage ratio of 81.7%.

**Table 7. Distribution by Father Job**

<b>Father Profession</b>	<b>N</b>	<b>%</b>
Officer	46	15.3
Worker	42	14.0

Artisan	46	15.3
Military officer, Captain Etc.	8	2.7
Teacher	10	3.3
Worker, Entrepreneur	11	3.7
Doctor, Lawyer, Architect Etc.	11	3.7
Unemployed	7	1.3
Other	69	40.3
<b>Total</b>	<b>250</b>	<b>100.0</b>

When asked about the father's profession, 15.3% of the workers, 14% of the workers, 15.3% of the shopkeepers and 3.3% of the teachers have a type of income that we can characterize as the middle layer. The rate of income status affecting the family structure is very high. Since it is not possible to explain the approach of people to visual media with a single factor, it is necessary to consider all factors affecting the family structure.

**Table 8. Distribution by Family Structure**

<b>Family Structure</b>	<b>N</b>	<b>%</b>
Nuclear Family (Mother, Father And Children)	201	90,0
Traditional Family (Mother, Father, Children And Family Elders)	24	8,0
Distributed With Divorce	25	2,0
<b>Total</b>	<b>250</b>	<b>100,0</b>

When we look at the above table, we can see that the family structure of the participants is as high as 90% family. The traditional family structure was very low at 8%. The core family structure, which is the general feature of today's industrial societies, makes itself felt predominantly in the centre of Nicosia. If the cultural structure in the traditional family structure is solved in the nuclear family structure, which is an indicator of the urban society structure, it is seen that the family ties are not very strong. If we look at the effects of visual media, we can say that family members have a very important place in determining their attitudes.

**Table 9. Distribution by Housing Type Structure**

<b>Residential Type</b>	<b>N</b>	<b>%</b>
Apartment	190	80,0
Detached House	60	20,0
<b>Total</b>	<b>250</b>	<b>100,0</b>

When we look at the above table, it is seen that there is a meaningful relationship between the type of house where the family lives and the family structure. The rate of family living in the apartment is 80% and there is a direct proportion between the rates of the nuclear family. It is possible to establish the same proportion between the families living in detached houses and slums and between the traditional family types. The type of housing that we can call family type, which is common today, is apartment type residences with modern structure.

#### **Media usage habits**

**Table 10. The most preferred mass media tool**

<b>The Most Preferred Mass Media Tool</b>	<b>N</b>	<b>%</b>
Tv	61	23,3
Computer	23	7,7
Newspaper	8	2,7
Telephone	148	63,0
Magazine	10	3,3
<b>Total</b>	<b>250</b>	<b>100,0</b>

When we look at the table above, the most liked by the mass media? “Question, which is directed to the participants, is remarkable with a high rate of 63%. In these day's communication tools, it is the computer and internet that affect social life most. The low rate of newspaper and magazine is a disadvantage for the future of social structure. The preference of television is 23.3%. This is an indication of the fact that almost a quarter of the respondents give the TV. The high rate of watching television has an important place in determining the rate of being affected by television programs.

**Table 11. Most Preferred Content on TV**

Most Preferred Content on TV	N	%
Violence / Action And Adventure	77	29,0
Love / Emotional / Family	44	14,7
Comedy / Humour / Fun	70	25,0
Entertainment / Music	16	6,0
Culture / Art / Knowledge / News	7	6,3
Politics / Current	2	2,3
Horror thriller	14	5,0
Spore	20	8,3
Other	10	3,3
<b>Total</b>	<b>250</b>	<b>100,0</b>

The percentage of respondents to the question What is your favourite subject on television? is the percentage of those who choose violence, action, adventure hang, representing a significantly higher rate of 29%. Considering that our participant profile is secondary school students; I think it would be useful to emphasize the importance of our research once again. 25% of the participants preferred comedy, humour and laughter programs. Considering the fact that comedy TV shows and comedy TV series are presented with internalized violence without being felt, the rate of preference of comedy programs is thought provoking. Love, sensuality, family, program 14.7%; entertainment, music 6.0%; culture, art, information, news 6.3%; politics, current 2.3%; fear, tension 5%; sport 8.3%; the other 3.3% was preferred.

### **Descriptive Tables**

**Table 12. Violence of Students**

<b>Violent Violence</b>	<b>N</b>	<b>%</b>
Never Watch	24	14,7
Very Rare	99	35,3
In between Bullish Views	90	33,3
Mostly My Views	22	10,0

Always My Views	15	6,7
<b>Total</b>	<b>250</b>	<b>100,0</b>

Students participating in our research; the frequency of those who did not follow the frequency of 14.7% of the time when the frequency of watching the frequency of watching the frequency of people who watched the rate was 16.7%. When we look at the above table, a large part of the students watch television more or less. This ratio constitutes 85.3% which is a very high rate.

**Table 13. Trust in Communication Tools.**

<b>Confidence in Communication Tools</b>	<b>N</b>	<b>%</b>
Internet	81	30,3
Radio	18	6,0
Newspaper	22	7,3
Television	25	13,0
Books, Magazines	48	21,0
None	56	22,3
<b>Total</b>	<b>250</b>	<b>100,0</b>

When asked the students which communication tool they rely on, 30.3% radio, 6% newspaper, 7.3% television and 13% book-magazine 21%. The percentage of those who do not believe in any of them is 22.3% and has a significant height in terms of loss of confidence in the means of communication. In addition, the lack of confidence in television is noteworthy.

**Table 14. The influence of media on attitude and behaviours**

<b>The Influence of Media on Attitudes and Behaviours</b>	<b>N</b>	<b>%</b>
Yes	176	58,7
No	74	41,3
<b>Total</b>	<b>250</b>	<b>100,0</b>



Do you believe in the influence of the media on attitudes and behaviours? When asked the question 41 yes and 58.7% of respondents, 7 no 41.3% of those who say no. The high rate of people who believe in the effect of media on attitudes and behaviours has an important place in the evaluation of impact analysis results in terms of our research.

**Table 15. Harmful Aspects of Television**

<b>Harmful Aspects of Television</b>	<b>N</b>	<b>%</b>
Yes	176	87,7
No	74	12,3
<b>Total</b>	<b>250</b>	<b>100,0</b>

A very large proportion of 87.7% of the participants think that television has harmful aspects. This ratio is an important ratio for young people to determine their point of view to television. The percentage of those who think that television is not harmful is 12.3%.

**Table 16. Bad Samples of Violent Movies and Programs**

<b>Violent Movies and Programs</b>	<b>N</b>	<b>%</b>
Yes	186	72,3
No	64	27,7
<b>Total</b>	<b>250</b>	<b>100,0</b>

The students were asked the question or Do you think films and programs that contain violence are bad examples? 72.3% said ‘yes and 27.7% said ‘no. Our data are important in terms of providing information about the image of television in society. Our data are important in terms of providing information about the image of television in society. Looking at the table above, the general opinion of students is that television films and programs are bad examples. If we think about the protection of young people from the negative effects of television, we can say that the rates are a pleasing result.

**Table 17. Secondary School Students Attending “I Make Justice When I Feel Strong enough”**

<b>I grant myself justice when I feel myself strong enough "The Word is Right for You?"</b>	<b>N</b>	<b>%</b>
<b>Participants</b>		
Yes	59	36,3
No	191	63,7
<b>Total</b>	<b>250</b>	<b>100,0</b>

When I feel strong enough, I provide justice to secondary school students; do you think it is true? When asked; 36.7% of the students answered ‘yes and 63.7% answered ‘no’. When we look at the above table, it is seen that 36.3% of the youth are ready for the potential to commit crime at any moment in order to ensure justice.

**Table 18. Violence is the Most Important Instrument for the Solution of the Problems**

<b>Violence is the most important instrument in the solution of the problems</b>	<b>N</b>	<b>%</b>
Yes	37	12,3
No	213	87,7
<b>Total</b>	<b>250</b>	<b>100,0</b>

87.7% of the secondary school students participating in our study are the most important tool for solving the problems of violence r. He answered no to his question. 12.3% of the youth said “yes. One of the most important effects of violence in the media is that violence is a problem-solving tool. The 12.3% rate of. Yes is a significant proportion, considering that a person's practice of violence affects many people.

**Table 19. Young people can be a perpetrator of a violent crime**

<b>Young people can be a perpetrator of a violent crime</b>	<b>N</b>	<b>%</b>
Yes	180	74,3
No	70	5,7
<b>Total</b>	<b>250</b>	<b>100,0</b>

74.3% of young people think that they can be the perpetrator of a crime at any time. This rate is very high and scary rate. 25.7% of young people do not agree that young people can be the perpetrators of a violent crime at any time.

**Table 20. Belief that the problems in the country will be solved by legal means**

<b>Belief that the problems in the country will be resolved by legal means</b>	<b>N</b>	<b>%</b>
Yes	135	50,3
No	115	49,7
<b>Total</b>	<b>250</b>	<b>100,0</b>

In the above table, 50.3% of the secondary school students participating in our research do not believe that the problems in this country will be solved by legal means. This ratio is the indicator of the potential situation that can cause violence at any moment in view of the fact that young people who cannot reach the facility of justice by legal means can establish justice in order to establish justice. 49.7% of young people believe that problems can be solved by legal means.

**Table 21. Preferences for Violent Movies**

<b>Enjoying Violent Movies</b>	<b>N</b>	<b>%</b>
Like	78	28,7
Do not like it	28	23,3
Sometimes like	144	48,0
<b>Total</b>	<b>250</b>	<b>100,0</b>

28.7% answered "yes, I do not like" 23.3%, "sometimes I like" 48% of the respondents answered the question "Do you like watching violent movies?" If we consider "yes, I like" and "I like it sometimes" in one category, we can say that a very high rate of 66.3% likes films with violence. We can indicate that the proportions in the above table are bigger in terms of efficiency of violent seeding.

**Table 22. The difference between real life and violence on television**

<b>The difference between real life and violence on television</b>	<b>N</b>	<b>%</b>
Strongly disagree	24	14,3
Do not agree	73	25,7
Undecided	81	31,3
Agree	59	23,0
Absolutely agree	13	5,7
<b>Total</b>	<b>250</b>	<b>100,0</b>

As a result, 14.3% of the students “absolutely agree” 23, 25.7% “disagree”, 31.3% “undecided”%, 23% “agree”, 5.5% “definitely agree”. Although the proportion of those who did not participate in the rate increased, 28.7% found the violence on the young television to be identical with the real life.

**Table 23: The similarity of human typology on TV to real life**

<b>The similarity of human typology to real life on television</b>	<b>N</b>	<b>%</b>
Strongly disagree	29	13,0
Do not agree	73	27,7
Undecided	61	23,7
Agree	73	27,7
Absolutely agree	14	8,0
<b>Total</b>	<b>250</b>	<b>100,0</b>

Youth; when asked the question what are people shown on TV, like the ones in the real world, how much do you participate in their thinking? 35.7% of the youth compared the human types on television to the real-life people Bandura is the greatest advocate of social learning theory. The opinion he most supports is the idea that a person observes others by imitating their behaviour (Bandura, 1978).

**Table 24. Real Life Transfer Ratio of Television**

<b>Real Life Transfer Rate of Television</b>	<b>N</b>	<b>%</b>
Strongly disagree	22	10,7
Do not agree	79	29,7
Undecided	72	27,3
Agree	63	24,3
Absolutely agree	14	8,0
<b>Total</b>	<b>250</b>	<b>100,0</b>

When asked the question of “How do you participate in the idea of television? The young people who participated in our application said, how much do you participate in the real life? 24.3% I agree “and 8% absolutely agree. % 32.3% of the youth believes that the television tells the real life.

**Table 25: Perceived Dangerous Perception of the World We Live**

<b>The Dangerous Perception of the World We Live</b>	<b>N</b>	<b>%</b>
Strongly disagree	16	8,7
Do not agree	19	9,7
Undecided	37	15,7

Agree	118	42,7
Absolutely agree	60	23,3
<b>Total</b>	<b>250</b>	<b>100,0</b>

When asked u Generally speaking, we live in a dangerous world, how much do you agree with your thinking? 66% of the students are worried.

**Table 26. Perception of Trust in the Integrity of the People in Society**

Perception of Trust in the Integrity of the People in Society	N	%
Strongly disagree	13	7,7
Do not agree	27	12,3
Undecided	56	22,0
Agree	95	35,0
Absolutely agree	59	23,0
<b>Total</b>	<b>250</b>	<b>100,0</b>

7.7% of the students answered absolutely disagree , 12.3% “disagree % , 35% “agree’ and 23% absolutely agree. According to the table above, the belief that people can exploit when they have the opportunity in society is 58%.

**Table 27: Attitudes and Judgments of Participants in their Rights**

Attitudes And Judgments Of Participants In Their Rights Perceived	N	%
Strongly Disagree	31	13,7
Do Not Agree	23	14,3
Undecided	63	24,3
Agree	93	34,3
Absolutely Agree	30	13,3
<b>Total</b>	<b>250</b>	<b>100,0</b>

’Strongly disagree,“ 13.7% ”agree” 14.3% ”agree” 34.3% ’kind’ strongly agree 13.3%. The data of the above table corresponds to the data of the previous table. It is noteworthy that there is a lack of confidence in the youth in the social sphere or a high rate of insecurity.

**Table 28: Confidence Level of High School Students in the Environment**

<b>Confidence Level of High School Students in the Environment</b>	<b>N</b>	<b>%</b>
Strongly disagree	17	9,0
Do not agree	18	9,3
Undecided	28	12,7
Agree	110	40,0
Absolutely agree	77	29,0
<b>Total</b>	<b>250</b>	<b>100,0</b>

When students are asked the question, I am certain that most people want the best for me and want to participate in the idea, 69% of the students believe that the people in the area want their own well-being.

**Table 29: Reliance on Trust in Communication Tools and the Effect of Media on Attitudes and Behaviours**

Do You Believe That The Media Is An Influence On Your Attitudes And Behaviours?			
Communication Tools Type			Total
	Yes	No	
Internet	52	39	91
	57,1%	42,9%	100,0%
Radio	15	3	18
	83,3%	16,7%	100,0%
Newspaper	12	10	22
	54,5%	45,5%	100,0%
Television	23	16	39
	59,0%	41,0%	100,0%

Books, Magazines	39	24	63
	61,9%	38,1%	100,0%
None	35	32	67
	52,2%	47,8%	100,0%
Total	176	124	300
	58,7%	41,3%	100,0%

According to Table 29, some important points are noteworthy. Those who rely on the radio and the book / magazine who believe in the belief about the media's influence on attitudes and behaviours are more critical than those who rely on television, newspapers and the Internet. Because those who rely on the radio, a high proportion (83.3%) think that the media has an effect on attitudes and behaviours.

On the contrary, in terms of those who think that the media has no effect on attitudes and behaviours, 45.5% newspaper, 42.9% internet and 41% television responded to the highest rate.

**Table 30. Confidence and Violence in Communication Media and Programs Bad The Relationship Between Faith and Instance**

Communication tools type	Are You Violent Movies And Programs Becoming A Bad Example?		Total
	Yes	No	
Internet	54	37	91
	59,3%	40,7%	100,0%
Radio	9	9	18
	50,0%	50,0%	100,0%
Newspaper	20	2	22
	90,9%	9,1%	100,0%
Television	34	5	39



	87,2%	12,8%	100,0%
Books, Magazines	50	13	63
	79,4%	20,6%	100,0%
None	50	17	67
	74,6%	25,4%	100,0%
<b>Total</b>	<b>217</b>	<b>83</b>	<b>300</b>
	72,3%	27,7%	100,0%

90.9% of the students participating in our practice think that the newspaper is a more reliable communication tool. At the same time, they think that violent films and programs are bad examples. Of those who rely on the Internet, 54.0% think that those who rely on radio, 9.0% of those who rely on television, 87.2% of those who trust in television, and 79.0% of those who trust in books and magazines think that films and programs that contain violence are bad examples.

**Table 31. The Relationship Between Confidence and Communication in Communication Systems towards communication tools**

"Violence Is The Most Important Tool In The Solution Of The Problems."			
Communication Tools			
Type			Total
	<b>Yes</b>	<b>No</b>	
Internet	13	78	91
	14,3%	85,7%	100,0%
Radio	5	13	18
	27,8%	72,2%	100,0%
Newspaper	1	21	22
	4,5%	95,5%	100,0%
Television	7	32	39

	17,9%	82,1%	100,0%
Book, Magazine	4	59	63
	6,3%	93,7%	100,0%
None	7	60	67
	10,4%	89,6%	100,0%
Total	37	263	300
	12,3%	87,7%	100,0%
<hr/>			
<b>X<sup>2</sup> = 8,970</b>	<b>df = 5</b>	<b>p = 0,11</b>	

27.8% of the students who rely on the radio, 27.8% of those who trust the radio, 4.5% of those who trust the newspaper, 17.9% of those who trust in TV, 6.3% of those who trust in books and magazines, The most important tool in their solution. On the other hand, 85.7% of the students who trust the Internet, 7.2% of those who rely on radio, 95.5% of those who trust the newspaper, 82.1% of those who trust in TV, 93.7% of those who trust in books and magazines, they do not see violence as an important tool in solving problems. When we look at the data in Table 73, 87.7% of the students do not consider violence as a solution tool.

**Table 32. Relationship Between Average TV Watching Time and Laps of Time Outside Walking Alone Threatening Thought**

<b>"It's dangerous to walk alone outside in the nights." What degree do you agree with your thinking?</b>							
<b>Television</b>	<b>Watch Time</b>					<b>Total</b>	
		strongly disagree	do not agree	undecided	agree		absolutely agree
<b>1-2 time</b>		17	27	22	60	37	163
		10,4%	16,6%	13,5%	36,8%	22,7%	100,0%
<b>2-5 time</b>		12	7	11	33	19	82
		14,6%	8,5%	13,4%	40,2%	23,2%	100,0%

<b>5-9 time</b>	6	0	2	1	1	10
	60,0%	,0%	20,0%	10,0%	10,0%	100,0%
<b>No</b>	6	8	5	17	9	45
<b>Monitoring</b>	13,3%	17,8%	11,1%	37,8%	20,0%	100,0%
<b>Total</b>	41	42	40	111	66	300
	13,7%	14,0%	13,3%	37,0%	22,0%	100,0%

**X<sup>2</sup> = 24,930      df =12      p = 0,01**

59.5% of the students who watch television for 1-2 hours on average see it as dangerous to walk outside at night. On the other hand, 63.4% of the students watching television for 2 to 5 hours, and 20.8% of the students watching television for 5-9 hours, 57.8% of those who have never watched television, see the outside at night as dangerous.

### **Results and discussion**

For more than half a century, the effects of the media and the television as a media tool on human behaviour have been investigated and discussed in scientific platforms. At first glance, this technology has positive effects on the masses. It is one of the most important features that television broadcasts give the opportunity to be aware of the world over the audience, to be more aware of the environment in which they live, to provide information and entertain. As a means of visual and verbal communication, televisions, especially in their childhood, leave traces and form models. Some researchers have merged; monitoring aggression leads to aggression. The vast majority of studies indicate that the cause and effect relationship cannot be ignored. Researchers are able to monitor aggression and increase the likelihood of being aggressive, especially in the short term.

Nowadays, the effects of television such as consciousness vaccination, attitude change, and behaviour orientation are much discussed. The most vulnerable group is children and young people.

Therefore, the centre of our research constitutes an important part of society constitutes the secondary youth. In this study, it was investigated whether the students studying in secondary education were affected from the images of violence in the visual media or the violent

programs in the media. Are there any effects of violent images in the visual media especially in the violent behaviour that some young people reflect on the environment in social life? Questions were sought. Our questionnaire was analyzed and interpreted in SPSS statistical program. Frequency and percentage distributions were used in the analysis of the findings. Also, according to the variables such as school type, gender, age, class, mother education status, type of housing, type of communication tools, television watching time, it was aimed to determine the effect of violence in visual media on secondary school youth. A significance level of 0.05 was searched by using Square test. To summarize the result of our research, the youth of secondary education is adversely affected by the presentations on violence in visual media. This effect is reflected on the environment as violent behaviours. In this context, it is worth mentioning that our research has great value in terms of shedding light on the solution of an important social problem. As a result, it was revealed that students were affected by the television programs they watched and they used violence in their lives as a life style and used to solve their problems. It has been revealed that the media is effective in determining the attitudes and behaviors of young people, violence-related films and programs are a bad example for young people and young people want to solve their problems by the methods used by the heroes in the films.

### **Conclusions and recommendations**

Nowadays, the media has not become an active and prominent part of our lives as much as it is not seen in any period of human history. Thinking of a life devoid of media scares people. Modern life is considered to be unthinkable. Because the wheels of modern life are turned by the media. For example, in modern societies, 50 percent to 80 percent of the workforce is concentrated in the media sector. In times of work, the media and media are filled with the products of the media.

For a moment, when we think that media tools are withdrawn from our lives, it is thought that life will stop, lose its meaning and all relations will come to a breaking point. Thus, it can be said that the media has formed our consciousness, our identity, our feelings, our thoughts and even our lives, even in different planes and in different dimensions and proportions. While the media influences us, it is also affected by the society, indirectly, by changing itself to meet the needs and demands of the society.

Today, the concept of violence emerges as a concept that most people are accustomed to. Explaining the different forms of violence in visual and written media, teaching the forms of violence to be practiced, exhibiting some violent behaviours to be encouraged to be encouraged to be exhibited in our lives, can lead to the existence of violence in our lives and to have a permanent place.

Nowadays, television is perhaps the most easily accessible and most widely used tool in all mass media, and it attracts attention as the most effective learning channel. Children and adolescents began to spend more time in front of television and computers. Violence, violence and aggression in all mass media, especially television programs, films, cartoons, TV series and computer games, have been remarkable and thought provoking in recent years. Parallel to this, violence, such as killing, wounding, fighting, harassment, rape and threats, especially spreading among children and adolescents, highlighted the need to investigate the impact of media violence on children and adolescents. Many scientific researchers have made clear that the violence observed in television and the media has a triggering, accelerating and encouraging effect on the emotions, thoughts, values, attitudes and behaviours of children in both short and long term (Basch, 2011).

Sometimes, human nature is seen as a part of the birth of human nature, sometimes seen as part of humanity is thought to have become a part of the human development in every period has been seen as a concept has been seen and examined. Adolescence is one of these periods. Adolescence and young adulthood are defined as periods of violent behaviour. Violence is a phenomenon that spans many areas of our lives. On TVs and newspapers, there are various news articles that contain violence every day.

Violence is the power of one to prove the power of another. For those who practice violence, whatever the consequences, this is the destruction for others. In the context of mutual relations, one or more of the parties, directly or indirectly, treats one or more of the others' bodily and moral integrity, their goods, or their symbolic and cultural values, regardless of their proportion. There are violence. This is a shame on humanity.

Violence affects every part of society, especially children and young people. So, what should we do? What kind of a way should we follow as a society to minimize the impact of violence on children? In the society, a number of tasks fall in the media sector or media bosses, parents, state-bureaucrats, schools and youth.

## Referance

Bandura, A. (1978). Saldırganlığın sosyal öğrenme teorisi. *İletişim dergisi* , 28 (3), 12-29.

Basch, C. E. (2011). Aggression and violence and the achievement gap among urban minority youth. *Journal of school health*, 81(10), 619-625.

Brown, JD ve Bobkowski, PS (2011). Daha eski ve daha yeni medya: Kullanım şekilleri ve ergenlerin sağlığı ve refahı üzerindeki etkileri. *Ergenlik Araştırmaları Dergisi* , 21 (1), 95-113.

Hobbs, R. (2005). 5. Medya Okuryazarlığı ve K - 12 İçerik Alanları. *Ulusal Eğitim Çalışması Derneği Yıllığı* , 104 (1), 74-99.

Özgan, H., & Kara, M. C. A. M. (2014). Popüler Kültürün Öğrenci Davranışları Üzerinde Algılanan Etkileri. *Ekev Akademi Dergisi*, 58(58), 469-484.

Patton, D. U., Hong, J. S., Ranney, M., Patel, S., Kelley, C., Eschmann, R., & Washington, T. (2014). Social media as a vector for youth violence: A review of the literature. *Computers in Human Behavior*, 35, 548-553.

Pınar, N. (2006). *Görsel medya ve şiddet kültürünün orta öğretim öğrencileri üzerine etkisi* (Doctoral dissertation, Selçuk Üniversitesi Sağlık Bilimleri Enstitüsü).

Roberts, D. F., Christenson, P. G., & Gentile, D. A. (2003). The effects of violent music on children and adolescents. *Media violence and children*, 153-170.



DOI: 10.22559/folklor.975

Folklor/edebiyat, cilt:25, sayı: 97-1, 2019/1

## Öğretmen Adaylarının Akademik Erteleme Davranışlarının İncelenmesi

### A Study on Academic Procrastination Behaviors of Teacher Candidates

Hande Mişe\*

Ahmet Hakan Hançer\*\*

#### Öz

Araştırmada, öğretmen adaylarının akademik erteleme davranışlarının farklı değişkenlere göre incelenmesi amaçlanmıştır. Öğretmen adaylarının akademik erteleme durumları ile ilgili etkenlerin belirlenmesi, onların bu sorunlarını daha iyi tanımlarına ve çözüm önerileri üretmeleri konusunda yardımcı olabileceği düşünülmektedir. Araştırma, tarama modelinde betimsel bir çalışmadır. Araştırmanın evrenini, Cumhuriyet Üniversitesi Eğitim Fakültesinde öğrenim gören öğretmen adayları oluşturmaktadır. Örneklemi ise 2017-2018 eğitim öğretim yılında söz konusu fakültede öğrenim gören Fen Bilgisi, Türkçe, Sosyal Bilgiler ve Sınıf öğretmenliği anabilim dallarında öğrenim gören 263 öğretmen adayı oluşturmaktadır. Öğretmen adaylarının akademik erteleme davranışlarını belirlemek amacı ile “Akademik Erteleme Ölçeği” kullanılmıştır. Elde edilen verilerin analizinde ise frekans, ortalama ve standart sapma değerleri ile tek yönlü ANOVA analizi kullanılmıştır. Yapılan analizler sonucunda, öğretmen adaylarının akademik erteleme puanlarının ortalamasının üzerinde olduğu, fen bilgisi öğretmen adayları ile sosyal bilgiler öğretmen adayları arasında anlamlı düzeyde fark olduğu benzer şekilde öğretmen adaylarının cinsiyete göre akademik erteleme puanları arasında da anlamlı bir fark olduğu görülmüştür. Öğretmen adaylarının başarı puanları ve ikamet ettikleri yer (Ailesinin yanı, yurt veya pansiyon, ev) ile akademik erteleme puanları arasında anlamlı bir fark olmadığı yönünde sonuçlara ulaşılmıştır.

**Anahtar sözcükler:** *öğretmen adayları, akademik erteleme, akademik başarı, ikamet yeri, cinsiyet*

#### Abstract

This research aims to review of academic procrastination behaviors of teacher candidates based on different variables. Determination of factors impacting academic procrastination attitudes of teacher candidates will help them to better understand these problems and to offer solutions. The research is based on descriptive survey model. Target population of the study is consisted of teacher candidates attending to the Faculty of Education at Cumhuriyet University. Sampling covers 263 teacher candidates who attend to the Science, Turkish Language, Social Sciences and Classroom Teaching Departments of the abovementioned faculty in the academic year of 2017-2018. “Academic Procrastination Scale” was used to determine academic procrastination attitudes of teacher candidates. Frequency, means and standard deviation values and one-way ANOVA analysis were used to analyze the obtained data. As a result of the analyses, it is concluded that the academic procrastination scores of the teacher candidates are above the average and there is a significant level of difference between science teacher candidates and social sciences teacher candidates and also the academic procrastination scores of the teacher candidates differ significantly based on gender. It is concluded that there is no significant difference between academic achievements and places of residence of teacher candidates (with family, dormitory or guest houses, houses) and academic procrastination scores.

**Keywords:** *teacher candidates, academic procrastination, academic succes, residence, gender*

\* Yük. Lis. Öğ., C.Ü Eğitim Fak. Fen Bilgisi Eğitimi Anabilim Dalı, hhandemische@gmail.com

\*\* Doç. Dr., C.Ü Eğitim Fak. Fen Bilgisi Eğitimi Anabilim Dalı, ahhancer@gmail.com

## Giriş

Hedefe ulaşmada en etkin yol ertelemeleri bir kenara bırakmaktır. Neyi, niçin ve nasıl istediğini bilen ama amacını bir türlü eyleme geçiremeyen kişiler atalet içinde yaşayan kişilerdir. Her ne kadar hedefe ulaşma ve başarıma fikri bize haz verse de bu fikri eyleme geçirmek adına bir harekette bulunmak istemeyiz ya da bilinçaltımızdan yapmak zorunda olduğumuz bu hareket eylemini öterleriz. İngilizce de “procrastination” kavramına karşılık gelen bu ötelediğimiz hareket eylemi dilimizde erteleme, geciktirme son ana bırakma davranışı olarak karşımıza çıkmaktadır. Ertelemenin ortak bir tanımı olmamakla birlikte araştırmacıların bu olgu hakkında ortak bir düşünceye sahip olmadıkları görülmektedir. (Ferrari, Johnson and McCown, 1995). Öyle ki Schouwenburg (2004) ertelemeyi, istenilen alternatif bir etkinlik yapılması olarak tanımlamış, tembellik yapma ile eş anlamlı tutulmaması gerektiğine değinmiştir. Chu and Choi (2005) ise ertelemeye meyilli kişileri vakit kaybetme eğilimi gösteren uyusuk insanlar olarak nitelemiştir.

Erteleme davranışı kademeli olarak bireyin tüm hücrelerini sarar ve kişi, etkisini cezbedici özelliğinden dolayı anlamakta güçlük çeker. Bazı kişiler için çekici bir davranış olan erteleme alışılmış bir aktivite haline gelebilir (Sadeghi, Hajloo and Emami, 2011). Ertelemenin çekici özelliğinin yanı sıra bir başka özelliği de bazı hedeflerin ertelemeye olan yatkınlığından ileri gelmesidir. Lay (1986) ertelemenin özelliği kapsamında, ulaşmak için gerekli olan bazı hedeflerin ertelenmeye olan yatkınlığına dikkat çekmiştir. İnsanlar erteleme olgusuna oldukça kötümser bakmakta ve olumsuz karakter özelliği olarak görmektedirler. Briody (1980), insanların ertelemeyi kötü, zararlı ve aptalca olarak nitelendirdiklerini söyleyerek bu fenomenin sevilmediğine vurgu yapmıştır. Ertelemenin tanımında ortak bir düşünceye sahip olunmadığı (Ferrari, Johnson and McCown, 1995), gibi ertelemenin sınıflandırılmasında da bir görüş birliği sağlanamamıştır. Chu and Choi (2005) bütün erteleme davranışlarının olumsuz etkiye sahip olma olasılığına değinerek iki tip erteleme davranışını ayırt ettiklerini söylemişlerdir: Pasif ve aktif erteleme.

Yine yapılan çalışmalar incelendiğinde 4 farklı erteleme türünün varlığından söz edilir.

1. Son dakikaya kadar akademik görevlerin ertelenmesi (ödev) olarak bilinen erteleme (Milgram ve diğ. 1998)
2. Zamanında yapılmayan ve arka plana itilen, zor planlama gerektiren günlük rutin işlerde erteleme (Lay, 1986; Milgram et al., 1998)
3. Karar vermeyi erteleme (Gülebağlan, 2003)
4. Karar verme ve yerine getirmenin ertelenmesi olarak bilinen işlevsel olmayan erteleme davranışı (Ellis and Knaus 1977, Akt. Steel 2007).



Steel (2007) ertelemenin negatif farkındalık olmasına dikkat çekerek erteleme tanımını istenilen eylem olgusunun kasıtlı olarak ertelenmesi şeklinde ifade etmiştir. Erteleme davranışının altında yatan birçok sebep olmakla birlikte bu sebepler kişinin yaşamını negatif yönde etkilemekte ve O'Brien (2002) ertelemecilerin %95'inden fazlası bunu azaltmak istemektedir. Hedefe ulaşmak için ne yapması gerektiğini bilen, işlerini nereden başlayıp nasıl bitireceğini tahmin eden, yapmaması durumunda neler kaybedeceğini farkında olan ama yine de bir türlü amaca yönelik eyleme geçemeyen kişiler erteleme tuzağında çarpınan mükemmeli arama bahanesine gizlenen kararsız kimliklerdir. Durmadan hedef koyan, planlar yapan ama üşenip erteleyen atalet sahibi çoğu birey de kendi içinde erteleme sebeplerine göre dallara ayrılmış konumdadır. Erteleme eğilimi üzerine yapılan araştırmalara göre bu nedenler: beceri, öz yeterlik inançları, mantıksız düşünceler, başarısızlıktan korkma, zamanı yönetme becerisinin olmayışı, gerçekçi olmayan beklentiler, problem çözme becerileri, kişisel özellikler (mükemmeliyetçilik, sorumluluk), hedeflerin yönlendirilememesi, kendine saygı, endişe ve çalışma alışkanlıklarıdır (Alexander and Onwuegbuzie, 2007; Aydoğan, 2008; Balkıs, 2007; Çakıcı, 2003; Ferrari et al., 2007; Howell and Watson, 2007).

Erteleme davranışı çok sık karşılaşılan fenomen bir davranış olmakla birlikte bu araştırmanın da konusu olan akademik erteleme bu fenomen davranışın alt boyutlarından birisidir. Solomon and Rothblum (1984) ertelemeye akademik erteleme durumunu öğrencinin görev ve sorumluluklarını içeren ödev, proje gibi çalışmalarını geciktirmesi, akademik görevlerini son ana bırakması şeklinde ifade etmiştir. Rosario et al. (2009) erteleme tüm günlük aktivitelerin içinde var olmasına rağmen okulda yapılacak iş ve görevlerin daha sık olması, okullardaki erteleme davranışını günlük yaşamdaki ertelemeden ayırmaktadır. Erteleme öğrenmeyi olumsuz yönde etkileyebilir (Ackerman and Gross, 2005), kötü akademik performans ve psikolojik sıkıntı gibi olumsuz sonuçlara (Constantin, English and Mazmanian, 2017) sebep olabilir.

Ertelemenin öğrenmeyi olumsuz yönde etkileyebileceği, kötü akademik performans ve psikolojik sıkıntı gibi olumsuz sonuçlara sebep olabileceği yönünde araştırmalar bulunmaktadır. Bu nedenle, gelecekte öğrencilere rol model olacak öğretmen adaylarının akademik erteleme durumlarına yönelik çalışmanın faydalı olacağı düşünülmektedir.

Öğretmen adaylarının akademik erteleme durumları ile ilgili etkenlerin belirlenmesi onların bu sorunlarını daha iyi tanımlarına, çözüm önerileri üretmelerine yardımcı olacaktır. Bu durum, gerek öğrenim hayatlarında gerekse mesleki yaşamlarında daha verimli ve başarılı olmalarına katkıda bulunurken eğitim sistemine ve topluma yansıyan olumsuz sonuçlarının engellenmesi ve farkındalık yaratması açısından faydalı olacaktır.

Araştırmada, öğretmen adaylarının akademik erteleme davranışlarının farklı değişkenlere göre incelenmesi amaçlanmış ve bu amaç doğrultusunda aşağıdaki soruların yanıtları aranmıştır.

1. Öğretmen adaylarının anabilim dallarına göre akademik erteleme davranış puanları arasında anlamlı bir fark var mıdır?

2. Öğretmen adaylarının cinsiyete göre akademik erteleme davranış puanları arasında anlamlı bir fark var mıdır?

3. Öğretmen adaylarının akademik erteleme davranış puanları, akademik başarı durumuna göre farklılaşmakta mıdır?

4. Öğretmen adaylarının akademik erteleme davranış puanları, ikamet ettikleri yere (ailesinin yanı, yurt veya pansiyon, evde) göre farklılaşmakta mıdır?

### **Yöntem**

Araştırma, tarama modelinde betimsel bir çalışmadır. İlişkisel tarama modeli iki ya da daha çok değişken arasındaki birlikte değişimin varlığının belirlenmesinin amaçlandığı tarama yaklaşımıdır (Karasar, 1984).

### **Evren ve örneklem**

Çalışmanın evrenini, Cumhuriyet Üniversitesi Eğitim Fakültesinde öğrenim gören öğretmen adayları oluşturmaktadır. Uygun örneklem yöntemiyle belirlenen örneklem grubunu ise 2017-2018 eğitim öğretim yılında söz konusu fakültede öğrenim gören Fen Bilgisi, Türkçe, Sosyal Bilgiler ve Sınıf öğretmenliği anabilim dallarında öğrenim gören 263 öğretmen adayı oluşturmaktadır.

### **Veri toplama araçları**

Öğretmen adaylarının akademik erteleme durumlarını belirlemek amacı ile “Akademik Erteleme Ölçeği” kullanılmıştır.

*Akademik Erteleme Ölçeği (AEÖ)*: Ölçek Çakıcı (2003) tarafından geliştirilen 12’si olumsuz, 7’si (1, 4, 7, 9, 11, 13, 17) olumlu toplam 19 maddeden oluşan beşli likert tipinde bir ölçektir. Bu ölçekte maddeler: “beni hiç yansıtmıyor”, “beni çok az yansıtıyor”, “beni biraz yansıtıyor”, “beni çoğunlukla yansıtıyor”, “beni tamamen yansıtıyor” şeklindedir. Ölçek tek yönlü puanlanmış olup “beni hiç yansıtmıyor” diyenler 1, “beni tamamen yansıtıyor” diyenler 5 puan alacak şekilde organize edilmiştir. Ölçekten en çok 95, en az 19 puan alınabilmektedir. Ölçekten alınacak yüksek puanlar, öğrencilerin akademik konularda erteleme davranışlarının yüksek olduğunu göstermektedir (Çakıcı, 2003). Ölçek için güvenirlik katsayısı Cronbach alpha .92 olarak bulunmuştur.

## Verilerin analizi

Öğretmen adaylarının akademik erteleme durumları ve değişkenler arasında ilişki olup olmadığının belirlenmesi için istatistiksel analiz yöntemlerinden, frekans, ortalama ve standart sapma değerleri ile tek yönlü ANOVA analizi kullanılmıştır.

## Bulgular

### 1. Alt Problem

“Öğretmen adaylarının akademik erteleme davranış puanları arasında anlamlı bir fark var mıdır?” Şeklinde ifade edilen bu alt problemle ilgili olarak, öğrencilere AEÖ uygulanmıştır. Örneklem grubundan elde edilen verilerin .05 anlamlılık düzeyinde normallik varsayımının belirlenmesi için  $n > 50$  olanlar için Kolmogorov-Smirnov testi  $n < 50$  olanlar için ise Shapiro-Wilk testi kullanılmıştır. Uygulanma sonucunda elde edilen verilerin ( $p_{Fen}=.687$ ;  $p_{Türkçe}=.160$ ;  $p_{Sosyal}=.449$ ;  $p_{Sınıf}=.092$ ) normal dağılım ( $p > .05$ ) sergilediği belirlenmiştir. Varyansların homojenliğini incelemek için uygulanan Levene testi sonucunda ise  $p=.526$  ( $p > .05$ ) olarak hesaplanmıştır. Anlamlılık düzeyinin  $p > .05$  olarak hesaplanması varyansların homojenliğinin sağlandığını göstermektedir. Gerekli varsayımlar sağlandıktan sonra anabilim dalına göre akademik erteleme puanları arasında anlamlı bir fark olup olmadığını belirlemek için tek yönlü ANOVA uygulanmıştır. Elde edilen bulgular Tablo 1’de verilmiştir.

Tablo 1. Anabilim Dalına Göre Akademik Erteleme Puanlarının ANOVA Sonuçları

Betimsel Değerler				ANOVA Sonuçları					
Grup	N	x	ss	Varyans K.	KT	Sd	KO	F	p
Fen Bil.	101	53,50	7,184	G. arası	510,103	3	170,034	2,679	,048
Türkçe	54	55,76	8,105	G. içi	16950,646	259	63,477		
Sosyal Bil.	75	56,63	8,236	Toplam	16440,543	262			
Sınıf Öğr.	33	56,39	9,317						
Total	263	55,22	8,043						

Tablo 1 incelendiğinde öğretmen adaylarının akademik erteleme puanlarının ortalamasının üzerinde olduğu, %95 güven aralığında  $F_{(3-259)} = 2.679$ ,  $p=.48$  anabilim dalları arasında anlamlı düzeyde ( $p < .05$ ) fark olduğu görülmektedir.

Bu farkın hangi anabilim dalları arasında olduğunu belirlemek için Bonferroni testi uygulanmış, farkın fenbilgisi öğretmen adayları ile sosyal bilgiler öğretmenleri arasında olduğu belirlenmiştir. Ortalama puanlara bakıldığında sosyal bilgiler öğretmen adaylarının, fen bilgisi öğretmen adaylarına göre akademik ertelemeye puanlarının daha yüksek olduğu yani akademik ertelemeye daha meyilli oldukları görülmektedir.

## 2. Alt Problem

“Öğretmen adaylarının cinsiyete göre akademik erteleme davranış puanları arasında anlamlı bir fark var mıdır” Şeklinde ifade edilen bu alt problemle ilgili olarak, öğrencilere AEÖ uygulanmıştır. Örneklem grubundan elde edilen verilerin .05 anlamlılık düzeyinde normallik varsayımının belirlenmesi için Kolmogorov-Smirnov testi uygulanmış ve her iki gruptan elde edilen verilerin ( $p_{kız}=.155$ ;  $p_{erkek}=.086$ ) normal dağılım ( $p>.05$ ) sergilediği belirlenmiştir. Varyansların homojenliğini incelemek için uygulanan Levene testi sonucunda ise  $p=.555$  ( $p>.05$ ) olarak hesaplanmıştır. Anlamlılık düzeyinin  $p>.05$  olarak hesaplanması varyansların homojenliğinin sağlandığını göstermektedir. Gerekli varsayımlar sağlandıktan sonra cinsiyete göre akademik erteleme puanları arasında anlamlı bir fark olup olmadığını belirlemek için tek faktörlü ANOVA uygulanmıştır. Elde edilen bulgular Tablo 2’de verilmiştir.

Tablo 2. Cinsiyete Göre Akademik Erteleme Puanlarının ANOVA Sonuçları

Betimsel Değerler				ANOVA Sonuçları					
Grup	N	x	ss	Varyans K.	KT	Sd	KO	F	p
Kız	87	58,33	7,697	Gruplar arası	1262,773	1	1262,773	21,009	,001
Erkek	176	53,68	7,780	Gruplar içi	15687,873	261	60,107		
Toplam	263	55,22	8,043	Toplam	16950,646	262			

Tablo 2 incelendiğinde cinsiyete göre akademik erteleme puanları arasında %95 güven aralığında anlamlı düzeyde ( $p<.05$ ) fark olduğu görülmektedir. Akademik erteleme puanları ortalamasına bakıldığında kızların ( $x=58,33$ ) ortalama puanlarının daha yüksek olduğu, yani erkeklere göre daha fazla akademik ertelemeye sahip oldukları görülmektedir.

## 3. Alt Problem

“Öğretmen adaylarının akademik erteleme davranış puanları, akademik başarı durumuna göre farklılaşmakta mıdır?” Şeklinde ifade edilen bu alt problemle ilgili olarak Örneklem grubundan elde edilen verilerin .05 anlamlılık düzeyinde normallik varsayımının belirlenmesi için Kolmogorov-Smirnov testi uygulanmış ve her iki gruptan elde edilen verilerin ( $p_{1.00-2.00}=.785$ ;  $p_{2.01-3.00}=.052$ ;  $p_{3.01-4.00}=.603$ ) normal dağılım ( $p>.05$ ) sergilediği belirlenmiştir. Varyansların homojenliğini incelemek için uygulanan Levene testi sonucunda ise  $p=.616$  ( $p>.05$ ) olarak hesaplanmıştır. Anlamlılık düzeyinin  $p>.05$  olarak hesaplanması varyansların homojenliğinin sağlandığını göstermektedir. Gerekli varsayımlar sağlandıktan sonra akademik başarı ile akademik erteleme puanları arasında anlamlı bir fark olup olmadığını belirlemek için tek faktörlü ANOVA uygulanmıştır. Elde edilen bulgular Tablo 3’de verilmiştir.

Tablo 3. Akademik Erteleme Davranışları İle Akademik Başarı Durumlarına İlişkin ANOVA Sonuçları

Betimsel Değerler				ANOVA Sonuçları					
Puan Aralığı	N	x	ss	Varyans K.	KT	Sd	KO	F	p
1.00-2.00	12	57,58	6,543	Gruplar arası	88,629	2	44,315	,683	,506
2.01-3.00	183	55,27	8,109	Gruplar içi	16862,017	260	64,854		
3.01-4.00	68	54,66	8,125	Toplam	16950,646	262			
Top.	263	55,22	8,043						

Tablo 3 incelendiğinde, öğretmen adaylarının akademik başarı durumlarına göre akademik erteleme puanları arasında  $p>.05$  anlamlı düzeyde bir fark olmadığı görülmektedir.

#### 4. Alt Problem

“Öğretmen adaylarının akademik erteleme davranış puanları, ikamet ettikleri yere (Ailesinin yanı, yurt veya pansiyon, evde) göre farklılaşmakta mıdır?” Şeklinde ifade edilen bu alt problemle ilgili olarak Örneklem grubundan elde edilen verilerin .05 anlamlılık düzeyinde normallik varsayımının belirlenmesi için  $n>50$  olanlar için Kolmogorov-Smirnov testi  $n<50$  olanlar için ise shapiro-wilk testi kullanılmıştır. Uygulanma sonucunda elde edilen verilerin ( $p_{Aile}=.185$ ;  $p_{Yurt}=.146$ ;  $p_{Ev}=.426$ ) normal dağılım ( $p>.05$ ) sergilediği belirlenmiştir. Varyansların homojenliğini incelemek için uygulanan Levene testi sonucunda ise  $p=.616$  ( $p>.05$ ) olarak hesaplanmıştır. Anlamlılık düzeyinin  $p>.05$  olarak hesaplanması varyansların homojenliğinin sağlandığını göstermektedir. Gerekli varsayımlar sağlandıktan sonra ikamet edilen yer ile akademik erteleme puanları arasında anlamlı bir fark olup olmadığını belirlemek için tek faktörlü ANOVA uygulanmıştır. Elde edilen bulgular Tablo 4’de verilmiştir.

Tablo 4. Akademik Erteleme Davranışları İle İkamet Ettikleri Yere İlişkin ANOVA Sonuçları

Betimsel Değerler				ANOVA Sonuçları					
Grup	N	x	ss	Varyans K.	KT	Sd	KO	F	p
Ailesinin yanı	70	55,09	8,944	Gruplar arası	217,372	2	108,686	1,689	,187
Yurt Pansiyon	146	54,66	7,982	Gruplar içi	16733,275	260	64,359		
Ev	47	57,13	6,553	Toplam	16950,646	2			
Toplam	263	55,22	8,045						

Tablo 4’e göre, öğretmen adaylarının ikamet ettikleri yer ile akademik erteleme puanları arasında  $p>.05$  anlamlı düzeyde bir fark olmadığı görülmektedir.

## **Sonuç, tartışma ve öneriler**

Yapılan analizler sonucunda, öğretmen adaylarının akademik erteleme puanlarının ortalamasının üzerinde olduğu, ortalama puanlara bakıldığında sosyal bilgiler öğretmen adaylarının, fen bilgisi öğretmen adaylarına göre akademik ertelemeye daha yatkın oldukları görülmüştür.

Akademik erteleme davranışlarına yönelik ilgili araştırmalar incelendiğinde; öğrencilerin başarısızlık korkusunun, akademik erteleme davranışlarını açıklamada önemli bir değişken olduğu (Fatimah et al., 2011; Özer ve Altun, 2011), benlik saygısının akademik ertelemeyi olumsuz yönde etkilediği (Çakıcı, 2003; Ferrari et al., 2007; Kandemir, 2010; Solomon and Rothblum, 1984), öğrencilerin durumluluk kaygısının artması ile akademik erteleme davranışlarının da arttığı (Aydoğan ve Özbay, 2012; Lay and Silverman, 1996) Güdülenme düzeyi düşük olan bireylerin akademik ertelemeye daha meyilli oldukları (Brownlow and Reasinger, 2000; Cohen, Ferrari and Díaz-Morales, 2008; Lee, 2005; Senecal, Koestner and Vallerand, 1995; Tuckman, 1998; Tuckman and Sexton, 1989) ve özyeterlik inancı ile negatif yönde anlamlı bir ilişkinin olduğu (Aydoğan ve Özbay, 2012; Chow 2011 Ferrari, Parker and Ware, 1992; Haycock, McCarthy and Skay, 1998; Klassen, Krawchuk and Rajani, 2007; Steel, 2007; Wang et al., 2011; Wolters, 2003) yönünde bulgulara ulaşıldığı görülmektedir.

Öğretmen adaylarının anabilim dallarına göre akademik erteleme durumlarına ilişkin Balkıs (2007) çalışmasında, sayısal puan türüne göre öğrenci alan bölümlerde öğrenim gören öğretmen adaylarının akademik erteleme düzeylerinin, sözel ve eşit ağırlık puan türüne göre öğrenci alan alanlarda öğrenim gören öğretmen adaylarının akademik erteleme düzeylerinden daha yüksek olduğunu ifade etmiştir. Öğretmen adaylarının anabilim dallarına göre akademik erteleme durumlarına ilişkin yapılan çalışmanın sınırlı olması ve bu çalışmada elde edilen sonuçların Balkıs (2007) tarafından elde edilen sonuçlarla farklı olması nedeniyle öğretmen adaylarının akademik erteleme durumlarının öğrenim gördükleri alanın sayısal, sözel veya eşit ağırlıklı olmasına göre bir genellemenin yapılamayacağı düşünülmektedir. Bu konuda daha net sonuçlara ulaşma açısından araştırma sayılarının artmasına ihtiyaç olduğu açıktır.

Bir diğer bulgu öğretmen adaylarının cinsiyete göre akademik erteleme puanları arasında anlamlı bir farkın olduğu ve bu farka göre kız öğrencilerin akademik erteleme eğilimlerinin erkek öğrencilere göre daha yüksek olduğu yönündedir.

İlgili alan yazın incelendiğinde araştırma sonuçları ile benzer doğrultuda bulgulara ulaşılan (Adesina, 2011; Akkaya, 2007; Özer ve Ferrari, 2011) araştırmalar olmakla birlikte, erkek öğrencilerin akademik erteleme eğilimlerinin kız öğrencilere göre daha yüksek olduğu

yönünde (Akbay, 2009; Aydoğan ve Özbay, 2012; Balkıs ve Duru, 2009; Kandemir, 2010; Sarioğlu, 2011; Tanrikulu, 2013) bulguların elde edildiği araştırmaların olduğu ve üçüncü ihtimal olan cinsiyete göre anlamlı bir farkın olmaması yönünde de bulguların elde edildiği (Aydoğan, 2008; Beswick et al., 1988; Haycock, McCarty and Skay, 1998; Kim and Seo, 2015; Watson, 2001; Zarick and Stonebraker, 2009) çalışmaların olduğu görülmektedir.

Bir diğer bulgu ise öğretmen adaylarının akademik başarı durumlarına göre akademik erteleme puanları arasında anlamlı düzeyde bir fark olmadığı yönündedir.

Yapılan araştırmalar incelendiğinde, akademik başarısı düşük olan öğretmen adaylarının akademik erteleme düzeylerinin daha yüksek olduğu (Balkıs, 2007; Fritzsche and Tuckman, 1998; Young and Hickson, 2003) yani ters yönlü bir ilişkinin olduğu yönünde bulgulara ulaşıldığı görülmektedir. Bu çalışmada da düşük akademik puana sahip öğrencilerin akademik erteleme puanları, akademik başarı puanı yüksek öğrencilere göre daha yüksek olduğu ancak istatistiksel olarak anlamlı bir farkın olmadığı görülmüştür. Literatürdeki sonuçlar arasındaki bu farkın örneklem grubunun büyüklüğünden kaynaklanmış olabileceği düşünülmektedir.

Araştırmanın son bulgusu ise öğretmen adaylarının ikamet ettikleri yer (Ailesinin yanı, yut veya pansiyon, evde) ile akademik erteleme puanları arasında anlamlı bir fark olmadığı yönündedir.

Bu araştırmadan ve literatürden elden edilen bilgiler doğrultusunda akademik ertelemenin önemli bir problem olduğu ve bu durumun ortaya çıkmasını sağlayan etkenler arasında başarısızlık korkusu, benlik saygısı, özyeterlik inancı, durumluluk kaygısının artması ve Güdülenme düzeyi gibi faktörlerin etkili olduğu belirtilirken, cinsiyetin akademik erteleme üzerine etkisini belirlemek üzere yapılan araştırmalarda farklı sonuçlara ulaşıldığı ve ortak bir sonucun ortaya çıkmadığı görülmektedir. Cinsiyet Konusunda elde edilen bu farklı bulgular, çeşitli örneklem grupları ile toplumsal farklılıklar da göz önüne alınarak kapsamlı çalışmalara gerek duyulduğunu göstermektedir.

Akademik ertelemenin öğretmen adayları arasında yaygın düzeyde olduğu görülmektedir. Bu problemin nedenlerin araştırılmasına yönelik, daha geniş örneklem grupları ve farklı kültür yapıları da dikkate alınarak nicel araştırmalarla birlikte nitel çalışmaların da yapılması faydalı olacaktır.

### **Kaynaklar**

Ackerman, D. S. and Gross, B. L. (2005). My instructor made me do it: Task characteristics of procrastination *Journal of Marketing Education*, 27(1), 5-13.

- Adesina, O. J. (2011). Influence of personality types and academic procrastination on the academic achievements of senior secondary school adolescents in ibadan. *IFE Psycholog IA*,19(1).
- Akbay, E. S. (2009). *Cinsiyete göre üniversite öğrencilerinde akademik erteleme davranışı: akademik güdülenme, akademik öz yeterlik ve akademik yüklenme stillerinin rolü*. Yayınlanmamış Yüksek Lisans Tezi. Mersin Üniversitesi, Sosyal Bilimler Enstitüsü, Mersin.
- Akkaya, E. (2007). *Academic procrastination among faculty of education students: The role of gender, age, academic achievement, perfectionism and depression*. Yayınlanmamış Yüksek Lisans Tezi. Ortadoğu Teknik Üniversitesi, Sosyal Bilimler Enstitüsü, Ankara.
- Alexander, E. S. and Onwuegbuzie, A. J. (2007). Academic procrastination and the role of hope as a coping strategy. *Personality and Individual Differences*, 42, 1301–1310.
- Aydoğan, D. (2008). *Akademik erteleme davranışının benlik saygısı, durumluk kaygı ve öz yeterliliği ile açıklana bilirliliği*. Yayınlanmamış Yüksek Lisans Tezi. Gazi Üniversitesi, Eğitim Bilimleri Enstitüsü, Ankara.
- Aydoğan, D. ve Özbay, Y. (2012). Akademik erteleme davranışının benlik saygısı, durumluluk kaygı, öz-yeterlilik açısından açıklana bilirliliğinin incelenmesi. *Pegem Eğitim ve Öğretim Dergisi*, 2(3), 1-9
- Balkıs, M. (2007). Öğretmen adaylarının davranışlarındaki erteleme eğiliminin, karar verme stilleri ile ilişkisi. *Pamukkale Üniversitesi Eğitim Fakültesi Dergisi*, 21(1),67-83
- Balkıs, M. ve Duru, E. (2009). Prevalence of academic procrastination behavior among preservice teachers, and its relationship with demographic and individual preferences. *Journal of Theory and Practice in Education*, 5(1), 18-32.
- Beswick, G., Rothblum, E. and Mann, L. (1988). Psychological antecedents of student procrastination. *Australian Psychologist*, 23(2), 207-217.
- Briody, R. (1980). An exploratory study of procrastination (Doctoral dissertation, Brandeis University, 1980). *Dissertation Abstracts International*, 41, 590.
- Brownlow, S. and Reasinger, R. D. (2000). Putting off until tomorrow what is better done today: Academic procrastination as a function of motivation toward college work. *Journal of Social Behavior and Personality*, 15 (5), 15-34
- Chu, A. H. and Choi J. N. (2005). Rethinking procrastination: positive effects of "Active" procrastination behavior on attitudes and performance. *J.Soc. Psychol*, 145(3), 245-264.



- Chow, H. P. H. (2011). Procrastination among undergraduate students: Effects of emotional intelligence, school life, self-evaluation, and self- efficacy. *Alberta Journal of Educational Research*, 57(2), 234-240.
- Cohen J. R., Ferrari J. R. and Díaz-Morales, J. F. (2008). An integrated view of personality styles related to avoidant procrastination. *Personality and Individual Differences*, 45, 554–558.
- Constantin, K., English, M. M. and Mazmanian, D. (2017). Anxiety, depression, and procrastination among students: Rumination plays a larger mediating role than worry, *Journal of Rational-Emotive & Cognitive-Behavior Therapy*, 35, 1-13.
- Çakıcı, Ç. D. (2003). *Lise ve üniversite öğrencilerinde genel erteleme ve akademik erteleme davranışının incelenmesi*. Yayımlanmamış Yüksek Lisans Tezi. Ankara Üniversitesi, Eğitim Bilimleri Enstitüsü, Ankara
- Ellis, A. and Knaus, W. J. (1977). *Overcoming procrastination*. New York: Signet Books
- Fatimah, O., Lukman, Z.M., Khairudin, R., Shahrazad W. S. and Halim, W, F. (2011). Procrastination's relation with fear of failure, competence expectancy and intrinsic motivation. *Pertanika J. Soc. Sci. & Hum*, 19(S), 123-127
- Ferrari, J. R., Johnson, J. L. and McCown, W. G. (1995). *Procrastination and task avoidance: Theory, Research and Treatment*. New York : Plenum Press.
- Ferrari, J. R., Parker, J. T. and Ware, C. B. (1992). Academic procrastination: Personality correlates with Myers-Briggs types, self-efficacy, and academic locus of control. *Journal of Social Behavior & Personality*, 7(3), 495-502.
- Fritzsche, B. A., Young, B. R. and Hickson, K. C. (2003). Individual differences in academic procrastination tendency and writing success. *Personality and Individual Differences* 35, 1549–1557
- Gülebağlan, C. (2003). *Öğretmenlerin işleri son ana erteleme eğilimlerinin, mesleki yeterlilik alguları, mesleki deneyimleri ve branşları bakımından karşılaştırılmasına yönelik bir araştırma*. Yayımlanmamış Yüksek Lisans Tezi. Ankara Üniversitesi, Eğitim Bilimleri Enstitüsü, Ankara
- Haycock, L. A., Mccarthy, P. and Skay, C. L. (1998). Procrastination in college students: The role of self-efficacy and anxiety. *Journal of Counseling and Development*, 76, 317-324.
- Howell, A. and Watson, D. C. ( 2007 ). Procrastination: Associations with achievement goal orientation and learning strategies. *Personality and individual differences*, 43, 167–178.
- Kandemir, M. (2010). *Akademik erteleme davranışını açıklayıcı bir model*. Yayımlanmamış Doktora Tezi, Gazi Üniversitesi, Ankara.

- Karasar, N. (1984). *Bilimsel araştırma metodu*. Ankara: Hacetepe Taş Kitapçılık.
- Kim, K. R. and Seo, E. H. (2015). The relationship between procrastination and academic performance: A meta-analysis. *Personality and Individual Differences*, 82, 26-33.
- Klassen, R. M., Krawchuk, L. L. and Rajani, S. (2007). Academic procrastination of undergraduates low self-efficacy to self-regulate predicts higher levels of procrastination. *Contemporary Educational Psychology*, 33, 915-931.
- Lay, C. H. and Silverman, S. (1996). Trait procrastination anxiety, and dilatory behavior. *Personality and Individual Differences*, 21(1), 61-67.
- Lee, E. (2005). The relationship of motivation and flow experience to academic procrastination in university students. *Journal of Genetic Psychology*, 166, 5-14.
- Milgram, N., Mey-Tal, G. and Levison, Y. (1998). Procrastination, generalized or specific, in college students and their parents. *Personality and individual differences*, 25, 297-316.
- O'Brien, W. K. (2002). Applying the transtheoretical model to academic procrastination. *Doctoral Dissertation*, University of Houston.
- Özer, A. ve Altun, E. (2011). Üniversite öğrencilerinin akademik erteleme nedenleri. *Mehmet Akif Ersoy Üniversitesi Eğitim Fakültesi Dergisi*, 21, 45-72
- Rosario, P., Costa, M., Núñez, J. C., González-Pienda, J., Solano, P. and Valle, A. (2009). Academic procrastination: associations with personal, school and family variables. *Spanish Journal of Psychology*, 12(1), 118-127.
- Sarioğlu, A. F. (2011). Öğretmen adaylarının akademik erteleme eğilimi ile mükemmelliyeçilik düzeyleri arasındaki ilişkinin incelenmesi. Yayınlanmamış Yüksek Lisans Tezi. İstanbul Üniversitesi, Sosyal Bilimler Enstitüsü, İstanbul.
- Sadeghi, H., Hajloo, N. and Emami, F. (2011). The study of relationship between obsessive beliefs and procrastination among students of Mohaghegh Ardabili and Maragheh universities. *Procedia. Social and Behavioral Sciences*, 30, 292 – 296.
- Senecal, C., Koestner, R. and Vallerand, R. J. (1995). Self-regulation and academic procrastination. *Journal of Social Psychology*, 135, 607-619.
- Schouwenburg, H. C., Lay, C., Pychyl, T. A. and Ferrari, J. R. (2004). Counseling the procrastinator in academic settings. *American Psychological Association*. Washington, DC.
- Solomon, L. J. and Rothblum, E. D. (1984). Academic procrastination: frequency and cognitive behavioral correlates. *Journal of Counseling Psychology*, 31(4), 503-509.
- Steel, P. (2007). The nature of procrastination: A meta-analytic and theoretical review of quintessential self-regulatory failure. *Psychological Bulletin*, 133 (1), 65-94.

- Tanrikulu, M. (2013). *Ergenlerin akademik erteleme davranışlarıyla benlik saygılarının incelenmesi*. Yayınlanmamış Yüksek Lisans Tezi. Dokuz Eylül Üniversitesi, Eğitim Bilimleri Enstitüsü, İzmir.
- Tuckman, B. W. (1998). Using tests as an incentive to motivate procrastinators to study. *Journal of Experimental Education*, 2, 141–47.
- Tuckman, B. W. and Sexton, T. L. (1992). Self-believers are self-motivated; self-doubters are not. *Personality and Individual Differences*, 13, 425-428.
- Wang, M., Qian, M., Wang, W. and Chen, R. (2011). Effects of group counseling based on self-efficacy for self-regulated learning in students with academic procrastination. *Chinese Mental Health Journal*, 25(12), 921-926.
- Watson, D. C. (2001). Procrastination and the five-factors model: A facet level analysis. *Personality and Individual Differences*, 30, 149-158
- Wolters, C. A. (2003). Understanding procrastination from a self-regulated learning perspective. *Journal of Educational Psychology*, 95(1), 179-187.
- Zarick, L. M. and Stonebraker, R. (2009). I'll do it tomorrow: the logic of procrastination. *College Teaching*, 57(4), 211-215.



DOI: 10.22559/folklor.976

Folklor/edebiyat, cilt:25, sayı: 97-1, 2019/1

## Ergenlerde Sosyal Onay ve İyilik Hallerinin İncelenmesi

### Examination of Social Approval and Wellbeing Conditions in Adolescents

Münevver Yalçinkaya\*

Meryem Taner\*\*

Emre Demirci\*\*\*

#### Öz

Bu araştırmanın temel amacı, ergenlerde sosyal onay ihtiyacı ve iyilik hallerinin bazı değişkenler açısından incelenmesidir. Araştırmada betimsel tarama modeline dayalı nicel bir araştırmadır. Bu çalışma 2017-2018 öğretim yılında KKTC’de Lefkoşa ve Mağusa ortaokullarında toplam 150 katılımcı ile yapılmıştır. Veriler Sosyal Onay İhtiyacı Ölçeği, Ergenler İçin İyilik Hali Ölçeği ve araştırmacılar tarafından geliştirilen Sosyo-demografik Bilgi Formu kullanılarak elde edilmiştir. Verilerin analizinde t-testi, pearson momentler çarpımı korelasyon katsayısı, tek yönlü varyans analizi ANOVA, Cronbach alpha ve homojenlik testi kullanılmıştır. Ergenlerin sosyal onay ihtiyaç düzeyleri sınıf düzeyi ve uyruk değişkenleri açısından anlamlı bir farklılık göstermiştir. Bunun yanında, ergenlerin iyilik hali düzeyleri ise hiçbir demografik özelliklere göre anlamlı bir farklılık göstermemiştir. Ergenlerin sosyal onay ihtiyacı düzeyi ile iyilik hali düzeyleri arasında pozitif yönde anlamlı bir ilişki bulunmuştur. Araştırma sonucunda ulaşılan bulgular alan yazın ışığında tartışılmış ve bulgularla ilgili önerilerde bulunulmuştur.

**Anahtar sözcükler:** *Ergen, sosyal onay ihtiyacı, iyilik hali*

#### Abstract

The main purpose of this study is to examine the need for social approval in adolescents and to examine their well-being in terms of some variables. It is a quantitative research based on descriptive survey model. This study was carried out with 150 participants in Nicosia and Famagusta secondary schools in K.K.T.C. The data were obtained by using the Social Confirmation Need Scale, Wellbeing for Adolescents Scale and Socio-demographic Information Form developed by the researchers. In the analysis of the data, t-test, pearson moment product correlation coefficient, one-way ANOVA, Cronbach alpha and homogeneity test were used. The level of social approval needs of adolescents showed a significant difference in terms of grade level and nationality variables. Besides, the levels of well-being of adolescents did not differ significantly according to

\* *Uluslararası Kıbrıs Üniversitesi, [myalcinkaya@ciu.edu.tr](mailto:myalcinkaya@ciu.edu.tr)*

\*\* *Uluslararası Kıbrıs Üniversitesi, [mtaner@ciu.edu.tr](mailto:mtaner@ciu.edu.tr)*

\*\*\* *Lefke Avrupa Üniversitesi, [emredemirci1590@gmail.com](mailto:emredemirci1590@gmail.com)*

demographic characteristics. A significant positive correlation was found between the level of social approval of adolescents and their level of well-being. The findings of the study were discussed in the light of the literature and suggestions about the results were developed.

**Keywords:** *Adolescents, need for social approval, wellbeing*

## **Giriş**

Sosyal yaşamda insanlar, diğerleri tarafından sevilme, değer görme ve onaylanma ihtiyaçlarına oldukça yüksek düzeyde gereksinim duymaktadırlar (Karaşar, B. ve Öğülmüş, S. 2016). Sosyal onay ihtiyacı bireysel davranışları yönlendirmede oldukça önemlidir. Bu nedenle araştırmacıların dikkatini çekmiştir. İlgili alan yazı incelendiğinde, sosyal onay diğerlerinin onayını alma kavramı ile açıklamıştır (Fehr ve Falk, 2001). Başka bir ifade ile sosyal onay taktir kazanma eğilimi olarak değerlendirilebilir (Hebert ve diğerleri, 1997). Crowne ve Marlowe de (1964), sosyal onay ihtiyacını çevredeki bireyler tarafından iyi bir insan olarak algılanması gerektiğini vurgulamakla beraber, kültürel olarak onay görmeye eğilimi olan bireylerin sosyal onay ihtiyaç düzeylerinin yüksek olduğu görülmektedir. Bunun yanında onay ihtiyacı arayan bireylerin uyumlu, sempatik ve temkinli kişilik özelliklerini taşıdıkları da belirtilmektedir (Paulhus ve John, 1998).

Sosyal onay ihtiyacının bazı değişkenlerle ilişkili olup olmadığı araştırmacılar tarafından test edilmek istenmiştir. İlgili alan yazına bakıldığında sosyal onay ihtiyacıyla ilişkili olan değişkenlerden birisinin mükemmeliyetçilik olduğu görülmektedir. Antony ve Swinson'a (2009) göre mükemmeliyetçi bireylerin diğerlerine ilişkin aşırı kaygı yaşayan bireyler oldukları ve yüksek onay ihtiyacı içerisinde oldukları ifade edilmektedir. Sosyal onay ihtiyacının mükemmellekle ilişkisi olduğu varsayımından hareketle sosyal onayın iyilik hali ile olan ilişkisinin de araştırmaya değer olduğu söylenebilir.

İyilik hali kavramının kapsamında hem yaşam doyumu, sağlıklı olma, mutlu olma kendini iyi hissetme, kendini gerçekleştirme gibi bireysel faktörlerinin hemde insan hakları, sosyal adalet, gelirden eşit pay alma, sosyal güvenlik ve eşitlik ile toplumsal iyi oluş gibi sosyal faktörlerinin yer aldığı görülmektedir (Bradley, 2009; Talbott, 2010, Akt. Özden, Deniz Pak, İçağasıoğlu- Çoban, 2017 )

Bireylerin iyi oluş düzeyleri değerlendirilirken olumlu duyguların olumsuz duygulara göre oranı önemli bulunmaktadır (Diener ve Lucas, 2000). Olumlu duyguların kapsamı, her konuda isteklilik, full enerjik olmak, tamamen kararlı ve ruhsal olarak uyarılmışlık hali gibi terimlerle ifade edilirken, olumsuz duyguların kapsamında da öfkeli olma, kaygı duyma, kendini suçlu hissetme,

kendini küçük görme gibi hoş olmayan duygular bulunmaktadır. Kişinin negatif duygulardan çok pozitif duyguları ne kadar yüksekse yaşama doyumunu da o ölçüde yüksek olacak ve kişi olumlu duygularla yaşam doyumunu daha da yüksekte olacaktır. Yani kişilerin olumlu ve olumsuz düşünceleri onların yaşam doyumları üzerinde etkili olabilmektedir (Diener ve Larsen, 1993). Yine ilgili alan yazında sağlıklı bir yaşam biçiminin pek çok sağlık problemini önlediğine ilişkin görüşler yer alırken; sağlıksız yaşam tarzının ise oldukça çok fiziksel ve psikolojik bozukluklarla ilgili olduğu belirtilmektedir. Bireylerin yaşam tarzlarında yapılacak değişikliklerle sağlık ve iyilik hallerini artırmanın olanaklı olduğu düşüncesinden hareketle, ergenlerde sosyol onay ve iyilik halinin birlikte ele alınmasının uygun olacağı düşünülmüştür.

Ergende bilişsel gelişim doğuřla başlar, işlenir ve uyumlu hale getirilir. Ergen için gruplarda bulunmak, gruplardan etkilenecek davranışlarını deęiřtirme ergenlik döneminde daha yoğun yaşanır. Sosyal onay görmek bu dönemde önemlidir. Çünkü sosyal onay gören ergenin kendine güvenini artarak, olumlu bir benlik algısı geliřtirmesinde etkili olacaktır. Aynı zamanda ergen için iyilik hali de önemlidir. Çünkü sosyal onayla kazandıęı olumlu kimlik onun iyilik hali düzeyinin yüksek olmasına katkı sağlayacak ve ergenin yaşam doyumunu artıracaktır. Aynı zamanda okul başarısının da artmasında etkili olacaktır. Bu nedenle bu konunun ergenler boyutunda ele alınması önem taşımaktadır.

Özellikle ergenin bu dönemde iyilik halinin yüksek olması için sosyal onay desteęine ihtiyaç duyması önem taşımaktadır. Ergende olumlu duygu durumunun yüksek olması daha önceki dönemlerde gördüęü sosyal onayla ilişkilendirilebilir. Günümüzde okullarda ergenler arasında yaşanan řiddet, öfke, saldırganlık gibi olumsuz duygu durumlarının kontrol altına alınabilmesi için, onların sosyal onay ihtiyacının iyilik hallerinin incelenerek, gerekli önlemlerin alınması açısından önem taşımaktadır. .

Bu kapsamda bu çalışmada ergenlerin sosyal onay ihtiyacının ve iyilik hallerinin incelenmesi amaçlanmıştır. Çalışma bulguları doęrultusunda ergenlere yönelik yapılacak öneriler onların gelecekteki yaşantısında daha iyi rol alması, ilişkilerinde daha düzenli olması ve akademik başarı puanlarının da artmasına neden olacaktır. Bu nedenle bu çalışma önem kazanmaktadır. Bu çalışmanın önemi 2 boyutta daha güçlü hissedilmektedir. Birincisi toplulukçu bir kültürel yapıya sahip olan kültürlerde sosyal onay ihtiyacının daha yüksek olması beklentisine/bulgusuna (Ross ve

Mirowsky, 1984; Middleton ve Jones, 2000; akt: Twenge ve Im, 2007), karşılık, Türk toplumunda değişen değerlerle yüz yüze gelen gençlerin bunu nasıl yansıttıklarının incelenmesi önemli bulunmaktadır. İkinci önem ise, insanlarda mutluluk, sosyal kaygı, benlik kurguları ve mükemmeliyetçilik ile ilişkili olduğu düşünülen sosyal onay ihtiyacının, iyilik hali ile birlikte ele alınması ilk defa bu çalışmada ele alınmış olmasından dolayı çalışma önem taşımaktadır. Ulaşılabilen kaynaklar ölçüsünde Türkçe literatürde bu iki kavramında yeterince ele alınmadığı sonucundan hareketle bu çalışmanın alana katkı getireceği düşünülmektedir.

Bu bağlamda bu çalışmada ergenlerde sosyal onay ihtiyacı ve öznel iyi oluş düzeyinin irdelenmesi amaçlanmıştır. Bu amaç doğrultusunda şu sorulara yanıt aranmıştır.

Çalışmanın Problem Cümlesi: Ergenlerde sosyal onay ihtiyacı ve öznel iyi oluş ne düzeydedir? Ve Sosyal onay ihtiyacının öznel iyi oluşla anlamlı bir ilişkisi var mıdır? Şeklindedir.

### **Alt problemler:**

1. Ergenlerde sosyal onay ihtiyacı düzeyi nedir?
2. Ergenlerde iyilik hali düzeyleri nedir?
3. Ergenlerde sosyal onay ihtiyacı düzeyi bazı değişkenlere göre anlamlı bir farklılık göstermekte midir? (Cinsiyet, yaş, sınıf düzeyi, okul türü, anne mesleği, baba mesleği, ailenin gelir durumu, doğum sırası, uyruk, akademik başarı puanı).
4. İyilik hali düzeyi bazı değişkenlere göre anlamlı bir farklılık göstermekte midir? (Cinsiyet, yaş, sınıf düzeyi, okul türü, anne mesleği, baba mesleği, ailenin gelir durumu, doğum sırası, uyruk, akademik başarı puanı).
5. Sosyal onay ihtiyacı ile iyilik hali arasında anlamlı bir ilişki var mıdır?

### **Yöntem**

Bu araştırma betimsel tarama modeline dayalı nicel bir çalışmadır. Bu çalışmada ortaokul öğrencilerinin sosyal onay ihtiyacı ile iyilik halleri incelenmiştir.

### **Evren ve örneklem**

Bu çalışmanın örneklemini 2017-2018 öğretim yılında KKTC’de Lefkoşa ve Mağusada yer alan maksimum çeşitlilik yöntemi ile seçilen toplam 150 ergeni kapsamaktadır.

“Maksimum çeşitlilik” örnekleme, çalışılan problemle ilgili bireyleri kapsayan küçük bir grubun çeşitliliğini oldukça yüksek derecede yansıtmaktır (Yıldırım ve Şimşek, 2006).

Tablo 1. *Örneklem Grubuna İlişkin Demografik Özellikler*

<b>Cinsiyet</b>	<b>N</b>	<b>%</b>
Kadın	68	45.3
Erkek	82	54.7
Toplam	150	100
<b>Yaş</b>	<b>N</b>	<b>%</b>
11	80	53.3
12	21	14.0
13	49	32.7
Toplam	150	100
<b>Sınıf düzeyi</b>	<b>N</b>	<b>%</b>
6.	90	60.0
7.	18	12.0
8.	42	28.0
Toplam	150	100
<b>Okul türü</b>	<b>N</b>	<b>%</b>
Ortaokul	86	57.3
Kolej	64	42.7
Toplam	150	100
<b>Anne Mesleği</b>	<b>N</b>	<b>%</b>
Özel	57	38.0
Devlet	25	16.7
Diğer	67	44.7
Toplam	149	99,3
<b>Baba Mesleği</b>	<b>N</b>	<b>%</b>



Özel	51	34.0
Devlet	37	24.7
Diğer	61	40.7
Toplam	149	99.3
<b>Ailenin gelir durumu</b>	<b>N</b>	<b>%</b>
İyi	46	30.7
Orta	68	45.3
Düşük	35	23.3
Toplam	149	99.3
<b>Doğum sırası</b>	<b>N</b>	<b>%</b>
Tek	58	38.7
İkinci çocuk	68	45.3
Diğer	24	16.0
Toplam	150	100
<b>Uyruk</b>	<b>N</b>	<b>%</b>
KKTC	102	68.0
TC	33	22.0
Diğer	15	10.0
Toplam	150	100
<b>Akademik başarı puanı</b>	<b>N</b>	<b>%</b>
İyi	88	58.7
Orta	41	27.3
Düşük	21	14.0
Toplam	150	100

Tablo 1'e bakıldığında çalışmaya katılan örneklemin %45.3 kadın, %54.7 erkektir. Yaşa bakıldığında ise 11 yaşında olanlar %53.3, 12 yaşında olanlar %14.0, 13 yaşında olanlar %32.7'dir. Sınıf düzeyine bakıldığında 6. Olanlar %60, 7. Sınıf olanlar %12, 8. Sınıf olanlar %28'dir. Okul türüne bakıldığında ortaokul %57.3, kolej %42.7'dir. Anne mesleğine bakıldığında özel %38.0, devlet %16.7, diğer %44.7'dir. Baba mesleğine bakıldığında özel %34, devlet %24.7, diğer

%40.7'dir. Ailenin gelir durumuna bakıldığında iyi %30.7, orta %45.3, düşük %23.3'dür. Doğum sırasına bakıldığında tek olanlar %38.7, ikinci çocuk %45.3, diğer %16'dır. Uyuğa bakıldığında KKTC %68, TC %22, diğer %10'dur. Akademik başarı puanlarına bakıldığında iyi %58.7, orta %27.3, düşük 14 olarak görülmektedir.

### **Veri toplama araçları**

Çalışmada verileri elde etmek için üç bölümden oluşan bir ölçme aracı kullanılmıştır. İlk bölümde örneklem grubuna ilişkin demografik bilgiler yer almaktadır. İkinci bölümde ise sosyal onay ihtiyacı ölçeği, üçüncü bölümde ise iyilik hali ölçeği bulunmaktadır.

Sosyal onay ihtiyacı ölçeği 2016 yılında Karaşar ve Öğülmüş tarafından geliştirilmiştir. Ölçek 5'li likert tipinde olup toplam 25 maddeden oluşmaktadır. Sosyal onay ölçeğinin Karaşar ve Öğülmüş'ün çalışmalarında .90 bulunmuştur, bu çalışmada ise güvenilirlik düzeyi sayısı .84 bulunmuştur. "Sosyal Onay İhtiyacı Ölçeği"nden alınan puanların yükseldikçe sosyal onay ihtiyacının da yükseldiğini ifade etmektedir. Ölçekte yer alan maddeler "Tamamen Katılıyorum" ve "Kesinlikle Katılmıyorum" arasında derecelendirilmektedir.

İyilik hali ölçeği Myers ve Sweeney tarafından 2004 yılında geliştirilen 5 Faktörlü ölçek olup, "Ergen Formu"nun Türk ergenleri için kullanılması amacıyla 2013 yılında Korkut-Owen ve Öğretmen tarafından Türkçeye uyarlanmıştır. Ölçek toplam 41 maddeden oluşmaktadır. İyilik hali ölçeğinin tarafımızdan yapılan çalışmada güvenilirlik kat sayısı .87 bulunmuştur.

### **Verilerin toplanması ve analizi**

Çalışmada veri toplama araçları gönüllülük ilkesi dikkate alınarak uygulanmıştır. Ölçme araçları için bir yönerge hazırlanarak, yönergede araştırmanın amacının ne olduğu ve çalışmanın nasıl gerçekleştirileceği açık bir şekilde ifade edilmiştir. Ayrıca katılımcıların kimliklerinin de gizli kalacağı vurgulanmıştır. Ölçeklerin doldurulması, yaklaşık 25 ile 30 dakika arasında sürmüştür.

### **Bulgular**

Birinci ve ikinci alt problem doğrultusunda ergenlerde sosyal onay ihtiyacı ve iyilik hali düzeyine ilişkin yapılan işlemler sonucu elde edilen bulgular tablo 2'de gösterilmektedir.

Tablo 2. *Ergenlerde Sosyal Onay İhtiyacı Ve İyilik Hali Düzeyine Ait Ortalamalar*

N	$\bar{x}$	SD
---	-----------	----

<b>Sosyal Onay İhtiyacı</b>	150	3.2	.56
<b>İyilik Hali</b>	150	3.0	.43

Öğrencilerin sosyal onay ihtiyacı puanının aritmetik ortalaması ( $\bar{x}=3.2$ ) ve iyilik hali puanının aritmetik ortalaması ( $\bar{x}=3.0$ ) orta düzeyde olduğu saptanmıştır.

Öğrencilerin sosyal onay ihtiyacı ve iyilik hali düzeylerine ilişkin en yüksek ve en düşük değerler Tablo 3'te sunulmuştur.

Tablo 3. Öğrencilerin Sosyal Onay İhtiyacı Ve İyilik Hali Düzeylerine Ait En Düşük/En Yüksek Ortalamaya Ait Maddelerin Ortalamaları

	<b>Madde</b>	<b>N</b>	<b><math>\bar{x}</math></b>	<b>SD</b>
<b>Sosyal Onay İhtiyacı</b>	Madde 1	150	2.92	1.25
	Madde 25	150	2.95	1.23
	Madde 12	150	3.48	1.21
<b>İyilik Hali</b>	Madde 1	150	2.64	.94
	Madde 32	150	3.44	2.57

Tablo 3'e bakıldığında, sosyal onay ihtiyacı ölçeğinde en yüksek ortalamayı madde 12 “düşüncelerimin, başkaları tarafından onaylanması benim için önemlidir” ( $\bar{x}=3.48$ ) maddesidir. Sosyal onay ihtiyacı ölçeğinde en düşük ortalamayı madde 1 “başkaları tarafından onaylanmadığımda kendimi değersiz hissedirim” ( $\bar{x}=2.92$ ) maddesi ile 25 “başkalarının ne diyeceğini düşünerek kendi istediklerimden vazgeçerim” ( $\bar{x}=2.95$ ) maddeleri almıştır. İyilik hali ölçeğinde ise en yüksek ortalamayı madde 32 “serbest zaman aktivitelerimden memnunum” ( $\bar{x}=3.44$ ) maddesi, en düşük ortalamayı ise madde 1 “stresle başa çıkma biçimimden memnunum” ( $\bar{x}=2.64$ ) almıştır.

Üçüncü alt problem doğrultusunda yapılan işlemler sonucunda ergenlerde sosyal onay ihtiyacı cinsiyet, yaş, okul türü, anne mesleği, baba mesleği, ailenin gelir durumu, doğum sırası, akademik başarı puanları açısından yapılan istatistiksel işlemler sonucu anlamlı bir farklılık çıkmamıştır. Bununla beraber sınıf düzeyi ve uyruk boyutunda anlamlı bir farklılık tespit edilmiştir. ( tablo 4 ve 5'de görülmektedir.)

Tablo 4. Ergenlerin “Sosyal Onay İhtiyacı Ölçeği” Puanlarının Sınıf Düzeyine Göre Yapılan Betimsel İstatistikler

Grup	N	$\bar{x}$	s.s	s.h
6. sınıf	90	3.36	.55	.05
7. sınıf	18	3.13	.53	.12
8. sınıf	42	3.11	.57	.08

Tablo 4’de görüldüğü gibi, 6.sınıfta bulunan ergenlerin sosyal onay ihtiyaç puanları aritmetik ortalama puanları 3.36’dır. 7.sınıfların sosyal onay ihtiyacının aritmetik ortalama puanları 3.13’dür. 8.sınıfların sosyal onay ihtiyaç puanları aritmetik ortalama puanları 3.11’dir.

Tablo 5. Ergenlerin “Sosyal Onay İhtiyacı” Puanlarının Sınıf Düzeyine Göre ANOVA Sonuçları

Varyansın Kaynağı	Karaler Toplamı	sd	Karaler ortalaması	F	p
Gruplar arası	2.074	2	1.037	3.30	.04*
Gruplar içi	46.187	147	.314		
Toplam	48.261	149			

\*p<.05

Tablo 5’e bakıldığında gruplar arasında anlamlı bir farklılık olduğu görülmektedir (p=.040). Farkın hangi hangi gruplar arasında olduğunu belirlemek için yapılan tukey testi sonucunda farkın 6. ve 8. Sınıflar arasında olduğu görülmektedir (F(2,147)=.05,p<.0.05).

Ergenlerin “sosyal onay ihtiyacı” ölçeği puanlarının uyruklarına göre yapılan betimsel istatistiksel işlemler tablo 6’da sunulmuştur.

Tablo 6. Ergenlerin Sosyal Onay İhtiyacı Puanlarının Uyruklarına Göre Betimsel İstatistikler

Grup	n	$\bar{x}$	s.s	s.h
KKTC	102	3.34	.57	.05
TC	33	3.14	.48	.08
Diğer	15	2.94	.58	.015

Tablo 6’da görüldüğü gibi ergenlerin KKTC uyruklu ergenlerin sosyal onay ihtiyaç puanları  $\bar{x}=3.34$ ’dür. TC uyruklu ergenlerin sosyal onay ihtiyaç puanları  $\bar{x}=3.14$ ’dür. Diğer uyruklu ergenlerin sosyal onay ihtiyaç puanları  $\bar{x}=2.94$ ’dür.

Sosyal onay ihtiyaç puanlarının ergenlerin uyruklarına göre farklılık gösterip göstermediğine ilişkin yapılan istatistik sonuçları tablo7’de verilmiştir.

Tablo 7. *Ergenlerin Sosyal Onay İhtiyaç Ölçeğinin Puanlarının Uyruklarına Göre ANOVA Sonuçları*

Varyansın Kaynağı	Karaler Toplamı	sd	Karaler ortalaması	F	p
Gruplar arası	2.716	2	1.358	4.38	.01
Gruplar içi	45.546	147	.310		
Toplam	48.261	149			

Tablo 7’de görüldüğü gibi gruplar arasında .05 düzeyinde anlamlı bir farklılık olduğu görülmektedir. Bu farkın hangi gruplar arasında olduğunu tespit etmek için yapılan tukey testinde sonucunda farkın KKTC ve Diğer gruplar arasında olduğu görülmektedir ( $F(2,14)=0.05, p<0.05$ ).

Dördüncü alt probleme göre ergenlerin iyilik hali ölçeği puanlarının cinsiyet, yaş, okul türü, anne mesleği, baba mesleği, ailenin gelir durumu, doğum sırası, akademik başarı puanları, uyruk ve sınıf düzeyi açısından yapılan istatistiksel işlemler sonucu anlamlı bir farklılık çıkmamıştır.

Beşinci alt problem olan sosyal onay ihtiyacı ile iyilik hali arasında anlamlı bir ilişkinin olup olmadığını tespit için yapılan pearson momentler korelasyon katsayısına ilişkin bulgular tablo 8’da gösterilmektedir.

Tablo 8. *Sosyal Onay İhtiyacı ile İyilik Hali Ölçekleri Arasındaki İlişki*

	1	2
1. Sosyal Onay İhtiyacı		.208*
2. İyilik Hali		

---

\*  $p < .05$

Tablo 8’de görüldüğü gibi sosyal onay ihtiyacı ile iyilik hali ölçeği arasında pozitif yönde yüksek düzeyde anlamlı bir ilişki olduğu bulunmuştur ( $r=.208, p=.011$ ).

### **Tartışma ve sonuç**

Ergenlerin sosyal onay ihtiyaç düzeylerinin ortalaması ( $\bar{x}=3.26$ ) olarak bulunmuştur. Bu bulgu ergenlerin sosyal onay ihtiyaç düzeylerinin ortanın üstünde olduğunu göstermektedir. Yapılan farklı çalışmalarda (Ross ve Mirowskye,1984) toplulukçu kültürlerde yaşayan bireylerin sosyal onay ihtiyacının daha yüksek olduğu gözlemlenmiştir. Elde edilen bu bulgu yapılan diğer çalışmaları destekler niteliktedir. Ergenlerin iyilik hali düzeylerinin ortalaması ise ( $\bar{x}=3.05$ ) olarak bulunmuştur. Ergenlerin iyilik hali düzeylerinin de ortanın üstünde olduğu söylenebilir.

Ergenlerin sosyal onay ihtiyacı ölçeğinde en yüksek ortalamayı alan madde 12 “düşüncelerimin, başkaları tarafından onaylanması benim için önemlidir” ( $\bar{x}=3.48$ ) maddesidir. Sosyal onay ihtiyacı ölçeğinde en düşük ortalamayı alan madde 1 “başkaları tarafından onaylanmadığımda kendimi değersiz hissedirim” ( $\bar{x}=2.92$ ) maddesi ile 25 “başkalarının ne diyeceğini düşünerek kendi istediklerimden vazgeçerim” ( $\bar{x}=2.95$ ) maddeleri almıştır.

Bu bulgulara göre ergenler sosyal onay ihtiyacı konusunda en çok başkaları tarafından kabul görme, onaylanma ve gerektiğinde uygun yönde davranışlarını değiştirme ihtiyacını önemli görmüşlerdir. Bu bulgular onların buldukları dönem ile uyumlu olan bir bulgudur. Ergenlik döneminde ergen için çevrenin sosyal kabul ve onay ihtiyacı önemlidir. Bu konu ile ilgili literatüre bakıldığında sosyal onay ihtiyacının, bireyin diğerlerinin onayını arama eğilimini ifade ettiği görülmektedir (Crowne ve Marlowe, 1960; akt: Sosik ve Dinger, 2007, s.136). Bu literatür doğrultusunda ergenlere ilişkin bu bulgunun ergenlik dönemi ile uyumlu olduğu söylenebilir.

İyilik hali ölçeğinde ise en yüksek ortalamayı madde 32 “serbest zaman aktivitelerimden memnunum” ( $\bar{x}=3.44$ ) maddesi, en düşük ortalamayı ise madde 1 “stresle başa çıkma biçimimden memnunum” ( $\bar{x}=2.64$ ) almıştır. İlgili alan yazında ergenlere ilişkin çalışma yetersiz olduğundan bu bulguyu destekler nitelikte bulgulardan söz edilememiştir.

Bu çalışmada ergenlerde sosyal onay ihtiyacı cinsiyet, yaş, okul türü, anne mesleği, baba mesleği, ailenin gelir durumu, doğum sırası, akademik başarı puanları açısından yapılan istatistiksel işlemler sonucu anlamlı bir farklılık çıkmamıştır. Bununla beraber sınıf düzeyi ve

uyruk deęişkenlerinde anlamlı bir farklılık tespit edilmiştir. Bu bulguyu destekleyen çalışmalar bulunmaktadır (Karaşar ve Öęülmüş, 2016; Ateş, 2012; Karaşar, 2014). Karaşar ve Öęülmüş'ün(2016) çalışmasında sosyal onay ihtiyacı doğum sırasına göre anlamlı bir fark göstermezken sınıf düzeyine göre anlamlı bir fark gösterdiği saptanmıştır. Ateş'in(2012) çalışmasında ise öğrencilerin sosyal onay ihtiyacının, kardeş sayısına, aile desteğine ve annelerinin çalışıp çalışmama durumuna göre anlamlı bir farklılık göstermediği bulunmuştur. Karaşar'ın (2014), çalışmasında ise öğrencilerin sosyal onay ihtiyaç düzeyinin cinsiyete göre anlamlı bir farklılık göstermediği saptanmıştır. Bu bulgulara göre sosyal onay ihtiyacının sahip olunan kardeş sayısı, kardeş sayısı, doğum sırası ve annenin çalışma durumu gibi deęişkenlerden etkilenmediği söylenebilir.

Ergenlerin iyilik hali ölçeęi puanlarının cinsiyet, yaş, okul türü, anne mesleęi, baba mesleęi, ailenin gelir durumu, doğum sırası, akademik başarı puanları, uyruk ve sınıf düzeyi açısından yapılan istatistiksel işlemler sonucu anlamlı bir farklılık çıkmamıştır. Oysa (Doęan, 2016)'nın çalışmasında serbest zaman boyutunda erkek öğrencilerin iyilik halinin kız öğrencilere göre daha sağlıklı oldukları yönünde bir bulguya ulaşılmıştır. Bu bulgulara göre iyilik halinin cinsiyet deęişkenine göre farklılık oluşturup-oluşturmaması durumsallık göstermektedir denebilir.

Iyilik hali ile sosyal onay ihtiyacı düzeyinin arasında ilişki olup-olmadığına ilişkin yapılan işlem sonucunda iki ölçek arasında pozitif yönde düşük düzeyde anlamlı bir ilişki bulunmuştur. Bu bulguyu destekleyen alan yazında yani sosyal onay ve iyilik hali ilişkisini birlikte ele alan bir çalışmaya rastlanmamıştır.

### **Öneriler**

Ergenlerin gelecekteki yaşantısında daha iyi rol alması, ilişkilerinde daha düzenli olması ve akademik başarı puanlarının da artmasını sağlamak için okullardaki rehberlik hizmetleri tarafında sosyal onay ihtiyacı ve iyilik hali düzeyini artıracak programlar sunulmalıdır.

Sosyal onay ihtiyacı ve iyilik hali ile ilgili okul rehberlik hizmeti tarafından velilere farkındalık eğitimleri verilebilir. Fakat sosyal onay belirli düzeyde gelişirse olumlu yönde, fazla gelişirse ergende bağımlılık oluşarak olumsuz yönde olacaktır.

Sosyal onay ihtiyacı artıkça iyilik hali düzeyide artmaktadır. Bu nedenle ergenlerde sosyal onay ihtiyacını destekleyecek okulda rehberlik hizmeti tarafından etkinlikler düzenlenebilir.

Bu çalışmada ulaşılan örneklem sayısı ve uygulanan örneklem yöntemi çalışma sonuçlarının genellenebilirliğini sınırlamaktadır. Diğer örnekleme yöntemlerinin, araştırma metodları, farklı veri toplama araçlarının ve örneklem sayısının artırılması, değişik örneklem gruplarıyla çalışılması, farklı, güçlü ve daha genellenebilir sonuçların elde edilmesini sağlayabilir.

### **kaynaklar**

ANTONY, M. M. (2009). When perfect isn't good enough: strategies for coping with perfectionism. *Oakland, CA: New Harbinger Publications*, 198-214.

ATEŞ, B. (2012, Mayıs-Haziran). Orta Öğretim Öğrencilerinin Sosyal Destek Algılarının Bazı Değişkenlere Göre İncelenmesi. *Akademik Bakış Dergisi*(30). [www.akademikbakis.org](http://www.akademikbakis.org) adresinden alındı

Burcu KARAŞAR, S. Ö. (2016). Sosyal Onay İhtiyacı Ölçeği: Geçerlik Ve Güvenirlik Analizi. *17, 1*, 84-104.

Burcu KARAŞAR, S. Ö. (2016). Üniversite Öğrencilerinde Sosyal Onay İhtiyacının Çeşitli Değişkenler Açısından İncelenmesi. *Uludağ Üniversitesi*, 469-495. [kutuphane.uludag.edu.tr/Univder/uufader.htm](http://kutuphane.uludag.edu.tr/Univder/uufader.htm) adresinden alındı

Crowne, D. (1960). A new scale of social desirability independent of psychopathology. *Journal of Consulting Psychology*,, 349-354. doi:10.1037/h0047358

Diener, E. W. (tarih yok). Diener, E. Wirtz, D., Tov, W. ve diğ. Soc Indic Res. *97*(2), 143-156. doi:10.1007/s11205-009-9493-y

Doğan, T. (2006). Üniversite Öğrencilerinin İyilik Halinin “Maneviyat” ve “Serbest Zaman” Boyutlarının İncelenmesi. *Türk Psikolojik Danışma ve Rehberlik Dergisi*, *3*(26), 1-16.

James R. Hebert, Y. M. (1997, aralık 15). *American Journal of Epidemiology*, *146*(12), 1046-1055. doi:10.1093/oxfordjournals.aje.a009233

John J. Sosik, S. L. (2007, nisan). liderlik stili ve vizyon içeriği arasındaki ilişkiler: sosyal onay, kendi kendini izleme ve toplumsal güce olan ihtiyaç için ılımlı yol. *liderlik üç aylık*, *18*(2), s. 134-153. doi:10.1016/j.leaqua.2007.01.004



- John, D. L. (2002, ocak 04). Egoistic and Moralistic Biases in Self- Perception: The Interplay of Self- Deceptive Styles With Basic Traits and Motives. *Kişilik Dergisi*, 66(6). doi:10.1111/1467-6494.00041
- Kemal BAYTEMİR, B. K. (2017). Ebeveyne Bağlanma ve Sosyal Onay İhtiyacının Kişilerarası. *Mersin Üniversitesi Eğitim Fakültesi Dergisi*, , 13(3), 649-960. doi:10.17860/mersinefd.305546
- PORTMORE, D. W. (2010, aralık). Ben Bradley, Well-Being and Death. *Cambridge University Press*, 22(4), 198. doi:10.1017/S0953820810000397
- Talbott, W. J. (2010, kasım). Human Rights And Human Well-Being. *Oxford University*, 432.
- Twenge, J. M. (2007, Şubat). Sosyal onay ihtiyacında değişiklikler. *Kişilik Araştırma Dergisi*, 171-189. doi:10.1016/j.jrp.2006.03.006



DOI: 10.22559/folklor.977

Folklor/edebiyat, cilt:25, sayı: 97-1, 2019/1

## **Lise Öğrencilerinde İnternet Bağımlılığı ve Depresyonun Cinsiyet, Akademik Başarı ve İnternete Giriş Süreleri Açısından İncelenmesi**

A Study on Internet Addiction and Depression Among High School Students  
due to Gender, Academic Success and Internet Usage Duration

**Cemre Anlayışlı\***

**Nergüz Bulut Serin\*\***

### **Öz**

Bu çalışmanın amacı lise öğrencilerinde internet bağımlılığı ile depresyonun cinsiyet, akademik başarı ve internete giriş süreleri açısından incelenmesidir. Bu araştırmanın evrenini 2016-2017 Eğitim-Öğretim yılında KKTC Millî Eğitim Bakanlığına bağlı lise 9., 10., 11. ve 12. sınıf öğrencileri oluşturmaktadır. Araştırmanın örneklemini 85'i kadın (% 42,5), 115'i erkek (%57,5) olmak üzere toplam 200 öğrenci oluşturmaktadır. Araştırmada veri toplama aracı olarak, araştırmacılar tarafından geliştirilmiş olan kişisel bilgi formu ile “Beck Depresyon Ölçeği” (BDÖ) ve “Young İnternet Bağımlılık Ölçeği” kullanılmıştır. Verilerin analizinde tek yönlü varyans analizi (ANOVA), t, ve korelasyon test teknikleri kullanılmıştır. Araştırma verileri ile yapılan analizler sonucunda, internet bağımlılık düzeylerinin katılımcıların cinsiyetleri açısından anlamlı farklılık sergilemediğini ancak depresyon düzeyleri arasında anlamlı farklılık olduğunu göstermektedir. Kadınların depresyon düzeyleri erkeklerle oranla anlamlı düzeyde yüksektir. Katılımcıların depresyon düzeyleri incelendiğinde akademik başarıları arasında anlamlı farklılıklar olduğu saptanmıştır. İnternet bağımlılığı açısından akademik başarıları biraz kötü olanlar ile iyi olanlar arasında anlamlı farklılık olduğu saptanmıştır. Katılımcıların internete günlük giriş süresi 8 saatten fazla ve 5 ile 8 saat arasında olanların internet bağımlılık düzeylerinin günlük internete giriş süresi 1 ile 3 saat arasında olanlara kıyasla anlamlı düzeyde yüksek olduğu bulunmuştur. İnternet bağımlılığı ile depresyon arasında pozitif yönde anlamlı bir ilişki olduğu bulunmuştur.

**Anahtar sözcükler:** *İnternet bağımlılığı, depresyon, lise öğrencileri*

### **Abstract**

Aim of this academic study is to examine and evaluate internet addiction and depression in terms of gender, academic success and times being spent on the internet among high school students. This research is based on 9th, 10th, 11th, and 12th grade students on the academic year of 2016 - 2017 in schools of Northern Cyprus Turkish Republic. The population of the research is consisted of 85 female (42.5%), 115 male (57.5%), a total of 200 students. In the research, as a means of gathering information, Beck Depression Scale (BDS) and Internet Addiction Among Youth has been created and

\* Yakın Doğu Üniversitesi Eğitim Programları ve Öğretim Ana Bilim Dalı Doktora Programı öğrencisi, [cmranlayisli06@gmail.com](mailto:cmranlayisli06@gmail.com)

\*\* Lefke Avrupa Üniversitesi Dr.Fazıl Küçük Eğitim Fakültesi Rehberlik ve Psikolojik Danışmanlık Bölümü [nserin@eul.edu.tr](mailto:nserin@eul.edu.tr)

\*\*\*Bu çalışma, birinci yazarın, Prof.Dr. Nergüz Bulut Serin danışmanlığında yürütülen tezin bir kısmından oluşturulmuştur.

used by the researchers. Methods of ANOVA, t, and correlation test technique has been used to analyze data. As a result of the analyze, we concluded that internet addiction level does not vary according to gender; however, level of depression varies significantly. Depression level of female showed being significantly higher compared to depression level of male subjects. When we look at the academic success of the participants, it has been determined that, there are significant differences. In case of internet addiction, academic success varies significantly between a little bad and good ones. Some participants have over 8 hours of time spent in a day on the internet, and it has been determined that level of addiction among participants who spend 5 to 8 hours on the internet compared to participants who spend 1 to 3 hours on the internet in a day. We concluded that there is a positive correlation between depression and internet addiction.

**Keywords:** *Internet addiction, depression, high school students*

## **Giriş**

Gündelik yaşamda büyük kolaylıklar sağlayan internet teknolojilerinin yoğun biçimde kullanımı çeşitli problemleri de dolayısıyla kaçınılmaz kılmaktadır. Bazı internet kullanıcılarının uzun süreler boyunca internetin başından kalmadıkları ve rutin işlerini dahi aksattıkları görülmektedir. Bu tür bireyler internet bağımlılığı sebebiyle hayatlarında artarak daha fazla problemle karşılaşmaktadırlar.

Depresyon, kaygı gibi psikopatolojik durumların bireydeki varlığının çoğunlukla problemlili internet kullanım riskini arttırdığı görülmüştür (Durak ve Durak, 2011). Ergenlik dönemindeki bireyler psikolojik olgunluğa erişememeleri sebebiyle internet bağımlılığına sahip olmada risk grubunu oluşturmaktadırlar. Günümüz toplumlarında özellikle teknolojik gelişmelerin olumsuz yanlarından en çok gençlerin etkilendiği düşünülmektedir (Avcı, 2010). Gündelik hayatı olumsuz şekilde etkileyen internet bağımlılığı ile doğrudan ya da dolaylı olarak bağlantılı birçok durum rapor edilmiştir. Bu bağımlılığın oluşum sürecinde sohbet odaları, haber bültenleri ve oyunlar önemli rol oynamaktadır (Kayri ve Günüç, 2010). Bağımlılığa sahip bireylerin akran ve anne-baba ilişkilerinin daha kötü olduğu ve iletişim kurmada problem yaşadıkları görülmüştür (Arslan, Kırık, Karaman ve Çetinkaya, 2015). Teknolojinin getirdiği imkânlar doğrultusunda ergenlik dönemindeki bireylerin kullanım süreleri de fazlalaşmakta ve bağımlılığa sebebiyet verebilmektedir (Horzum ve Ayas, 2011). Genel anlamda tüm bağımlılıklar, özelde ise öneminin giderek artması sebebiyle internet bağımlılığı üzerine yapılan çalışmalar giderek artmakta ve önem taşımaktadır (Griffiths, 1999). İnternet, yaşamlarımızda var olan önemli bir bilgi ve iletişim aracı olmasının yanında işte ve evde de yapılabilecek birçok aktiviteyi de bünyesinde barındırmaktadır. Bu efektif araç, olumlu yönlerin yanı sıra olumsuz yönleri de içinde barındırmaktadır. Olumsuz yönlerden bazıları; güvensiz bilgileri barındırması, aşırı bilgi yüklemesi ve bilgi ayırımı şeklindedir. Bunun yanında internet bağımlılığı ve bilişim suçları da internetin yol açtığı ciddi sorunlardandır (Kayri ve Günüç, 2010). Uygun olmayan internet kullanımı, aşırı internet kullanımı ve patolojik internet kullanımı terimleri de bulunmaktadır (Arısoy, 2009).Fakat

bütün bu isimlendirmelerin internetle alakadar patolojik yapıları tam anlamı ile kapsadığını belirtmek zordur (Kalyoncu, Genç, Eraslan, Odabaşoğlu ve Öztürk, 2007). Ayrıca son olarak yayınlanmış olan Ruhsal Bozuklukların Tanısal ve Sayımsal El Kitabı içerisinde de patolojik internet kullanımı ya da internet bağımlılığı ile alakalı olan bir tanımlama bulunmamaktadır (Amerikan Psikiyatri Birliği, 2015).

Depresyon; oldukça yoğun bir değersizlik, endişe ve suçluluk hissetmenin yanı sıra insanlardan uzaklaşma, iştah kesilmesi ve uyku problemi gibi çeşitli sorunları da beraberinde getirebilmektedir (Davison ve Neale, 2013). Depresyon süreci, hareketlerde yavaşlama ve durgunluk, isteksizlik, değersiz hissetme, karamsarlık ve üzüntülü bir yaşantı içerisinde bulunma gibi belirtileri içermektedir (Çam ve Engin, 2014). Sağlıklı olan bireylerde hayal kırıklığına sebebiyet veren ve istenmeyen hayati olaylar sonucunda var olan; üzüntü, keder ve sıkıntı gibi duyguları içeren depresyon hayatın normal bir kısmı olarak tanımlanabilir (Öztürk ve Uluşahin, 2015). Depresyon karşısında çeşitli mekanizmalar ve alternatifler geliştirme hususunda başa çıkma yöntemleri de önemlidir. Stresli bir durumla karşılaşıldığı takdirde bireylerin üretilen geliştirdikleri davranışsal ve bilişsel çabalar başa çıkma halimizi tanımlamaktadır (Erözkan, 2006). Birey ergenlik döneminde aileden bağımsız olmanın yolunu akran etkileşimini arttırarak bulmaya çalışmaktadır (Üstündağ, Kesbir ve Kavzaoğlu, 2011). Ebeveynlerden arkadaşlara doğru bir güven aktarımının olması bireyin yaşamında önemlidir. Ergenlik dönemindeki birey stresli durumlarla karşı karşıya geldiği süre boyunca depresyon riski de artmaktadır (Elster ve Reif, 1998).

Depresyon, kaygı gibi psikopatolojik durumların bireydeki varlığının çoğunlukla problemleri internet kullanım riskini arttırdığı görülmüştür (Durak ve Durak, 2011). Depresyon ile ilgili yapılan çalışmalarda depresyon düzeyini arttıran psikolojik, sosyal ve ailesel etkenler, depresyon oluşumunda öncülük olabilecek psikopatolojik etkenler, depresyonu ortaya çıkaran stresli yaşam şartları gibi konular araştırma alanlarını oluşturmaktadır (Tamar ve Özbaran, 2004). Ergenlerde internet bağımlılığı ve depresyon arasındaki ilişkileri araştıran çalışmaların son yıllarda arttığı görülmektedir.

Bu araştırmanın amacı, KKTC 'de liselerde öğrenim görmekte olan öğrencilerde internet bağımlılığı ile depresyonun cinsiyet, akademik başarı ve internete giriş süreleri açısından incelenmesidir. Araştırmanın diğer bir amacı da, internet bağımlılığı ile depresyon arasındaki ilişkinin araştırılmasıdır.

### **Problem cümlesi**

Lise öğrencilerinde internet bağımlılığı ve depresyonun cinsiyet, akademik başarı, internete giriş süreleri açısından anlamlı bir farklılık var mıdır?

### **Alt problemler**

1. Lise öğrencilerinde cinsiyete göre, internet bağımlılığı ve depresyon arasında anlamlı bir farklılık var mıdır ?
2. Lise öğrencilerinde başarı durumlarına göre, internet bağımlılığı ve depresyon arasında anlamlı bir farklılık var mıdır ?
3. Lise öğrencilerinde internete günlük giriş sürelerine göre, internet bağımlılığı ve depresyon arasında anlamlı bir farklılık var mıdır ?
4. Lise öğrencilerinde internet bağımlılığı ile depresyon arasında anlamlı bir ilişki var mıdır?

### **Yöntem**

Bu bölümde araştırmanın modeli, evren ve örnekleme, verilerin toplanması ve verilerin çözümlenmesine ilişkin bilgiler yer almaktadır.

### **Araştırmanın modeli :**

Bu araştırma Kuzey Kıbrıs Türk Cumhuriyeti Millî Eğitim Bakanlığı'na bağlı Gazimağusa ilçe merkezindeki lise öğrencilerinde görülen internet bağımlılığı ve depresyonun farklı değişkenler açısından incelendiği nicel araştırma yöntemi kullanıldığı betimsel bir çalışmadır.

### **Evren ve örneklem**

Bu araştırmanın evrenini 2016-2017 Eğitim Öğretim yılında Kuzey Kıbrıs Türk Cumhuriyeti Millî Eğitim Bakanlığına bağlı Gazimağusa ilçe merkezindeki lise öğrencileri oluşturmaktadır.

### **Örneklem:**

Bu araştırmanın örneklemini 2016-2017 Eğitim Öğretim Yılında, Kuzey Kıbrıs Türk Cumhuriyeti Millî Eğitim Bakanlığına bağlı, Gazimağusa ilçe merkezinde bulunan 5 lisede öğrenim gören, 9., 10, 11. ve 12. sınıf öğrencileri oluşturmaktadır. Araştırmanın örnekleme uygun örnekleme yöntemi ile belirlenmiştir. Katılımcıların cinsiyetlerine göre dağılımları incelendiğinde katılımcıların 85'i kadın (% 42,5), 115'i erkek (%57,5) olmak üzere toplam 200 öğrenci oluşturmaktadır.

### **Veri toplama araçları:**

Araştırmada veri toplama aracı olarak, araştırmacılar tarafından geliştirilmiş olan kişisel bilgi formu ile “Beck Depresyon Ölçeği” (BDÖ) ve “Young İnternet Bağımlılık Ölçeği” kullanılmıştır.

**Beck Depresyon Ölçeği” (BDÖ):** İlk kez Beck, Rush, Shaw ve Emery, (1961) tarafından geliştirilmiş olan BDÖ, 1978 versiyonu (Beck ve ark. 1979) ile hem kendini değerlendirmeye hem de kolay puanlamaya uygun hale getirilmiştir. Beck Depresyon Ölçeği, 0’dan 3’e kadar derecelendirilen, 21 maddeden oluşan kendini değerlendirme aracıdır. Yirmi bir maddenin her birinde 4 seçenek vardır. Toplam puan 0–63 arasında değerlendirilir. Ölçeğin kesme puanı 17’dir. Derecelendirmelerin toplanmasıyla 0-63 arasında değişen toplam puan elde edilmektedir. Ölçeğin, Türk kültürü için de geçerlik ve güvenirlik çalışmaları yapılmıştır (Hisli,1989).

**Young İnternet Bağımlılık Ölçeği:** Young İnternet Bağımlılığı Ölçeği (YİBÖ):Young (1998) tarafından geliştirilen 20 maddelik, 1-6 arası derecelendirilen Likert tipi bir ölçektir. Puan aralığı 20-180’dir ve ölçekten alınan yüksek puanlar internet bağımlılığının yüksek olduğunu göstermektedir. Ölçeğin Türkçe uyarlama çalışması, Bayraktar (2001) tarafından KKTC’de gerçekleştirmiş, Cronbach Alfa iç tutarlık katsayısı .91 bulunmuştur (Albayrak, 2001).

### **Verilerin analizi**

Verilerin analizinde tek yönlü varyans analizi (ANOVA), t, ve Pearson Momentler Çarpımı Korelasyon Katsayısı analizi test teknikleri kullanılmıştır.

## **Bulgular**

**Katılımcıların depresyon ve internet bağımlılık düzeylerinin cinsiyetlerine göre karşılaştırılması**

*Tablo 11: Katılımcıların cinsiyete göre İnternet Bağımlılığı ve Depresyon Ölçeğine İlişkin Ortalama ve Standart Sapma Değerleri*

	<b>Cinsiyet</b>	<b>n</b>	$\bar{x}$	<b>ss</b>	<b>sd</b>	<b>t</b>	<b>p</b>
Beck	Kadın	85	38.9176	11.8353			

Depresyon	Erkek	115	34.2087	11.2946	198	2.856	P<.005*
Young	Kadın	84	37,0000	22,8726			
İnternet	Erkek	115	40,9739	18,8239	197	1.302	p>.005

Tablo 1’de görüldüğü üzere; öğrencilerin internet bağımlılık düzeylerinin cinsiyetleri açısından anlamlı farklılık sergilemediğini ancak depresyon düzeyleri arasında anlamlı farklılık olduğunu göstermektedir ( $t= 2.856$ ,  $p <.005$ ). Buna göre, kız öğrencilerin depresyon düzeyleri erkek öğrencilere göre anlamlı düzeyde yüksektir.

### **Katılımcıların depresyon ve internet bağımlılık düzeylerinin akademik başarılarına göre karşılaştırılması**

**Tablo 2:** Katılımcıların Başarı Durumuna Göre İnternet Bağımlılığı ve Depresyon Ölçeğine İlişkin Ortalama ve Standart Sapma Değerleri

		Katılımcı Sayısı	Ortalama	Std. Sapma	Std. Hata
Depresyon	Çok Kötü	15	43,0667	13,09016	3,37987
	Biraz Kötü	76	37,7500	10,67973	1,22505
	İyi	95	34,5368	11,15062	1,14403
	Çok İyi	14	31,8571	16,01853	4,28113
	Toplam	200	36,2100	11,73261	,82962
İnternet bağımlılığı	Çok Kötü	15	43,6000	24,75537	6,39181
	Biraz Kötü	76	43,8026	19,39005	2,22419
	İyi	94	35,1596	19,23220	1,98365
	Çok İyi	14	38,0000	27,67115	7,39542
	Toplam	199	39,2965	20,66856	1,46516

**Tablo 3:** Katılımcıların Başarı Durumlarına göre, İnternet Bağımlılığı ve Depresyon Düzeylerinin Anlamlı Farklılıklarına İlişkin Anova Testi Sonuçları

		Kareler	df	Ortalamanın Karesi	F	Anlamlılık
		Toplamı				
Depresyon	Gruplar Arası	1416,661	3	472,220	3,563	,015
	Gruplar İçi	25976,519	196	132,533		
	Toplam	27393,180	199			
İnternet bağımlılığı	Gruplar Arası	3453,262	3	1151,087	2,767	,043
	Gruplar İçi	81130,246	195	416,053		
	Toplam	84583,508	198			

Tablo 3’de görüldüğü üzere, katılımcıların depresyon düzeyleri incelendiğinde akademik başarıları arasında anlamlı farklılıklar olduğu saptanmıştır. Bu farklılığın bağımsız değişkenin hangi düzeyleri arasında olduğunu tespit etmek için Post Hoc Test Gruplarından LSD testinin yapılması uygun bulunmuştur. Buna göre akademik başarıları çok kötü olan katılımcıların akademik başarıları iyi olan ( $F(3, 196) = 3.563, P=0.008$ ) ve çok iyi olan katılımcılara kıyasla ( $F(3, 196) = 3.563, P=0.009$ ) depresyon düzeylerinin anlamlı düzeyde yüksek olduğu gözlemlenmiştir. İnternet bağımlılığı açısından incelendiğinde akademik başarısı biraz kötü olanlar ile iyi olanlar arasında anlamlı farklılık olduğu ( $F(3, 196) = 3.563, P=0.007$ ) görülmektedir.

#### **Katılımcıların depresyon ve internet bağımlılık düzeylerinin internete giriş sürelerine göre karşılaştırılması**

**Tablo 4:** Katılımcıların İnternete Giriş Sürelerine Göre İnternet Bağımlılığı ve Depresyon Ölçeğine İlişkin Ortalama ve Standart Sapma Değerleri

		Katılımcı Sayısı	ortalama	Std. sapma	Std. hata
Depresyon	1-3 Saat	36	32,9167	12,53652	2,08942
	3-5 Saat	63	36,9206	12,32530	1,55284
	5-8 Saat	36	35,4167	9,35147	1,55858
	8 Saat Ve Yukarı	55	36,6545	10,71900	1,44535
	Hergun Girmiyorum	10	44,0000	15,44165	4,88308
	Toplam	200	36,2100	11,73261	,82962
İnternet bağımlılığı	1-3 Saat	36	27,9167	19,23000	3,20500
	3-5 Saat	62	38,2258	18,84485	2,39330
	5-8 Saat	36	42,4722	22,54708	3,75785
	8 Saat Ve Yukarı	55	47,0182	19,17897	2,58609
	Hergun Girmiyorum	10	33,0000	19,86063	6,28048
	Toplam	199	39,2965	20,66856	1,46516

**Tablo 5:** Katılımcıların İnternete Giriş Sürelerine Göre, İnternet Bağımlılığı ve Depresyon Düzeylerinin Anlamlı Farklılıklarına İlişkin Anova Testi Sonuçları

		kareler toplamı	df	ortalamanın karesi	F	anlamlılık
Depresyon	gruplar arası	1062,640	4	265,660	1,967	,101
	gruplar içi	26330,540	195	135,028		
	toplam					
	gruplar arası	27393,180	199			
İnternet bağımlılığı		8771,965	4	2192,991	5,612	,000
		75811,543	194	390,781		



Tablo 5 incelendiğinde, Katılımcıların günlük internete giriş süreleri kategorik olarak incelenmiş olup bu kategoriler arasında ölçülen depresyon düzeyleri ve internet bağımlılık düzeyleri açısından anlamlı farklılık olup olmadığı Tek Yönlü Varyans Analizi ile test edilmiştir. İnternet kullanım sürelerinin kategorileri arasında ölçülen depresyon düzeyleri açısından anlamlı farklılık bulunmazken internet bağımlılığı düzeyleri açısından anlamlı farklılık izlenmiştir. Buna göre, internete günlük giriş süresi 8 saatten fazla ( $F(4, 195) = 5.612, p=.001$ ) ve 5 ile 8 saat arasında olanların  $F(4, 195) = 5.612, p=.048$ ) internet bağımlılık düzeylerinin günlük internete giriş süresi 1 ile 3 saat arasında olanlara kıyasla anlamlı düzeyde yüksek olduğu bulunmuştur.

**Tablo 6:** Katılımcıların, İnternet Bağımlılığı ve Depresyon Arasındaki İlişkileri

	Depresyon	İnternet bağımlılığı
Pearson Korelasyon	1	.377
Sig. (2-Tailed)		.000
N	200	199

Tablo 6’da görüldüğü üzere, internet bağımlılığı ile depresyon arasında pozitif yönde anlamlı bir ilişki olduğu bulunmuştur. Katılımcıların İnternet bağımlılığı puanı yükseldikçe Beck depresyon ölçeğinden elde edilen puanın yükseldiği saptanmıştır.

### Tartışma ve yorum

Araştırma sonuçları genel olarak değerlendirildiğinde, öğrencilerin internet bağımlılık düzeylerinin cinsiyetleri açısından anlamlı farklılık sergilemediği bulunmuştur, ancak depresyon düzeyleri arasında anlamlı farklılık olduğunu göstermektedir. Buna göre, kız öğrencilerin depresyon düzeyleri erkeklere göre anlamlı düzeyde yüksektir. İnternetin iletişim amacıyla ve uzun süreli gün içinde kullanımı kaygı, yaşam doyumu, gelecek beklentisi, erkek olma ve üst ekonomik seviyede yer alma gibi değişkenler internet bağımlılığında önemlidir (Kılıç ve Batıgün, 2011). Gökçearslan ve Günbatar, (2012), 172 lise öğrencisi ile yaptığı çalışmada internet bağımlılığı açısından erkeklerin daha fazla riske sahip olduğu görülmüştür. Bulut Serin, (2011) üniversite öğrencileri ile yaptığı çalışmada, erkeklerin kadınlara kıyasla internet bağımlılığı riskinin daha fazla olduğu görülmektedir. İnternet bağımlılığı cinsiyet bazında değerlendirildiği takdirde farklı oranlar elde edilmektedir. Erkekler internette en fazla video izleme, oyun oynama ve sohbet amacıyla vakit geçirirken kız çocukları video izleme,

amaçsızca gezinme (surf) ve sohbet amacındadırlar (Canan, 2010). Toplumda kadınlara daha sert bir baskı bulunduğu göz önüne alınırsa, kadınların daha fazla kendilerini anlatabilmek adına internet kullandıkları görülmektedir (Dikme, 2014). Depresyonla ilgili yapılan bir başka araştırmada üniversitede öğrenim gören bireylerin kaygı düzeyleri ve depresyon ilişkisi incelenmiştir. Bu çalışmanın sonucunda erkek öğrencilerin kaygı seviyelerinin, kız öğrencilere kıyasla düşük olduğu görülmektedir (Bozkurt, 2004).

Katılımcıların akademik başarıları, internet bağımlılığı açısından incelendiğinde akademik başarısı biraz kötü olanlar ile iyi olanlar arasında anlamlı farklılık olduğu görülmektedir. Bu anlamlı farkın akademik başarısı biraz kötü olanların aleyhine olduğu görülmektedir. Bu çalışmada, katılımcıların akademik başarı durumlarına göre, depresyon düzeyleri arasında da anlamlı farklılıklar olduğu saptanmıştır. Buna göre, akademik başarıları çok kötü olan katılımcıların akademik başarıları iyi olan ve çok iyi olan katılımcılara kıyasla depresyon düzeylerinin anlamlı düzeyde yüksek olduğu gözlemlenmiştir. Günlük hayatta olan aşırı internet kullanımı bağımlılığa neden olmakta ve okul başarı düzeyinin düşmesine ve ilişkilerde bozulmalara sebep olduğu görülmektedir (Yılmazel ve Akbulut, 2012). Kapucu (2016) yaptığı çalışmada, bireylerin depresyon düzeyleri ile akademik başarıları arasında anlamlı bir ilişki olduğunu bulmuştur. Kapucu, akademik başarı anlamında iyi, orta ve zayıf olan bireylerin diğerlerine göre depresyon riskinin daha yoğun olduğunu tespit etmiştir. Boş vakitlerinde internet kullanımına yönelen bireylerde de depresyon seviyesinin daha fazla olduğu görülmüştür. Pektaş, Genç, Öztürk ve Odabaşoğlu (2007) yaptıkları araştırmada, bireylerin neredeyse tümünde internet bağımlılığının akademik başarıyı negatif yönde etkilediği saptanmıştır. Özellikle de üniversite hayatına geçiş yapacak olan lisede okuyan ergenlik dönemindeki bireylerin devamsızlık yapmaları, ilgilerinin ders haricinde farklı yönlere kaymaları ve sosyal hayatın dışında kalmaları öğretim süreçlerini sekteye uğratmakta ve mesleki ilerlemede kesintiler yaratmaktadır (Yılmaz, Şahin, Haseski ve Erol, 2014).

Katılımcıların internete günlük giriş sürelerinin kategorileri arasında ölçülen depresyon düzeyleri açısından anlamlı farklılık bulunmazken, internet bağımlılığı düzeyleri açısından anlamlı farklılık izlenmiştir. İnternete günlük giriş süresi 8 saatten fazla ve 5 ile 8 saat arasında olanların internet bağımlılık düzeylerinin günlük internete giriş süresi 1 ile 3 saat arasında olanlara kıyasla anlamlı düzeyde yüksek olduğu bulunmuştur. İnternet ortamında aşırı zaman geçirmeye engel olamama, internet olmadan geçirilen vaktin önemsizleşmesi, internete erişilemediği takdirde sinirlenilmesi ve saldırgan davranışların ortaya çıkması internet bağımlılığının tipik davranışlarıdır (Ceyhan,2008). Mesch, & Talmud, (2006) yaptığı çalışmada ergenlik dönemindeki bireyin internet ortamında geçirdiği vaktin

artması ile ailesine ayırdığı zamanının azaldığı ve bu sebeple de ailede çatışmalar olduğu gözlenmiştir. Aşırı internet kullanımının çatışmalara yol açtığı, aile ilişkilerinde olumsuzluklara yol açtığı, kişinin doyumunu olumsuz yönde etkilediği görülmektedir. Bu durum da ergenlik dönemindeki bireyin çevresinde ve kendisinde kaygıya sebep olmakta ve bireyin ruh sağlığını olumsuz yönde etkilemektedir (Morsünbül, 2014). İnternetin aşırı kullanımına özellikle okul çağındaki bireylerde rastlanmaktadır. İnternetin problemliliği şekilde kullanılması ve gereksiz zaman geçirilmesi bireyin gelişim düzeyini olumsuz yönde etkilemektedir (Doğan, Işıklar ve Eroğlu, 2008). İnternet kullanım sıklığı ve bunun doğurduğu sonuçlarına dair yapılan çalışma sonuçları incelendiğinde; ergenlik dönemindeki bireylerden internet kullanan kısmın %93, internet üzerinden sohbet edenlerin oranının %74 civarı olduğu söylenmektedir (Ersoy, 2002). İnternet kullanımının günlük süresi artış gösterdikçe internet bağımlılığı da artmaktadır (Sırakaya ve Seferoğlu, 2013). Fakat interneti kullanım süresinin artması her zaman internet bağımlılığına yol açacağını söylemek doğru değildir. Çünkü internet kullanım süresindeki artış internet bağımlılığının hem nedeni hem de bu problemin sonucu olabilmektedir (Özköklü, Demir ve Turgut, 2015). Avrupa Birliği'nin yapmış olduğu araştırmada internet kullanımının günde dört saati geçmesi durumunda bağımlılığın olduğu belirtilmiştir. İnternette geçirilen zaman iki saati geçmemek şartıyla; elektronik postalara göz atmak, bilgi almak ve bilgi vermek amacıyla internet kullanılıyorsa endişelenecek bir durum bulunmamaktadır. Fakat internette haftalık olarak 18 saatten fazla zaman harcanıyorsa birey internet bağımlılığı riski taşımaktadır (Esgin, 2000). Bu çalışmanın sonuçları, ilgili araştırma sonuçlarını destekler nitelikte bulunmuştur.

Katılımcıların, internet bağımlılığı ile depresyon arasında pozitif yönde anlamlı bir ilişki olduğu bulunmuştur. İnternet bağımlılığı puanı yükseldikçe Beck depresyon ölçeğinden elde edilen puanın yükseldiği saptanmıştır. Bu sonuç literatürdeki birçok araştırma sonuçları ile tutarlıdır. Bayraktar (2001), Kraut, Kiesler, Boneva, Cummings, Helgeson ve Crawford (2002) ve Whang, Lee ve Chang (2003)'ün araştırmaları gibi birçok çalışmalarda depresyon ve internet bağımlılığı arasında ilişki olduğu tespit edilmiştir. Fakat Bu ilişkiyi araştıran bazı çalışmaların ise araştırma bulgu ve sonuçlarıyla tutarsız olduğu saptanmıştır. Yapılan literatür çalışmasında Sanders, Field ve Diemo (2000), internet bağımlılığı ile depresyon arasında bir ilişki tespit edememişlerdir. İnternet bağımlılığına eşlik eden bozukluklar arasında depresyon gözlenmektedir. Bu bulgular iki farklı şekilde yorumlanabilmektedir. Depresyonun varlığından dolayı birey internete yönelebilmekte ve internet bağımlısı olabilmekte, yada internet bağımlısı olan kişi gerçek hayattan uzaklaşıp, soyutlanarak depresif ve içe kapanıklık gibi belirtiler gösterebilmektedir.

Sonuç olarak, öğrencilerin internet bağımlılık düzeylerinin cinsiyetleri açısından anlamlı farklılık olmadığı, ancak depresyon düzeyleri arasında anlamlı farklılık olduğu görülmüştür. Buna göre, kız öğrencilerin depresyon düzeyleri erkeklere göre anlamlı düzeyde yüksektir. Katılımcıların internete günlük giriş süreleri ile depresyon düzeyleri açısından anlamlı farklılık bulunmazken, internet bağımlılığı düzeyleri açısından anlamlı farklılık izlenmiştir. İnternet bağımlılığı ile depresyon arasında pozitif yönde anlamlı bir ilişki olduğu bulunmuştur.

### **Öneriler:**

Bu çalışmada kız öğrencilerde depresyon düzeyi erkek öğrencilerden yüksektir, özellikle kız öğrencilerin depresyon düzeylerini azaltmaya dönük, bireysel ve grupla psikolojik danışma ve grup rehberliği etkinlikleri düzenlenmelidir. Bu konuda aile eğitimleri de verilebilir. Liselerde Bilinçli internet kullanımı ile ilgili eğitimler düzenlenebilir. Diğer ülkelerde olduğu gibi KKTC’de de internet bağımlılığı yaygınlığı giderek arttığı bilinmektedir, bu konuyla ilgili İnternet Bağımlılığı Önleme ve Tedavi Merkezleri açılabilir. Bu çalışma, KKTC’de Gazimagusa ilçe merkezinde bulunan lise öğrencileri ile yapılmıştır, bu nedenle bu çalışma bulgularının genellenmesi bu örneklem grubu ile sınırlıdır. Bu konuda yapılacak olan yeni çalışmalarda, farklı öğretim kademesinde olan öğrencilerle, farklı değişkenlerle ve farklı yaş gruplarından öğrencilerle çalışılması önerilebilir.

### **Kaynaklar**

- Amerikan Psikiyatri Birliği. (2015). *Mental Bozuklukların Tanısal ve Sayımsal El Kitabı*. (E. Köroğlu, Dü.) Ankara: Hekimler Yayın Birliği.
- Arslan, A., Kırık, A. M., Karaman, M. ve Çetinkaya, A. (2015). Lise ve Üniversite Öğrencilerinde Dijital Bağımlılık. *Uluslararası Hakemli İletişim ve Edebiyat Araştırmaları Dergisi*(8), 34-58.
- Avcı, M. (2010). Ergenlikte Toplumsal Uyum Sorunları. *Sosyal Bilimler Enstitüsü Dergisi*, 7(1), 39-64.
- Bayraktar, F. (2001). İnternet Kullanımının Ergen Gelişimindeki Rolü. *Yayınlanmamış Yüksek Lisans Tezi*. İzmir: Ege Üniversitesi Sosyal Bilimler Enstitüsü.

- Beck A.T., Rush A.J., Shaw B.F. & Emery, G. (1979). *Cognitive Therapy of Depression*. New York: Guilford.
- Bozkurt, N. (2004). Bir Grup Üniversite Öğrencisinin Depresyon ve Kaygı Düzeyleri ile Çeşitli Değişkenler Arasındaki İlişkiler. *Eğitim ve Bilim Dergisi*, 29(133), 52-59.
- Bulut Serin, N. (2011). An Examination of Predictor Variables for Problematic Internet Use. *The Turkish Online Journal of Educational Technology*, 10(3), 54-62.
- Canan, F. (2010). Üniversite Öğrencilerinde İnternet Bağımlılığı, Disosiyatif Belirtiler ve Sosyodemografik Özellikler Arasındaki İlişki. *Yayınlanmamış Tıpta Uzmanlık Tezi*. Düzce: Düzce Üniversitesi Tıp Fakültesi Psikiyatri Anabilim Dalı.
- Ceyhan, E. (2008). Ergen Ruh Sağlığı Açısından Bir Risk Faktörü: İnternet Bağımlılığı. *Çocuk ve Gençlik Ruh Sağlığı Dergisi*, 15(2), 109-116.
- Çam, O. ve Engin, E. (2014). *Ruh Sağlığı ve Hastalıkları Hemşireliği*. İstanbul: İstanbul Tıp Kitabevi.
- Davison, G. ve Neale, J. (2013). *Abnormal Psychology*. Ringbound: Wiley.
- Doğan, H., Işıklar, A. ve Eroğlu, S. E. (2008). Ergenlerin Problemlı İnternet Kullanımının Bazı Değişkenler Açısından İncelenmesi. *Kazım Karabekir Eğitim Fakültesi Dergisi*(18), 106-124.
- Durak, E. Ş. ve Durak, M. (2011). The Mediator Roles of Life Satisfaction and Self-Esteem between the Affective Components of Psychological Well-Being and the Cognitive Symptoms of Problematic Internet Use. *Social Indicators Research*, 103(1), 23-32.
- Dikme, E. (2014). Meslek Lisesi Öğrencilerinin İnternet Bağımlılıklarının Çeşitli Değişkenler Bağlamında İncelenmesi. *Sosyal Bilimler Enstitüsü Eğitim Yönetimi ve Denetimi Yüksek Lisans Programı*. Yeditepe Üniversitesi (yayınlanmamış).
- Elster, A. ve Reif, C. (1998). Adolescent Preventive Services. *Adolescent Medicine*, 25(1), 1-21.
- Erözkan, A. (2009). The Predictors of Loneliness in Adolescents. *Elementary Education Online*, 8(3), 809-819.

- Ersoy, A. (2002). İlköğretim 4. ve 5. Sınıf Öğrencilerinin İnternet Kullanma Durumları. *Eğitim Bilimleri Enstitüsü*. Eskişehir: Anadolu Üniversitesi (Yayınlanmamış Yüksek Lisans Tezi).
- Esgin, A. (2000). Yeni Bir Bağımlılık Türü: İnternet Kafeler ve İşlevleri. *Bilim ve Ütopya*(74), 38-46.
- Gökçearslan, Ş. ve Günbatır, M. S. (2012). Ortaöğrenim Öğrencilerinde İnternet Bağımlılığı. *Eğitim Teknolojisi: Kuram ve Uygulama*, 2(2), 10-24.
- Griffiths, M. (1999). Internet Addiction: Fact or Fiction? *The Psychologist*, 12(5), 246-250.
- Horzum, M. B. ve Ayas, T. (2011). Exploring the Teachers' Cyber Bullying Perception in terms of Various. *International Online Journal of Educational Sciences*, 3(2), 619-640.
- Hisli, N. (1989). Beck Depresyon Envanterinin Üniversite Öğrencileri İçin Geçerliği Güvenirliği, *Psikoloji Dergisi*, 23, 3-13.
- Kalyoncu, A., Genç, Y., Eraslan, D., Odabaşoğlu, G. ve Öztürk, Ö. (2007). İnternet Bağımlılığı: Kliniği ve Tedavisi. *Bağımlılık Dergisi*, 8(1), 36-41.
- Kapucu, Ö. (2016). Üniversite Öğrencilerinin Depresyon Ve Anksiyete Düzeylerinin İnternet Kullanım Amaçları Ve Akademik Başarı Açısından İncelenmesi. *Yayınlanmamış Yüksek Lisans Tezi*. İstanbul: Beykent Üniversitesi Sosyal Bilimler Enstitüsü.
- Kayri, M. ve Güntüç, S. (2010). Türkiye'de İnternet Bağımlılık Profili ve İnternet Bağımlılık Ölçeğinin Geliştirilmesi: Geçerlik - Güvenirlik Çalışması. *Hacettepe Üniversitesi Eğitim Fakültesi Dergisi*(39), 220-232.
- Kılıç, N. ve Batıgün, A. D. (2011). İnternet Bağımlılığı ile Kişilik Özellikleri, Sosyal Destek, Psikolojik Belirtiler ve Bazı Sosyo-Demografi k Değişkenler Arasındaki İlişkiler. *Türk Psikoloji Dergisi*, 26(67), 1-10.
- Kraut, R., Kiesler, S., Boneva, B., Cummings, J., Helgeson, V., Crawford, A. (2002). internet paradox revisited. *Journal of Social Issues*, 58, 49-74.
- Mesch, G., & Talmud, I. (2006). Online friendship formation, communication channels, and social closeness. *International Journal of Internet Science*, 1, 29-44.

- Morsünbül, Ü. (2014). İnternet Bağımlılığının Bağlanma Stilleri, Kişilik Özellikleri, Yalnızlık ve Yaşam Doyumu ile İlişkisi. *International Journal of Human Sciences*, 11(1), 357-372.
- Pektaş, Ö., Genç, Y., Öztürk, Ö. ve Odabaşoğlu, G. (2007). On Olguluk Bir Seri ile İnternet Bağımlılığı Klinik Görünümleri. *Bağımlılık Dergisi*, 8(1), 46-51.
- Sanders, C. F., Field, T. M. ve Diego, M. A. (2003). Academic Performance, Popularity and Depression Predict Adolescent Substance Use. *Adolescence*, 38(149), 35-42.
- Sırakaya, M. ve Seferoğlu, S. (2013). Öğretmen Adaylarının Problemlı İnternet Kullanımlarının İncelenmesi. *Hacettepe Eğitim Fakültesi Dergisi*, 28(1), 356-368.
- Özköklü, D. P., Demir, İ. ve Turğut, B. A. (2015). Ergenlerin Problemlı İnternet Kullanımının Yordanmasında Denetim Odağı ve Yaşam Doyumunun Rolü. *Mersin Üniversitesi Eğitim Fakültesi Dergisi*, 11(3), 720-731.
- Öztürk, O. ve Uluşahin, A. (2015). *Ruh Sağlığı ve Bozuklukları*. Ankara: Nobel Tıp Kitabevleri.
- Üstündağ, M. F., Kesebir, S. ve Kavzoğlu, S. Ö. (2011). Bağlanma ve Psikopatoloji. *Psikiyatride Güncel Yaklaşımlar Dergisi*, 3(2), 321-342.
- Whang, L.S-M., Lee, S., & Chang, G. (2003). Internet over-users' psychological profiles: A behavior sampling analysis on internet addiction. *CyberPsychology&Behavior*, 6 (2), 143-150.
- Yılmaz, E., Şahin, Y. L., Haseski, H. İ. ve Erol, O. (2014). Lise Öğrencilerinin İnternet Bağımlılık Düzeylerinin Çeşitli Değişkenlere Göre İncelenmesi: Balıkesir İli Örneğı. *Eğitim Bilimleri Araştırmaları Dergisi*, 4(1), 133-144.
- Yılmazel, G. ve Akbulut, B. (2012). Ergen Yaş Grubunda İnternet Bağımlılığı Düzeyinin Belirlenmesi. *15. Ulusal Halk Sağlığı Kongresi*, (s. 12-26). Bursa.
- Young, K. S. (1998). Internet Addiction The Emergence of a New Clinical Disorder. *CyberPsychology & Behavior*, 1, 237-244.
- Young, K. (2004). Internet Addiction: A New Clinical Phenomenon and Its Consequences. *American Behavioral Scientist*, 48(4), 402-415.



DOI: 10.22559/folklor.978

Folklor/edebiyat, cilt:25, sayı: 97-1, 2019/1

## İlkokul 3. Sınıf Öğrencilerinin Kaygı ve Depresyon Düzeylerinin İncelenmesi

A Study on Anxiety and Depression Levels of Primary School Third Grade  
Students

Ülkü Tosun\*

Aziz Zorlu\*\*

### Öz

İlkokula yeni başlayan bazı öğrencilerin yaşadığı okula uyum sorunları daha üst sınıflarda kaygı ve depresyon belirtileri şeklinde devam ederek öğrencilerin akademik başarılarını, arkadaşlarıyla ilişkilerini, sınıf içi davranışlarını etkileyebilmektedir. Bu çalışmanın amacı, ilkokul 3. sınıf öğrencilerinin kaygı ve depresyon düzeylerinin hem kendi algıları hem de velilerinin algıları doğrultusunda belirlenmesidir. İstanbul'da ilkokulda okumakta olan 207 üçüncü sınıf öğrenci ve velilerine ayrılık kaygısı, genel kaygı, panik bozukluk, fobi, OKB, depresyon alt testlerinin olduğu *Çocuklar için Kaygı ve Depresyon Ölçeği* uygulanmıştır. Nicel araştırma yöntemi ve tarama modelinin uygulandığı çalışmada ayrılık kaygısı ( $p=.044$ ) ve panik bozuklukta ( $p=.018$ ) kızlar ve erkekler arasında erkekler aleyhine anlamlı farklılıklar bulunmuştur. Velilerin kendi çocuklarını değerlendirmelerinde, kızlar ve erkekler açısından anlamlı bir farklılık yoktur. Tüm alt testler açısından incelendiğinde erkek öğrenciler %1.1- %10.9, kız öğrenciler %3.4 - %10.1 arasında değişen oranlarda *sınır* düzeyde rahatsızlığa sahip olduklarını bildirirken, *yüksek* düzeyde rahatsızlığa sahip olduğunu bildiren erkek öğrencilerin oranı % 4.3 - %12, kız öğrencilerin ise % 1.1- %6.7 arasında değişmektedir. Sonuçta erkek ve kız öğrencilerin kaygı düzeyleri birbirine yakındır ve *sınırdaki* görülen kaygı oranları da alanyazındaki diğer araştırmalarla örtüşmektedir. Fakat her iki gruptaki *yüksek* kaygı oranları, öğrencilerin rehberlik servisinden bireysel ve/veya grup çalışmaları şeklinde psikolojik destek almalarının gereğine işaret etmektedir.

**Anahtar sözcükler:** *öğrenci, kaygı, fobi, panik bozukluk, OKB, depresyon*

### Abstract

The school adaptation problems of some primary school first grade students can affect their academic successes, friend relationships, classroom behaviors in the higher grades the reason is because their adaption problems can turn to the symptoms of anxiety and depression. The aim of this study is to determine the level of anxiety and depression of primary school third graders both in terms of their own perceptions and their parents' perceptions. *Anxiety and Depression Scale For Children* consisting of 6

\* Kıbrıs Sosyal Bilimler Üniversitesi Eğitim Fakültesi Rehberlik ve Psikolojik Danışmanlık ABD, ulku.tosun@kisbu.edu.tr

\*\* Milli Eğitim Bakanlığı Rehberlik, [azizzorlu@hotmail.com](mailto:azizzorlu@hotmail.com)



subscales as separate anxiety, general anxiety, panic disorder, phobia, OCB, depression was administered to 207 third grade students and their parents of primary school in Istanbul. In this study, qualitative method and survey model were used and significant differences were found between girls and boys against boys, in terms of separate anxiety ( $p=.044$ ) and panic disorder ( $p=.018$ ). There was no significant difference between girls and boys in terms of their evaluations of their parents. When all subscales examined, rates ranging from 1.1% to 10.9% for boys and ranging from 3.4% to 10.1% for girls were reported to have *borderline* level disorders, while *high* level disorder rates changed from 4.3% to 12% for boys, from 1.1% to 6.7% for girls. As a result, the anxiety levels of boys and girls were close to each other and the ratios of *borderline* level disorders seemed to overlap the results of previous studies. High anxiety proportions of both groups highlighted the need for students to receive psychological support from the school guidance service in form of individual and/or group works.

**Keywords:** *student, anxiety, phobia, panic disorder, OCB, depression.*

## Giriş

İlkokul birinci sınıf öğrencileri, ailelerinden ayrılarak ve bireysel olarak okula gelirler. Bazılarında uyum sorunları olabileceği öngörüsüyle üst sınıflardaki öğrencilerden bir hafta önce okula başlayarak uyumlanma sürecini yaşamaları sağlanır. Bazı öğrencilerdeki uyum sorunları daha üst sınıflarda kaygı ve depresyon belirtileri şeklinde devam ederek öğrencilerin akademik başarılarını, arkadaşlarıyla ilişkilerini ve sınıf içi davranışlarını etkileyebilir. Hafif ve orta derecedeki kaygılar; öğrenme ve performansı olumlu yönde etkilerken, kronik ya da şiddetli kaygılar kişide uyumsuzluğa neden olarak kaygı bozukluğu rahatsızlıklarına yol açabilir.

## Çalışmanın amacı:

Çalışmanın amacı, ilkokul 3. sınıf öğrencilerinin kaygı ve depresyon düzeylerinin hem kendi algıları hem de velilerinin algıları doğrultusunda belirlenmesi ve daha sonra *sınırdaki* ve/veya *yüksek* kaygı ve depresyon bozuklarından bir veya daha fazlasına sahip öğrencilere bireysel destek verilmesinin sağlanmasıdır.

## Kuramsal çerçeve

Kaygı; bireyin var olmak, hayatta kalmak için verdiği çabalardan oluşur. Varoluşçu kuram, normal kaygı ile nevrotik kaygıyı ayırır ve normal kaygının bireysel gelişimi desteklediğini savunur. Normal kaygı, olaylarla uyumludur, kişiyi motive eder, fazla tehdit edici olmadığından bastırılması da gerekmez. Varoluşçu kaygı, normal kaygının bir şeklidir.

Nevrotik kaygı ise yıkıcıdır, kişiyi işlevsizleştirir ve bastırılma eğilimindedir. Kişinin psikolojik olarak sağlıklı olabilmesi normal kaygıyı kabullenmesi ve başa çıkabileceği oranda nevroitik kaygı hissetmesiyle ilgilidir (Yalom, 1999; Corey, 2005; Murdock, 2014). May ve Yalom (2005) kaygının “insanoğlunun hayatta kalma, yaşamını sürdürme, varlığına anlam katma ihtiyacından kaynaklandığını” belirtirler (Akt. Murdock, 2014). Araştırma sonuçlarına göre çocuk ve ergenlerde kaygı bozukluklarını yaygınlık oranı dünyada %5 ‘tir. Ülkemizde ise çocuklarla ilgili araştırmalar doğrudan kaygı bozuklukları üzerine değil, daha çok sosyal kaygı, zorbalık, anne-baba tutumları gibi alanlar üzerindedir (Seçer ve Gülbahçe, 2013). İlkokul öğrencilerinin bazılarında görülen *okul korkusu* yakınması önceleri çocuklukta kaygı olarak değerlendirilirken son zamanlarda uyum bozukluğu, fobi, depresyon gibi pek çok bozukluğun belirtisi olarak kabul edilmektedir (Özcan, Kılıç ve Aysev, 2006). Çocuğun okuldan korkmasını ifade eden *okul fobisi* terimi, ilk kez 1941 yılında kullanılmıştır. Alanyazındaki çalışmalara göre, okul fobisi ile cinsiyet ve ailenin SES’i arasında herhangi bir bağlantı yokken, okulun reddi ile kaygı bozuklukları arasında bağlantılar mevcuttur (Bahalı, Tahiroğlu ve Avcı, 2009).

Ailelerde strese neden olan olaylar, çocukların gelişimini kısa ve uzun vadede etkilerler. Çocuklar, psikolojik dengeleri bozulduğunda şu davranışlardan bazılarını sergilerler: Akademik başarısızlık, arkadaşlar sorunlar, öfke, yalnızlık, karşı gelme, kaygı, okul reddi vb. (Ertürk, ve Gül, 2006). Güncel ve gerçek psikososyal stres faktörlerinin etkisiyle çocukta kaygı bozuklukları başlayabilir (Güleç,2006). Nörotik kaygı bozuklukları olanlar çevrelerine karşı uyumsuzdurlar. Bununla birlikte tehlikeli olmazlar veya gerçeklikten kopuk değildirlirler (Butcher, Mineka ve Hooley, 2013).

DSM-5 tanı kriterleri kaynaklarına göre ayrılık kaygısı, panik bozukluk, fobi, sosyal fobi, yaygın/genel kaygı bozukluğu, kaygı bozuklukları kategorisinde yer alırken daha önceleri kaygı bozuklukları altında tanılanan takıntı-zorlantı / obsessif-kompulsif bozukluk (OKB), ve duygudurum bozukluklarında yer alan depresyon bozuklukları, bağımsız kategoriler olarak değerlendirilmişlerdir. Bu da son dönemlerde bu alanlardaki rahatsızlıkların arttığı ve çeşitlendiği şeklinde yorumlanabilmektedir (DSM-5, 2013).

Kaygı bozuklukları çocuklar arasında yaygındır. Kızlarda erkekler arasında olduğundan daha yaygın olarak görülür. En yaygın görülen “ayrılık kaygısı” bozukluğu çocukların % 2’sinde bulunur (DSM-4, 2000). Araştırmalara göre, çocukların kaygı ve depresif bozukluklarının eşzamanlı olduğu görülür (Manassis ve Monga,2001). Genelleştirilmiş kaygı bozukluğu yetişkinler gibi çocuklarda da bulunur. Bu çocuklar aşırı duygusal, utangaç ve

çekingten olabilirler. Uykü sıkıntıları ve okul korkuları olabilir. Annelerine aşırı bağımlı olabilirler (Butcher, Mineka ve Hooley, 2013).

Ayrıllık kaygısı olan çocuklar kabuslar görürler, gerçekçi olmayan korkuları vardır, okula başlamaları, okulda yalnız kalmaları kolay olmaz. (Bourne,2010). Bir kaygı bozukluğu yaşayan kişi, eş zamanlı olarak bir başka kaygı bozukluğu çeşidi veya depresyon da yaşayabilir (Butcher, Mineka ve Hooley, 2013) . Bu nedenle bozuklukların temelinde önemli benzerlikler olduğu öngörülebilir. Çevrelerini ya da duygularını denetleyemediğini düşünen insanlarda kaygı bozukluğu görülme olasılığı yüksektir. Hayvan, dışçı fobileri gibi rahatsızlıklar, çocuklukta başlar ve koşullanma yoluyla fobi haline gelebilir. Takıntı-zorlantı/obsessif-kompulsif durumlara çocuklarda sık rastlanır ve aşırı olmadıkları sürece de doğal kabul edilir. Yetişkin olduklarında, OKB belirtilerinin çoğu kaybolur (Akgün,1989). Takıntı; kişinin kendi isteği dışında bilinç alanına zorla giren düşüncelerdir. Zorlantı ise, takıntılı düşüncelerden kurtulmak için kişinin sergilediği davranışlardır. Çocuklarda zorlantılar daha ön plandadır. İlkokul çocuklarında en çok görülen zorlantılar sayma ve simetridir (Mukaddes, 2001).

Çocuklarda depresyon; ağlama, göz temasından kaçınma, iştahsızlık, saldırgan davranışlar olarak görülebilir. 13 yaş altında depresyon görülme sıklığı %2.8 oranı ile yüksek olarak nitelenir. Çocuklukta anne-babanın depresyonda olması ile çocuk depresyonu arasında ilişki bulunmaktadır. Çocuklar, çevrelerinden görerek öğrenme ya da kültürel nedenlerle depresif olabilirler (Yüksek, 2006; Bourne, 2010).

Kaygı, fobi, takıntı-zorlantı bozuklukları Ankay (2013) tarafından çocuklarda yaygın olarak görülen nörotik bozukluklar olarak kategorize edilirler.

### **Problem**

İstanbul'daki ilkokul 3. sınıf öğrencilerinin kaygı ve depresyon düzeylerinin hem kendileri hem de velileri tarafından değerlendirilmelerinin karşılaştırmalı olarak incelenmesidir.

### **Alt problemler**

- Öğrenci algıları açısından ayrıllık kaygısının ve panik bozukluğun cinsiyete göre karşılaştırılması
- Depresyon alt ölçeğine göre öğrenci ve veli algılarının karşılaştırılması

## Yöntem

Bu çalışma, nicel araştırma yöntemlerinden betimsel nitelikte ve tarama modeli olarak desenlenmiştir (Büyüköztürk, Çakmak, Akgün, Karadeniz ve Demirel, 2011). Tarama modeli, bireylerin ve grupların yetenekler, tercihler, davranışlar gibi özelliklerinin belirlendiği ve diğer araştırmalara göre daha fazla katılımcının yer aldığı araştırma modelidir (Karasar, 2000; Baştürk, 2011).

### 1. Çalışma grubu:

2016-2017 eğitim öğretim yılında İstanbul'da ilkökula devam eden 102 erkek, 105 kız öğrenci toplam 207 öğrenciden oluşan 3. sınıfların tamamını kapsamaktadır. Çalışma grubu; seçkisiz olmayan örnekleme yöntemlerinden biri olan uygun örnekleme tekniği ile belirlenmiştir. Uygun örnekleme tekniğinde, en ulaşılabilir ve en fazla tasarruf sağlayan durum söz konusudur (Büyüköztürk ve diğ., 2011).

### 2. Veri toplama aracı : çocuklar için kaygı ve depresyon ölçeği (çadö)

2000 yılında Chorpita ve arkadaşları tarafından geliştirilen ÇADÖ, 2017 yılında Görmez ve arkadaşları tarafından Türkçe'ye uyarlanmıştır. 47 maddeden oluşan ölçeğin, ayrılık kaygısı, genel kaygı, panik bozukluk, fobi, obsessif-kompulsif bozukluk, depresyon olmak üzere 6 alt testi vardır. Ölçeğin Cronbach Alfa güvenilirlik katsayısı genel olarak .95, olurken her bir alt test için yapılan analizlerde de .75-.86 arasında değişmektedir.

### 3. Verilerin analizi :

SPSS-23 bilgisayar programıyla yapılan veri analizlerinde çalışma grubunda normal dağılım görülmediğinden non-parametrik istatistik teknikleri kullanılmıştır (Büyüköztürk, 2006).

Ölçekten elde edilen veriler **sıralama** ölçeği düzeninde olduğu için istatistiksel işlemlerde frekanslar, çapraz frekans tabloları, ilişkili iki ölçüm setine ait puanlar arasındaki farkın anlamlılığını test etmek amacıyla uygulanan Wilcoxon işaretli sıralar testi, tek değişkenli ve iki değişkenli ki-kare testleri uygulanmıştır. Ayrıca öğrencilerin kendilerini değerlendirmeleriyle velilerin öğrencileri değerlendirmesi arasındaki ilişki için Spearman korelasyon analizi yapılmıştır (Büyüköztürk, 2006; Seçer, 2013).

## Bulgular ve tartışma

Uygulanmış olan tüm alt testler açısından genel olarak bakıldığında erkek öğrenciler % 1.1 - %10.9, kız öğrenciler %3.4 - %10.1 arasında değişen oranlarda *sınır* düzeyde rahatsızlığa sahip olduklarını bildirirken, *yüksek* düzeyde rahatsızlığa sahip olduğunu bildiren erkek öğrencilerin oranı % 4.3-%12, kız öğrencilerin ise %1.1-%6.7 arasında değişmektedir. Kaygı düzeyleri birbirine yakın olan kız ve erkek öğrencilerin kaygı düzeyleri alt testlerinin sonuçları açısından alanyazındaki diğer araştırmalarla örtüşmektedir. İlkokul çağında görülen kaygı bozuklukları çeşitlerinde yaygınlık oranları % 2.6 – %10 arasında değişen oranlarda yaygınlık göstermektedirler (Mukaddes, 2001). Yurtbay (1997, Akt. Özcan ve Aysev, 2009) 10-11 yaşlarındaki çocukların % 16 ‘sında kaygı bozukluklarının yaygın olduğunu vurgular. Kaygı bozukluklarının yaşam boyunca kişilerde yaygın olarak görülme oranları Arkonaç’a göre (1989) % 25, Öztürk ve Uluşahin’e göre (2011) % 13.6 – 28.8 oranları arasında değişmektedir.

### Öğrenci algılarına göre kaygı ve depresyon bozuklukları alt testlerinin değerlendirmeleri

**Tablo1.**

*Öğrenci Algılarına Göre Kaygı Bozukluğu Çeşitlerinin Yüzdelerik Dağılımları*

		Erkek %	Kız %	Toplam %
Ayrılık Kaygısı	Sınırdan	8.7	3.4	6.1
	Yüksek	8.7	2.2	5.5
Genel Kaygı	Sınırdan	6.5	4.5	5.5
	Yüksek	4.3	1.1	2.8
Panik Bozukluk	Sınırdan	1.1	10.1	5.5
	Yüksek	12.0	6.7	9.4
Fobi	Sınırdan	0.0	0.0	0.0
	Yüksek	5.4	2.2	3.9
OKB	Sınırdan	10.9	8.6	5.3
	Yüksek	7.6	3.4	5.5
Depresyon	Sınırdan	4.3	5.6	5.0
	Yüksek	4.3	0.0	2.2

### Velilerin algılarına göre kaygı ve depresyon bozuklukları alt testlerinin değerlendirmeleri

**Tablo2.**

*Veli Algılarına Göre Kaygı Bozukluğu Çeşitlerinin Yüzdelerik Dağılımları*

		Erkek %	Kız %	Toplam %
Ayrılık Kaygısı	Sınırdan	5.7	9.2	7.5
	Yüksek	8.6	3.9	6.2
Genel Kaygı	Sınırdan	0.0	1.3	0.7
	Yüksek	1.4	7.9	4.8
Panik Bozukluk	Sınırdan	2.9	0.0	1.4
	Yüksek	2.9	9.2	6.2
Fobi	Sınırdan	4.3	2.6	3.4
	Yüksek	2.9	5.3	4.1

OKB	Sınırdan	11.4	6.6	8.9
	Yüksek	14.3	7.9	11.0
Depresyon	Sınırdan	4.3	6.6	5.5
	Yüksek	7.1	3.9	5.5

Öğrencilerin algılarına göre panik bozukluk ile OKB de görülen en yüksek oranlar, velilerinin değerlendirmeleriyle göreceli olarak örtüşebilmektedir. Örneğin: *Sınır* düzeydeki kaygı erkeklerde; hem öğrencilere OKB (% 10.9) hem de velilere göre OKB (% 11.2), kızlarda öğrenciler açısından panik bozukluk (%10.1), farklı olarak veliler açısından ayrılık kaygısıdır (%9.2) şeklindedir. Fakat *yüksek* düzeydeki kaygıların değerlendirilmesi erkekler için hem öğrenciler (%12) hem de veliler (%14.3) tarafından OKB olarak ifade edilirken, kızlar için de hem öğrenciler (%6.7) hem de veliler (%9.2) tarafından panik bozukluk olarak kabul edilmektedir.

Kızlarda ve erkeklerde *yüksek* oranlarda görülen OKB, çeşitli araştırmalara göre erkek ve kadınlarda bazen eşit bazen de farklılık göstermektedir (Yaluğ ve diğ.,2003). En sıklıkla görülen OKB, kirlenme ve mikrop bulaşma korkusudur (Türkbay ve diğ.,2000). Kendine ve sevdiğilerine zarar geleceği korkusu da yaygın obsesyon/takıntılardandır (Akgün,1989). Çocuklar ve ergenlerin OKB belirtilerini sakladıkları ve çoğunun da OKB yerine depresyon ya da kaygı bozukluğu tanısı aldığı görülebilmektedir (Demir ve diğ., 2000). Bu nedenle OKB belirtilerinin ölçekler uygulanarak incelenmesi çocukların yaşadıkları sorunların daha doğru olarak saptanmasına katkıda bulunabilecektir.

İlkokul 3. sınıf öğrencilerinin “genel kaygı, ayrılık kaygısı, depresyon, panik b., fobi, OKB” alt testleri ve “toplam kaygı” ve ” toplam kaygı ve depresyon” düzeylerine ilişkin kendilerinin değerlendirmelerinde, yalnızca ayrılık kaygısı ( $p=.044$ ) ve panik bozuklukta ( $p=.018$ ) kızlar ve erkekler arasında  $p<.05$  düzeyinde istatistiksel olarak anlamlı farklılıklar bulunmuştur.

### Öğrenci algıları açısından ayrılık kaygısının cinsiyete göre incelenmesi

**Tablo 3**  
*Öğrenci Algılarına Göre Ayrılık Kaygısı Ki-Kare Sonuçları*

Cinsiyet	Ayrılık Kaygısı			Toplam
	Yok	Sınırdan	Yüksek	
ERKEK	N 76	8	8	92
	% 82.6	8.7	8.7	100
KIZ	N 84	3	2	89
	% 94.4	3.4	2.2	100
$\chi = 6.225$ sd=2 p=.044				

Ayrılık kaygısı, çocuklara özgü bir bozukluk olarak kabul görür ve belirtisi çocuğun okula gitmeyi reddetmesidir (Seçer ve Gülbahçe, 2013). Çocuk ve ergenlerdeki yaygınlık oranının kız ve erkeklerde genelde benzeştiği ve % 3-5 arasında olduğu tahmin belirtilmektedir (Austin ve Sciarra, 2012). Bununla birlikte klinik ortamlarda erkeklerde görülme oranı kızlardan daha yüksektir (Özcan ve diğ., 2006; Özcan ve Aysev, 2009; Bahalı ve diğ., 2009). Bu çalışmada da testin uygulanması, normal ortamlardaki yalnızca gözlemlere dayalı değerlendirmelerden daha farklı bilgi alınmasını sağlayarak, sonuçlar klinik ortamlardaki sonuçlar ile örtüşmüştür. Bazı araştırmalarda ailede ilk doğan çocukta ayrılık kaygısı görülme olasılığının yüksek olduğu yorumu yapılmakla birlikte, bu kanı her zaman doğrulanamamıştır (Akgün, 1989; Bahalı ve diğ., 2009). Bu çalışmada da yalnızca üç erkek öğrenci ile bir kız öğrenci ailenin ilk çocuğudur.

#### Öğrenci algıları açısından panik bozukluğun cinsiyete göre incelenmesi

**Tablo 4**  
Öğrenci Algılarına Göre Panik Bozukluk Ki-Kare Sonuçları

Cinsiyet		Panik Bozukluk			Toplam
		Yok	Sınırdaki	Yüksek	
ERKEK	N	80	1	11	92
	%	87	1.1	12	100
KIZ	N	74	9	6	89
	%	83.1	10.1	6.7	100

$\chi = 8.057$      $sd=2$      $p=.018$

Araştırmalara göre kadınlarda daha fazla görülen panik bozukluk (Yaluğ ve diğ., 2003), bu çalışmada da benzer bir sonuç sergilemiştir. Nolen-Hooksema (2011) insanların 3/5 'inin yaşamlarının bir döneminde panik bozukluk yaşadıklarını, yetişkinlerde bu oranın % 28 olduğunu vurgular. Alanyazında çocukların kaygı bozukluğu olmasının nedenleri kalıtım ve çevre olarak gösterilir. Çevre, öncelikle aile çevresidir ki çocuklar anne-babalarından örnek alarak öğrenebilirler. Kaza gibi korkutucu olaylar yaşarlarsa koşullanma ile öğrenebilirler. Ayrıca çok kontrol edici ve aşırı koruyucu aile tutumları da çocuklarda kaygı bozukluğuna neden olabilmektedir (Bahalı ve diğ., 2009; Öztürk ve Uluşahin, 2011; Kring ve diğ., 2014)

Öğrenci ve veli değerlendirmeleri karşılaştırıldığında yalnızca *depresyon* alt testinde istatistiksel olarak anlamlı bir farklılık görülmüştür. Kendilerinin *depresyonda* olduğunu belirten öğrencilerin velilerinin tümü, çocuklarını depresyon açısından *normal* olarak değerlendirmektedirler. Kauffman ve Landrum (2015) depresyon ile kaygı bozukluklarının aynı anda olabildiğini ve binişiklik gösterdiğini vurgularlar. Depresyon okul çocuklarının %2-3'ünde genellikle rastlanan bir rahatsızlıktır ve cinsiyet açısından farklılık görülmemektedir

(Kring ve diğ., 2014). Depresyondaki velilerin çocuklarında da depresyon görülme olasılığı yüksektir (Nolen-Hooksema, 2011).

### Depresyon alt ölçeğinde öğrenci ve veli algılarının karşılaştırılması

**TABLO 5**

*Veli - Öğrenci Depresyon Alt Ölçeği Değerlendirmelerinin Wilcoxon İşaretli Sıralar Testi Sonuçları*

Veli- Öğrenci	n	Sıra Ort.	Sıra Top.	Z	p
Negatif Sıra	4	6.5	26	-2.878*	.004
Pozitif Sıra	15	10.93	164		
Eşit	101				

\*Negatif sıralar temeline dayalıdır

Öğrencilerin kaygı ve depresyon düzeylerine tüm alt ölçekler ve genel toplamlar açısından Spearman Korelasyon katsayısı uygulandığında, öğrenciler ile velilerin değerlendirmeleri arasında herhangi bir *ilişki/korelasyon* bulunamamıştır. Örn: Fobi (7) ve depresyon (13) bozukluğu bildiren öğrencilerin velilerinin tümü, çocuklarında hiçbirşey olmadığını belirtmişlerdir.

Sonuçta, veliler çocuklarının davranışlarını yalnızca kendi gözlemleri doğrultusunda değerlendirmekte olabilirler. Aile tutumları ve yakın çevreyle etkileşim sonucunda oluşan benlik saygısının düşüklüğü psikopatoloji ile bağlantılıdır ve pek çok rahatsızlığa yol açabilir (Sümer ve diğ., 2009). Ayrıca kaygı bozuklukları çeşitlerinin, OKB, ve depresyonun eş zamanlı olarak görülme olasılıkları yüksektir (Kauffman ve Landrum, 2015). Bu bağlamda çocuk ruh sağlığında çalışanların tanı koyarken çoklu bilgi kaynaklarından yararlanmaları gerekli ve önemlidir (Özcan ve Aysev, 2009).

### Sonuç ve öneriler

Velilerin öğrencileri değerlendirmelerinde, kızlar ve erkekler açısından anlamlı bir farklılık bulunmamaktadır. Fakat *yüksek* kaygı düzeyinde kızlarla erkeklerin duyumsadıkları kaygı oranlarının erkekler aleyhine yüksek olması, ailelerinin ve öğretmenlerin erkek öğrencilerden beklentilerinin, kültürel öğeler nedeniyle yüksek olduğuna işaret ettiği şeklinde yorumlanabilir

**Erkek çocukların** velileri, genellikle çocukların kendilerinde algıladıkları kaygı, fobi, panik, OKB, depresyon gibi rahatsızlıkları toplam kaygı ve toplam kaygı-depresyon durumlarını da çocuklarından daha az olarak algılamakta **kız çocukların** velileri daha fazla olarak algılamaktadırlar.



OKB, hem kızlarda hem erkeklerde diğerlerine göre göreceli olarak yüksektir ve bu hem çocuklar hem de veliler tarafından farkedilmiştir. Öğrencilerde yaygın olarak görülen OKB, belirtileri başka bozukluklarla benzerlik gösterdiği için tanısı zor olan bir rahatsızlık olarak kabul edilir. Oysa büyüklerin çocuklara anladıkları yaştan itibaren mikrop kapıp hastalanmamaları için sürekli uyarıda bulunmaları, OKB rahatsızlığı için uygun zemin hazırlamakta olabilir.

Çocukların yaşadıkları depresyonu velilerinin farketmemelerinin nedeni, kaygı bozuklukları, OKB ve depresyon belirtilerinin birbirlerine benzemesi ile açıklanabilir. Araştırmanın yapıldığı bölgedeki ailelerin sosyo-ekonomik-kültürel düzeyleri orta ve ortanın altında olduğundan çocuklar depresyonu, ailede yaşanan olaylara velilerinin verdikleri tepkileri örnek almak yoluyla da yaşamakta olabilirler.

Her iki grupta da *sınırdaki* kaygı düzeyine sahip olan öğrencilerin oranları göreceli olarak alanyazındaki oranlarla örtüşmekte olsa da, bu öğrencilerin ergenlik çağına gelmeden önce rehberlik servisinden bireysel ve/veya grup çalışmaları şeklinde psikolojik destek almaları sağlıklı gelişimleri için önemli görülmektedir.

Türkiye’de çocuklarda kaygı bozukluklarına ilişkin doğrudan araştırmalar sınırlı sayıda ve klinik düzeydedir. Daha çok sosyal kaygı, zorbalığa maruz kalma, anne-baba tutumları konularında yapılan dolaylı araştırmalar bulunmaktadır. Kaygı bozukluklarına ilişkin araştırmaların özellikle okullarda artması, öğrencilere profesyonel yardımın gecikmeden verilmesini sağlayacak ve toplum sağlığına dolaylı olarak katkıda bulunabilecektir.

#### 1. Araştırmanın Alan Yazına Katkısı :

- İlkokul öğrencilerinin kendi içlerinde yaşadıkları ve farkında oldukları sıkıntılarında dikkat çekerek, okullarda velilere yönelik bilgilendirme çalışmalarının yapılmasının önemine değinmek
- Velilerin çocukları tanımalarına ve anlamalarına yardımcı olmak
- İlkokulda başlayan rahatsızlıkların tedbir alınmazsa daha üst sınıflarda artarak öğrencilerin günlük yaşamlarını etkileyebileceğinin farkedilmesini sağlamak
- İlkokul, ortaokul ve liselerde yapılacak benzer çalışmalara kaynak oluşturmak
- Türkiye’deki *çocuklarda kaygı bozuklukları* konusunda ihtiyaç duyulan alan araştırması ile alanyazına katkıda bulunmak
-

## Kaynaklar

- Akgün, N. (1989). *Obsesyonel nevroz saplantı-zorlantı bozukluğu*, İstanbul: Nobel Tıp.
- Ankay, A. (2013) *Ruh sağlığı ve davranış bozuklukları*. İstanbul: Nobel Tıp.
- Arkonaç, O. (1989). *Acil psikiyatri*, İstanbul: Nobel Tıp
- Austin, V.L. ve Sciarra, D.T. (2012). *Çocuk ve ergenlerde duygusal ve davranışsal bozukluklar*, M.Özkes (Ed.), Ankara: Nobel.
- Bahalı, K., Tahiroğlu, A.Y., Avcı, A. (2009). Okul reddi olan çocuk ve ergenlerin klinik özellikleri. *Anatolia Journal of Psychiatry* 2009,10:310-317  
file:///C:/Users/Lenovo/Downloads/Okul\_reddi\_olan\_cocuk\_ve\_ergenlerin\_klinik\_ozellik.pdf
- Baştürk, R. (2011). *Bütün yönleriyle SPSS örnekli nonparametrik istatistiksel yöntemler*. Ankara: Anı.
- Bourne, E.J. (2010). *The anxiety & phobia workbook*. ABD: New Harbinger.
- Butcher, J.N., Mineka, S. ve Hooley, J.M. (2013) *Anormal Psikoloji*. İstanbul: Kaknüs
- Büyüköztürk, Ş. (2006) Sosyal bilimler için veri analizi el kitabı. Ankara: Pegem
- Büyüköztürk, Ş., Çakmak, E.K., Akgün, Ö.E., Karadeniz, Ş., Demirel, F. (2011). *Bilimsel araştırma yöntemleri*. Ankara: Pegem Akademi.
- Corey, G. (2005). *Psikolojik danışma, psikoterapi kuram ve uygulamaları*. Ankara: Mentis
- Demir, T., Eralp-Demir, D., Türksoy, N., Özmen, E. ve Uysal, Ö. (2000) Çocuklar için sosyal anksiyete ölçeğinin geçerlik ve güvenilirliği. *Düşünen Adam*, 13 (1): 42-48  
[http://www.dusunenadamdergisi.org/ing/dergipdf/dusunen\\_adam\\_dergisi\\_24afead7f9814ed695977a1fc21d1213.pdf](http://www.dusunenadamdergisi.org/ing/dergipdf/dusunen_adam_dergisi_24afead7f9814ed695977a1fc21d1213.pdf)
- DSM-4 (2000). Amerikan Psikiyatri Derneği . *DSM-4 Tanı Ölçütleri*. Ankara: HYB ve Boylam Psikiyatri Enstitüsü.
- DSM-5 (2013). Amerikan Psikiyatri Derneği. *DSM-5 Tanı Ölçütleri*. Ankara: HYB ve Boylam Psikiyatri Enstitüsü.
- Ertürk, Y.D. ve Gül, A.A. (2006). *Çocuğunuzu televizyona teslim etmeyin*. Ankara: Nobel.
- Görmez, V. Kılıçaslan, A. Ebesutani, C. (2017). Psychometric properties of the parent version of the revised child anxiety and depression scale in a clinical sample of Turkish children and adolescents. *Child Psychiatry Human Development*. 2017, 48 (6): 922-933.
- Güleç, C. (2006) *Psikiyatrinin A-B-C'si*. İstanbul: Say.
- Karasar, N. (2000). *Bilimsel araştırma yöntemi*. Ankara: Nobel
- Kauffman, J.M. ve Landrum, T.J. (2015). *Duygusal ve davranışsal bozukluğu olan çocukların ve*

*gençlerin özellikleri*. Ankara: Nobel

Kring,A.M., Johmson,S.L., Davison,G. Ve Neale,J. (2014). *Abnormal psychology*. Singapore: Wiley

Manassis,K. ve Monga,S. (2001). A therapeutic approach to children and adolescents with anxiety disorders and associated comorbid conditions. *Child & Adolescent Psychiatry*, January 2001, Volume 40, Issue 1, pp:115-117. [https://www.jaacap.org/article/S0890-8567\(09\)60823-6/abstract](https://www.jaacap.org/article/S0890-8567(09)60823-6/abstract)

Mukaddes, N.M. (2001). Çocukluk ve ergenlik çağı obsesif kompulsif bozukluğu. (Ed) Prof.Dr.Özgür Polvan. *Çocuk ve Ergen Psikiyatrisi*.(s.135-141) İstanbul: Nobel Tıp

Murdock,N.L. (2014). *Piskolojik danışma ve psikoterapi kuramları. Olgu sunumu yaklaşımıyla*, Füsun Akkoyun (Çeviri Ed.), Ankara: Nobel

Nolen-Hoeksema, S. (2011). *Abnormal psychology*. NY: McGraw-Hill International Edition.

Özcan,Ö. Ve Aysev,A. (2009). Okul fobisi olan çocuklarda araştırılması, *İnönü Üniversitesi Tıp Fakültesi Dergisi*, 16 (1): 13-17. <http://dergipark.ulakbim.gov.tr/totmd/article/view/5000100391>

Özcan,Ö., Kılıç,B.G. Aysev,A. (2006). Okul korkusu yakınması olan çocukların ana babalarında ruhsal bozukluklar, *Türk Psikiyatri Dergisi*, 2006;17 (3):173-180. <http://www.turkpsikiyatri.com/C17S3/okulKorkusu.pdf>

Öztürk,O. Ve Uluşahin, A. (2011). *Ruh sağlığı ve bozuklukları I*. Ankara: BAYT ve Nobel Tıp.

Seçer,İ. (2013). *SPSS ve Listrel ile pratik veri analizi*. Ankara: Anı

Seçer,İ ve Gülbahçe,A. (2013). Çocuklarda anksiyete duyarlılık ölçeğinin Türk kültürüne uyarlanması: Güvenirlilik ve geçerlik çalışması. *Middle Eastern & African Journal of Educational Research*, Issue: 3 s.91-106 [https://s3.amazonaws.com/academia.edu.documents/31361594/Adaptation\\_of\\_the\\_Anxiety\\_Sensitivity\\_Index\\_for\\_Children\\_to\\_Turkish\\_The\\_Study\\_of\\_Validity\\_and\\_Reliability.pdf?AWSAccessKeyId=AKIAIWOWYYGZ2Y53UL3A&Expires=1530352949&Signature=tUq8UfKejwu0Dr7UgR6ljgVcUbl%3D&response-content-disposition=inline%3B%20filename%3DAdaptation\\_of\\_the\\_Anxiety\\_Sensitivity\\_In.pdf](https://s3.amazonaws.com/academia.edu.documents/31361594/Adaptation_of_the_Anxiety_Sensitivity_Index_for_Children_to_Turkish_The_Study_of_Validity_and_Reliability.pdf?AWSAccessKeyId=AKIAIWOWYYGZ2Y53UL3A&Expires=1530352949&Signature=tUq8UfKejwu0Dr7UgR6ljgVcUbl%3D&response-content-disposition=inline%3B%20filename%3DAdaptation_of_the_Anxiety_Sensitivity_In.pdf)

Sümer, N., Ünal,S., Selçuk,E., Kaya,B., Polat,R., ve Çekem,B. (2009). Bağlanma ve psikopatoloji: Bağlanma boyutlarının depresyon, panik bozukluk ve obsesif-kompulsif bozuklukla ilişkisi, *Türk Psikoloji Dergisi*, Haziran 2009, 24 (63):38-45. <https://search.proquest.com/openview/2680c045e421e1d10eb7b151a7762ee6/1?pq-origsite=gscholar&cbl=28562>

Yaluğ, İ., Kocabaşoğlu, N., Aydoğan, G., Günel, B. (2003). Obsesif kompulsif bozukluk ve panik bozuklukta depresyon ve kişilik bozukluğu komorbiditesi, *Düşünen Adam*, 2003, 16 (1): 28-34.

[http://www.dusunenadamdergisi.org/Ing/DergiPdf/DUSUNEN\\_ADAM\\_DERGISI\\_5d29742e984345b1a2df384b9a131c67.pdf](http://www.dusunenadamdergisi.org/Ing/DergiPdf/DUSUNEN_ADAM_DERGISI_5d29742e984345b1a2df384b9a131c67.pdf)

Yalom, I. (1999). *Varoluşcu psikoterapi*, İstanbul: Kabalıcı.

Yurdabakan,İ (2009). Grup rehberliği programının ilköğretim sekizinci sınıf öğrencilerinin sınav kaygı düzeylerine etkisi. Serdar Erkan ve Alim Kaya (Editörler). *Grupla psikolojik danışma ve rehberlik programları I*. Ankara: Pegem Akademi

Yüksel, N. (2006). *Ruhsal hastalıklar*. Ankara: MN Medikal ve Nobel



DOI: 10.22559/folklor.979

Folklor/edebiyat, cilt:25, sayı: 97-1, 2019/1

## İlköğretim Matematik Öğretmen Adaylarının Akademik Başarılarını Öğrenme Stillere Göre İncelenmesi

Investigation of Elementary Mathematics Teacher Candidates Academic  
Achievement According to Kolb's Learning Styles

Hasan Altun \*

Süha Yılmaz\*\*

### Öz

Bu çalışmada, ilköğretim matematik öğretmen adaylarının türev konusundaki akademik başarılarının öğrenme stillerine göre incelemesi amaçlanmıştır. Çalışmada genel tarama modeli kullanılmıştır. Çalışmanın örneklemini, 2015-2016 eğitim-öğretim döneminde Buca Eğitim Fakültesi İlköğretim Matematik Öğretmenliği Anabilim Dalı'nda öğrenim gören %75,86'sı (n=154) kadın, %24,14'ü (n=49) erkek olmak üzere toplam 203 öğretmen adayı oluşturmaktadır. Araştırmada veri toplama aracı olarak, öğretmen adaylarının türev konusundaki akademik başarılarını belirlemek için 25 soruluk çoktan seçmeli başarı testi ve öğrenme stillerini belirlemek için Kolb (1976) tarafından geliştirilen ve Aşkar ve Akkoyunlu (1993) tarafından Türkçe uyarlaması yapılan Kolb Öğrenme Stili Envanteri kullanılmıştır. Araştırmada sonucunda öğrencilerin %39,90'nın özümseyen, %17,24'inin değiştiren, %31,52'ünün ayırıştırıcı ve %11,34'inin yerleştiren öğrenme stiline sahip olduklarını göstermektedir. İlköğretim matematik öğretmenliği öğrencilerinin türev konusundaki akademik başarılarının sınıf bağımsız değişkenine göre istatistiksel olarak anlamlı bir farklılaştığı saptanmıştır. İlköğretim matematik öğretmenliği öğrencilerinin sınıf bağımsız değişkenine göre Kolb öğrenme stilleri arasında istatistiksel olarak anlamlı farklılaşmaların olduğu saptanmıştır. İlköğretim matematik öğretmenliği öğrencilerinin Kolb öğrenme stillerinin cinsiyet bağımsız değişkenin etkilenmediği, cinsiyete göre istatistiksel olarak anlamlı bir farklılaşmanın olmadığı bulunmuştur.

**Anahtar sözcükler:** öğrenme stilleri, türev, Kolb öğrenme stili, akademik başarı, başarı testi

### Abstract

In this study, it is aimed to examine the academic achievement in derivatives subject of primary school mathematics teacher candidates in terms of their learning styles. General screening model was used in the study. The sample of the study consisted of 75,86% (n = 154) female and % 24,14 (n = 49) male pre-service teachers in Buca Faculty of Education Primary Mathematics Education Department in 2015-2016 academic year. 25-item multiple-choice achievement test to determine prospective teachers' academic achievements in the study as a data collection tool was used in order to determine learning styles of the teacher candidates Kolb Learning Style Inventory which was developed by Kolb (1976) and its applicability was proven by Aşkar and Akkoyunlu (1993) in Turkey. As a result of the research, 39,90% of the students assimilator, 17,24% of the diverger, 31,52% of the accomodator and 11,34% of the students converger form of learning styles. It was found that the academic achievement of primary school mathematics teacher candidates about derivatives subject was found to be significantly differed statistically according to the class independent variable. It was found that there were statistically significant differences between the Kolb learning styles according to the class independent variables of primary school mathematics teacher candidates. It was found that the gender-independent variables were not affected by the Kolb learning styles of primary mathematics teacher candidates.

**Keywords:** learning style, derivative concept, Kolb's learning style, academic achievement, achievement test

## Giriş

Çağımız insanların karşılaştıkları problemler geçmiş dönemlerde bireylerin karşılaştıkları problemlerden daha çeşitli ve karmaşık olduğu bilinmektedir. Bu bağlamda düşünüldüğünde, bireylerin karşılaştıkları problemlere karşı gösterdikleri çözüm yaklaşımlarının da farklılık göstermesi beklenmektedir. Öğrenme stiline temel özelliği; bireyin tüm yaşam boyu öğrenmelerinde gösterdiği kendine özgü özel farklılığıdır. Öğrencilerin öğrenme stillerinin saptanması sayesinde, eğitimciler öncelikli olarak kendisine uygun, sonra da öğretim etkililiğini arttıracak farklı öğretim ortamlarını hazırlayabilirler (Babadoğan, 2000). Öğrenme stilleriyle ilgili araştırmalar irdelendiğinde temel olarak, öğrenme ortamlarının hazırlanmasında bireysel farklılıkların gözönüne alınarak yapılmasının öğrenme zenginliğini arttıracığı düşüncesi yer almaktadır.

Kolb, öğrenmeyi “bilginin deneyimler yoluyla oluşması süreci” olarak betimlemiştir (Peker, 2003a). Öğrencilere öğretim ve öğrenme sürecinde anlatılan çok sayıda matematiksel kavramlar, yapısı gereği soyut bir özellik taşımaktadır, ancak öğrenenlerin zaman zaman bu kavramları öğrenmelerinde çeşitli zorluklar yaşadıkları görülmüştür. Matematik eğitimi ve öğretiminin kilit cümlesi, her öğrencinin matematiği öğrenmekten ziyade, bireysel farklılıkları dikkate alınan her öğrenciye matematiğin nasıl öğretileceği olmalıdır. Kilpatrick (1992), matematik eğitimi de, diğer disiplinler de olduğu gibi, bütün dünyada sürekli değişen ve gelişen bir yapıya sahip olduğunu ifade etmiştir. Matematik öğretim programında görülen güçlüğü ortadan kaldırmak için ele alınan kavramlar, öğrencilerin bireysel öğrenme farklılıkları dikkate alınarak somut ve günlük hayat modellerinden yola çıkılarak düzenlenmelidir.

Bireylerin bilgi alması ve işleme sürecinde her bireyin kendine özgü tercih ettiği bir yol vardır. Bazı bireyler verilere ve olaylara, bazıları da teorik ve matematiksel modellere odaklanarak çözüm yolları geliştirirler. Bireylerin bazıları, görsel anlatımla sunulan bilgiyi daha hızlı öğrenirken, diğerleri konuşma ve yazılı olan ifadeleri tercih edebilir. Bazıları öğrenme ortamında aktif rol oynamayı tercih ederken, diğerleri ön planda kendi duygularını öğrenmeyi tercih edebilir. Bu farklılıklar bireylerin öğrenme stillerindeki farklılıklardan kaynaklanmaktadır (Felder, 1996). Soyut kavramların matematiğe dahil edilmesi, öğrenme ve öğretme ortamında zorluklara neden olmaktadır. Limit, türev ve integral gibi kavramlar öğrencilerin en çok zorlandıkları konuların başında gelmektedir (Artigue, 1997). Literatür irdelendiğinde de, öğrencilerin türev ve uygulamaları konusunda ciddi problemlerle karşılaştıkları tespit edilmiştir. (Smith, 1996; Tall, 1990; Tatar, Okur ve Tuna, 2008). Bu bağlamda, matematik eğitimi sürecinde öğretmenler bir yandan matematiksel kavramları

bireyin kendine özgü öğrenme stiline uygun olarak öğrenme ortamları tasarlarlarken, diğer taraftan da temel matematiksel beceriler kapsamında yeralan olan, problem çözme, eleştirel düşünebilme, tahminde bulunma, kavramlar arasındaki ilişkileri belirleme vb gibi becerilerin geliştirilmesini de amaçlamalıdır.

### **Araştırmanın önemi**

Öğrenme stilleriyle ilgili yapılan araştırma sonuçları gözönüne alındığında, bireysel farklılıkların öğrenme ve öğretme ortamını zenginleştirdiği temeline dayanmaktadır (Gencel, 2007). Öğrencilerin öğrenme stillerinin belirlenmesi, öğretme öğrenme etkinliklerinde yeni yaklaşımların, modern öğretim yöntemlerinin uygulanmasını, hem eğitimciler hem de öğrenciler için öğrenme ortamlarında öğrenme yöntemlerinin nasıl geliştirileceği konusunda yardımcı olabilir (Akkoyunlu, 1995). Öğrencilerin akademik başarılarının öğrenme stilleriyle ilişkisine ışık tuttuğu düşünülen çalışmada, matematik alanındaki ikinci ve üçüncü sınıf öğrencilerinin öğrenme stilleri konuyla ilgili akademik başarıya ulaşacaktır. Her ne kadar öğrenme stilleri ile başarı arasındaki ilişkilerin incelendiği çok sayıda farklı çalışmalarda araştırılmış çalışma sonuçları olmasına rağmen, üniversite öğrencilerinin türev başarılarının öğrenme stillerine göre incelenmesinin matematik eğitime katkıda bulunacağı ve sonraki çalışmalara ışık tutacağı düşünülmektedir. Bu bağlamda, araştırmanın amacı, ilköğretim matematik öğretmenliği anabilim dalında öğrenim gören öğretmen adaylarının akademik başarılarının öğrenme stillerine göre incelemesidir.

### **Problem cümlesi**

Araştırmanın problem cümlesi “İlköğretim matematik öğretmen adaylarının türev konusundaki akademik başarıları öğrenme stillerine göre anlamlı olarak farklılaşmakta mıdır?” şeklinde ifade edilmiştir.

### **Alt problemler**

1. İlköğretim matematik öğretmen adaylarının öğrenme stilleri nasıl bir dağılım göstermektedir?
2. İlköğretim matematik öğretmen adaylarının öğrenme stilleri cinsiyetlerine göre nasıl bir dağılım göstermektedir?
3. İlköğretim matematik öğretmen adaylarının öğrenme stilleri sınıf bağımsız değişkenine göre anlamlı olarak farklılaşmakta mıdır?
4. İlköğretim matematik öğretmen adaylarının türev konusuna yönelik akademik başarıları sınıf bağımsız değişkenine göre anlamlı olarak farklılaşmakta mıdır?

### **Araştırma modeli**

Bu araştırmada genel tarama modeli kullanılmıştır. Tarama modeli, geçmişte ya da halen mevcut olan bir durumu müdahale etmeksizin var olduğu şekliyle tanımlayan bir araştırma türüdür (Karasar, 2002).

### **Örneklem**

Araştırmanın evrenini, 2015-2016 eğitim-öğretim yılında Buca Eğitim Fakültesi İlköğretim Matematik Öğretmenliği Anabilim Dalı'nda öğrenim gören lisans öğrencileri oluşturmaktadır. Araştırmanın örneklemini ise belirtilen evrenden uygun örnekleme yöntemi ile belirlenen ikinci ve üçüncü sınıfta öğrenim gören 203 öğrenci oluşturmuştur (Balcı, 2001). Öğrencilere ait bilgiler incelendiğinde, cinsiyetlerine göre dağılımları Tablo 1'de gösterilmiştir.

**Tablo 1. Örneklem İlişkin Cinsiyete Göre Dağılımı**

Cinsiyet	n	%
Kadın	154	75,86
Erkek	49	24,14
Toplam	203	100

Tablo 1'den de görüleceği üzere, çalışmanın örneklemini 2015-2016 eğitim-öğretim döneminde Buca Eğitim Fakültesi İlköğretim Matematik Öğretmenliği Anabilim Dalı'nda öğrenim gören %75,86'sı (n=154) kadın, %24,14'ü (n=49) olmak üzere toplam 203 öğretmen adayı oluşturmaktadır.

### **Veri toplama araçları**

Araştırmada öğretmen adaylarının öğrenme stillerini ve türev konusundaki akademik başarılarını belirleyebilmek amacıyla “Kolb Öğrenme Stili Envanteri” ve “25 soruluk çoktan seçmeli başarı testi” kullanılmıştır.

### **Öğrenme stili envanteri**

Araştırmada veri toplama aracı olarak “Kolb Öğrenme Stili Envanteri” kullanılmıştır. Kolb (1976) tarafından geliştirilen ve Kolb (1985) tarafından yeniden düzenlenen, Aşkar ve Akkoyunlu (1993) tarafından Türkçe uyarlama çalışması yapılan “Kolb Öğrenme Stili Envanteri”nin geçerlik ve güvenilirlik çalışması sonucunda, ölçek güvenilirliğinin .73-.83 arasında değiştiği belirlenmiştir. Ölçek, “Soyut Kavramsallaştırma-Somut Deneyimler” ve “Yaşantısal Gözlem-Aktif Deneyimler” olmak üzere iki alt boyuttan oluşmaktadır (Riding ve Rayner, 1998). Oniki maddeden oluşan Öğrenme Stilleri Envanteri'nin her bir maddesinde dört ifade bulunmaktadır. Bu dört ifade aşağıdaki gibidir.



Birinci ifade: somut yaşantı yeteneğine (SY),  
İkincisi ifade: yansıtıcı gözlem yeteneğine (YG),  
Üçüncü ifade: soyut kavramsallaştırma yeteneğine (SK),  
Dördüncüsü aktif yaşantı yeteneğine (AY).

Ölçekte yeralan her bir ifade için 12 ile 48 arasında değişir. Aktif yaşantı (AY-YG) ve Soyut-Somut (SK-SY) birleştirilmiş puanları -36 ile +36 arasında değişir. Soyut-Somut (SK-SY) da elde edilen pozitif puan; öğrenmenin aktif, negatif puan ise öğrenmenin yansıtıcı olduğunu ifade eder. Birleştirilmiş puanların elde edilmesiyle (SK-SY, AY-YG) diyagramda iki puanın kesiştiği nokta bireye en uygun olan öğrenme stilini göstermektedir (Aşkar ve Akkoyunlu, 1993).

### **Türev başarı testi**

Araştırmada türev başarı testinin geçerliğini belirlemek için ölçüt olarak içerik geçerliği kullanılmıştır. Türev başarı testi alan uzmanı bir öğretim üyesi ve MEB'e bağlı devlet okullarında görev yapan üç matematik öğretmenin görüşleri alınarak hazırlanmıştır. Türev başarı tesinin geçerlik ve güvenilirlik düzeylerinin testleri yapılan Pilot çalışma araştırmaya dahil edilmeyen 2. ve 3. Sınıfta öğrenim gören 50 öğretmen adayı ile gerçekleştirilmiştir. Çalışma sonucunda anlaşılmayan sorular tekrar incelenerek başarı testinin son şekli verilmiştir. Araştırmacı tarafından geliştirilen "Türev Başarı Testi"nin iç tutarlılık katsayısı .69 olarak belirlenmiştir.

### **Verilerin analizi**

Elde edilen verilerin analizinde araştırmanın amaçları doğrultusunda yüzde dökümleri alınmıştır. Araştırma verileri arasında istatistiksel olarak anlamlı farklılaşmaların olup-olmadığını test etmek için "kay kare" testi, sınıf bağımsız değişkenine göre başarı ortalaması ikili karşılaştırmalar için bağımsız örneklem t-testi kullanılmıştır. Bu araştırmada manidarlık düzeyi .05 olarak kabul edilmiştir.

### **Bulgular**

İlköğretim Matematik Öğretmenliği bölümü ikinci ve üçüncü sınıf öğretmen adaylarının türev konusundaki akademik başarılarının Kolb öğrenme stillerine göre araştırmanın alt amaçlarına doğrultusunda elde edilen sonuçlar aşağıdaki gibidir.

### **Birinci alt probleme ilişkin bulgular**

Bu alt problemde "İlköğretim Matematik öğretmenliği lisans öğrencilerinin öğrenme stilleri bakımından nasıl bir dağılım göstermektedir?" sorusuna cevap aranmıştır. İlköğretim Matematik Öğretmenliği Anabilim Dalı öğretmen adaylarına ilişkin Kolb Öğrenme stillerinin frekans ve yüzde dökümleri Tablo 2'de verilmiştir.

**Tablo 2. Örneklemeye İlişkin Öğrenme Stillerinin Dağılımı**

Öğrenme Stili	f	%
Değiştiren	35	17,24
Özümseyen	81	39,90
Ayrıştıran	64	31,52
Yerleştiren	23	11,34
Toplam	203	100,0

Araştırmaya katılan 2. ve 3. sınıf öğrencisinden elde edilen bulgular ışığında öğrencilerin %39,90'nının özümseyen öğrenme stiline, %17,24'ünün değiştiren öğrenme stiline, %31,52'sinin ayrıştıran öğrenme stiline ve %11,34'ünün yerleştiren öğrenme stiline yatkın oldukları söylenebilir.

#### **İkinci alt probleme ilişkin bulgular**

Bu alt problemde “İlköğretim Matematik öğretmenliği lisans öğrencilerinin öğrenme stilleri cinsiyetlerine göre nasıl bir dağılım göstermektedir?” sorusuna yanıt aranmıştır. Cinsiyet bağımsız değişkenine göre Kolb öğrenme stillerinin yüzde ve frekans dağılımları Tablo 3'te verilmiştir.

**Tablo 3. Örneklemeye İlişkin Öğrenme Stillerinin Cinsiyete Göre Dağılımı**

Öğrenme Stili	Cinsiyet	f	%
Değiştiren	Kadın	26	16,88
	Erkek	9	18,36
Özümseyen	Kadın	61	39,61
	Erkek	20	40,81
Ayrıştıran	Kadın	52	33,76
	Erkek	12	24,48
Yerleştiren	Kadın	15	9,75
	Erkek	8	16,35
Toplam	Kadın	154	100,00
	Erkek	49	100,00

Tablo 3 incelendiğinde kadın öğrencilerin %39,61'inin özümseyen, %18,88'inin değiştiren öğrenme stilini, %33,76'sının ayrıştıran öğrenme stilini, %9,75'inin yerleştiren öğrenme stilini tercih ettikleri; erkek öğrencilerin ise %40,81'inin özümseyen öğrenme stilini, %24,48'inin ayrıştıran öğrenme stilini, %18,36'sinin değiştiren öğrenme stilini ve %16,35'inin yerleştiren öğrenme stilini benimsedikleri saptanmıştır.

### Üçüncü alt probleme ilişkin bulgular

Bu alt problemde “İlköğretim Matematik öğretmenliği lisans öğrencilerinin öğrenme stilleri sınıflar arasında anlamlı bir fark var mıdır?” sorusuna yanıt aranmıştır. İlköğretim Matematik Öğretmenliği Anabilim Dalı öğretmen adaylarına ilişkin Kol Öğrenme stillerinin frekans ve yüzde dökümleri Tablo 4’de verilmiştir.

**Tablo 4. Örnekleme İlişkin Öğrenme Stillerinin Sınıf Bağımsız Değişkenine Göre Dağılımı**

Öğrenme Stili	2.sınıf		3.sınıf		Toplam	
	f	%	f	%	f	%
Değiştiren	17	15,74	18	18,94	35	17,2
Özümseyen	41	37,96	40	42,10	81	39,9
Ayrıştıran	43	39,81	21	22,10	64	31,5
Yerleştiren	7	6,49	16	16,86	23	11,4
Toplam	108	100,0	95	100	203	100

Öğrenme stilleri ve öğrencilerin sınıfları sınıflama ölçeğinde olduğu için aralarında anlamlı farklılık olup olmadığı kay kare testi kullanılmıştır.  $\chi^2 = 10,335$   $p = ,016 < ,05$  olduğu için sınıf düzeylerine göre öğrenme stilleri anlamlı farklılık göstermektedir.

### Dördüncü alt probleme ilişkin bulgular

İlköğretim matematik öğretmenliği lisans öğrencilerinin 2. ve 3. sınıflardan veri toplandığı için sınıf bağımsız değişkeni iki kategoriden oluşmakta ve başarı puanı sürekli değişken olduğu için bağımsız örneklem t-testi kullanılmıştır. Bağımsız örneklem t testinin iki tane varsayımı vardır. Bunlardan biri 2. ve 3. sınıfların başarı puanları normal dağılım göstermelidir. Bu nedenle 2. sınıfların başarı puanlarının normal dağılım gösterdiğini söyleyebiliriz. 3. sınıfların başarı puanlarının çarpıklık katsayısı .79 basıklık katsayısı -.935 olarak bulunmuştur. Dolayısıyla 3. sınıfların başarı puanlarının da normal dağılım gösterdiği söylenebilir. Diğer varsayım bağımsız örneklem t testi sonuçlarında Levene testi ile test edilir. Bu veriler için Levene testi sonucu anlamlı çıkmıştır ( $.019 < .05$ ) başarı puanının varyansı 2. ve 3. sınıflar arasında eşit dağılmamaktadır. Fakat bağımsız örneklem t testi bu varsayım ihlal edildiğinde de kullanılabilir. Analiz sonuçlarına göre sınıfların başarı puanları arasındaki farklılık istatistiksel olarak anlamlıdır ( $.013 < .05$ ). Yani 3. Sınıflar 2. Sınıflara göre istatistiki olarak anlamlı derecede yüksek puan almışlardır.

### Tartışma

Araştırmaya katılan İlköğretim Matematik Öğretmenliği Anabilim Dalı’nda öğrenim gören ikinci ve üçüncü sınıf öğrencilerinden elde edilen bulgular öğrencilerin %39,90’ının

özümseyen, %17,24'inin değiştiren, %31,52'ünün ayırıştırın ve %11,34'inin yerleştiren öğrenme stiline sahip olduklarını göstermektedir. Veri toplama aracı olarak, Kolb Öğrenme Stili Envanteri'nin kullanıldığı çalışmalarda özümseyen öğrenme stiline sahip olan öğrenci sayısının, diğerlerine göre daha fazla olduğu; yerleştiren öğrenme stiline sahip olan öğrenci sayısının ise en az olduğu belirlenmiştir (Kılıç, 2002). Genel literatür incelendiğinde, özümseyen öğrenme stiline sahip bireylerin sayıca daha fazla olduğu, sayıca hemen ardından ayırıştırın öğrenme stiline sahip bireylerin geldiği görülmüştür. Eldeki araştırma sonucunda da, özümseyen öğrenme stilinden sonra en çok tercih edilen ayırıştırın öğrenme stiline olması çalışmamızın sonucunu destekler niteliktedir. Bu çalışmada da özümseyen öğrenme stiline sahip öğrencilerin araştırmaya katılan öğrenciler arasında %39,90 ile en çok olduğu, Yerleştiren öğrenme stiline sahip öğrenciler ise %11,34 ile en az sayıda olduğu saptanmıştır. Öğrenme stilleri ve öğrencilerin sınıfları sınıflama ölçeğinde olduğu için aralarında anlamlı farklılık olup olmadığı kay kare testi kullanılmıştır.  $\chi^2 = 10,335$   $p = ,016 < ,05$  olduğu için sınıf düzeylerine göre öğrenme stilleri anlamlı farklılık göstermektedir. Sınıfların başarı puanları arasındaki farklılık istatistiksel olarak anlamlıdır ( $,013 < ,05$ ). Yani 3. Sınıflar 2. Sınıflara göre istatistiksel olarak anlamlı derecede yüksek puan almışlardır. Peker (2005) ilköğretim matematik öğretmenliğini kazanan öğrencilerin öğrenme stilleri ile matematik başarıları arasındaki ilişkiyi incelediği araştırmasında, öğrencilerin %65,8'inin özümseyen öğrenme stiline, %25,8'inin ayırıştırın öğrenme stiline, %5,2'sinin değiştiren öğrenme stiline ve %3,2'sinin yerleştiren öğrenme stiline sahip olduğunu saptamıştır. Peker (2003) resmi düz lisede öğrenim gören lise ikinci sınıf öğrencileri üzerinde yaptığı çalışmada öğrencilerin %54,2'sinin özümseyen öğrenme stiline, %26,1'inin ayırıştırın öğrenme stiline, %13,9'unu değiştiren öğrenme stiline ve öğrencilerin %5,8'inin yerleştiren öğrenme stiline sahip olduğunu tespit etmiştir. Peker ve Aydın (2003) tarafından Anadolu ve Fen liselerinde öğrenim gören lise öğrencileri ile yaptıkları çalışmada öğrencilerin %54,5'inini özümseyen öğrenme stiline, %29,4'ünün ayırıştırın öğrenme stiline, %10,9'unu değiştiren öğrenme stiline ve %5,2'sinin yerleştiren öğrenme stiline sahip oldukları sonucuna ulaşmıştır. Peker, Mirasyedioğlu ve Aydın (2004) matematik öğretmenliği son sınıf öğretmen adaylarıyla yaptıkları çalışmada öğretmen adaylarının %58,8'inin özümseyen öğrenme stiline, %31'inin ayırıştırın öğrenme stiline, %5,9'unun değiştiren öğrenme stiline ve %4,3'ünün yerleştiren öğrenme stiline sahip olduklarını tespit etmişlerdir. Mutlu (2004) öğrenme stillerine dayalı fen bilgisi öğretimi üzerine yaptığı çalışmada öğrencilerin 50,7'sinin özümseyen öğrenme stiline, %26,8'inin ayırıştırın öğrenme stiline, %15'inin değiştiren öğrenme stiline ve %7,5'inin yerleştiren öğrenme stiline stiline olduğunu saptamıştır. Kılıç (2002)

araştırmasında 118 deneğin öğrenme stillerini belirlemiş ve deneklerin %51'i özümseyen öğrenme stiline, %26'sı ayrıştırıcı öğrenme stiline, %24'ü değiştiren öğrenme stiline, %17'sinin ise yerleştiren öğrenme stiline olduğunu saptanmıştır. Hasırcı (2006) sınıf öğretmenliği öğrencilerinin öğrenme stillerinin belirlediği araştırmasında öğrencilerin %41,1'inin özümseyen öğrenme stiline, %33,2'sinin ayrıştırıcı öğrenme stiline, %17,3'ü değiştiren öğrenme stiline ve %8,4'ünün yerleştiren öğrenme stiline sahip olduklarını belirlemiştir. Eldeki araştırma bulgusu ile Kılıç (2002), Peker (2005), Peker (2003), Peker ve Aydın (2003), Mutlu (2004), Peker, Mirasyedioğlu ve Aydın (2004), Peker (2005), Hasırcı (2006), Koç (2007) ve Kaya (2007)'ın yaptıkları araştırma sonuçlarının birbirine paralel ve tutarlı olduğu, yani birbirini desteklediği söylenebilir. Yapılan araştırmalar öğrencilerin çoğunluğunun özümseyen öğrenme stilini benimsediğini ve en az tercih edilen öğrenme stiline ise yerleştiren öğrenme stili olduğunu göstermektedir. Bu doğrultuda yapılan araştırmanın literatürü destekler nitelikte olduğu söylenebilir. Özümseyen öğrenme stiline öğrenciler bir bütün olarak yapılandırılmış sistematik bilgiyi alırlar. Bu öğrenme stiline soyut düşünce ve kavramlar önemlidir. Öğretmenlerin genellikle eğitim ortamında kavram ezberleme ve soyut bilgi verme şeklinde öğretim yapmaları öğrencilerin bu öğrenme stilini daha çok tercih etmelerine neden olduğu düşünülebilir.

İlköğretim Matematik Öğretmenliği Anabilim Dalı'nda öğrenim gören ikinci ve üçüncü sınıf kadın öğretmen adaylarının %39,61'inin özümseyen, %18,88'inin değiştiren öğrenme stilini, %33,76'sının ayrıştırıcı öğrenme stilini, %9,75'inin yerleştiren öğrenme stilini tercih ettikleri; erkek öğretmen adaylarının ise %40,81'inin özümseyen öğrenme stilini, %24,48'inin ayrıştırıcı öğrenme stilini, %18,36'sinin değiştiren öğrenme stilini ve %16,35'inin yerleştiren öğrenme stilini benimsedikleri yapılan araştırma bulgusu incelendiğinde, eldeki araştırma bulgusunun Peker (2005), Hasırcı (2006), Koç (2007) ve Kaya (2007) tarafından yapılan araştırma bulgularıyla birbirine paralel ve tutarlı olduğu, yani birbirini desteklediği söylenebilir.

### **Sonuç ve öneriler**

Araştırmanın sonucunda, İlköğretim Matematik Öğretmenliği Anabilim Dalı'nda öğrenim gören ikinci ve üçüncü sınıf öğretmen adaylarının %39,90'ının özümseyen öğrenme stiline, %31,52'sinin ayrıştırıcı öğrenme stiline, %17,24'nün değiştiren öğrenme stiline ve %11,34'ünün de yerleştiren öğrenme stiline, sahip oldukları saptanmıştır.

İlköğretim Matematik Öğretmenliği Anabilim Dalı'nda öğrenim gören ikinci ve üçüncü sınıf kadın öğretmen adaylarının %39,61'inin özümseyen, %18,88'inin değiştiren öğrenme stilini, %33,76'sının ayrıştırıcı öğrenme stilini, %9,75'inin yerleştiren öğrenme

stilini tercih ettikleri; erkek öğretmen adaylarının ise %40,81'inin özümseyen öğrenme stilini, %24,48'inin ayırıştırıcı öğrenme stilini, %18,36'sinin değiştiren öğrenme stilini ve %16,35'inin yerleştiren öğrenme stilini benimsedikleri saptanmıştır.

İlköğretim Matematik Öğretmenliği Anabilim Dalı'nda öğrenim gören ikinci ve üçüncü sınıf öğretmen adaylarının öğrenme stili puan ortalamalarının cinsiyet bağımsız değişkenine göre kadın öğretmen adayları lehine anlamlı olarak farklılaştığı saptanmıştır.

İlköğretim Matematik Öğretmenliği Anabilim Dalı'nda öğrenim gören ikinci ve üçüncü sınıf öğretmen adaylarının öğrenme stili puan ortalamalarının sınıf bağımsız değişkenine göre üçüncü sınıfta öğrenim gören öğretmen adayları lehine anlamlı olarak farklılaştığı saptanmıştır.

Araştırma sonucunda, aşağıdaki önerilerde bulunulmuştur.

Türev konusuna ilişkin akademik başarıyı arttırmak için, öğrenme-öğretme ortamları tasarlanırken özümseyen ve ayırıştırıcı öğrenme stiline sahip öğrencilere yönelik etkinliklere daha fazla yer verilmesi önerilebilir. Matematik dersinin etkili ve bireysel özelliklere uygun biçimde gerçekleştirilmesinde, öğrenme öğretme sürecinin sırasıyla, somut deneyim, yansıtıcı gözlem, soyut kavramsallaştırma ve aktif deneyim öğrenme yollarına uygun olarak hazırlanmasını gerektiren ve böylece her bir ders için çok çeşitli öğretim yöntem ve tekniklerinin uygulanma aşamalarını gösteren deneyimsel öğrenme kuramından yararlanılabilir. Eğitimden sorumlu kurumların, okul yöneticilerinin ve öğretmenlerin destek vermeleri ve işbirliği içinde olmaları uzun soluklu çalışmalardan elde edilecek sonuçları daha anlamlı kılabilir. Öğrenme stillerine uygun öğrenme materyali geliştirilebilir ve tüm alanlarda örnek çalışma olarak bu materyalden yararlanılabilir. Matematiğin dışındaki diğer alanlarda da benzeri çalışmalar gerçekleştirilerek bir materyal bankası oluşturulabilir. Tüm alanlarda öğrencilerin öğrenme stillerine uygun öğrenme süreci ve ortamının tasarlayarak, uygulama yapılmasıyla büyük ölçüde istenen öğrenci merkezli öğrenme gerçekleştirilmiş olabilir.

Sonuç olarak unutmamak gerekir ki eğitim süreci dinamik bir yapıya sahiptir. Yani kendi kendini sürekli geliştirmesi gereken bir süreçtir. O nedenle yapılacak çalışmalar ile sürecin yönü belirlenebilir.

### **Kaynaklar**

Akkoyunlu, B. (1995). Bilgi Teknolojilerinin Okullarda Kullanımı ve Öğretmenlerin Rolü. *Hacettepe Üniversitesi Eğitim Fakültesi Dergisi*, 11, 105-109. Üniversitesi Sosyal Bilimler Enstitüsü.

Alamalhodaie, H. (2001). Convergent/Divergent Cognitive Styles and Mathematics Problem Solving. *Journal of Science and Mathematics Education in Southeast Asia*, 24 (2), 102

- Artigue M. (1997). Le logiciel Derive comme révélateur de Phénomènes didactiques liés à l'utilisation d'environnements informatiques pour l'apprentissage. *Educational Studies in Mathematics*, 33 (2), 133-169.
- Aşkar, P. & Akkoyunlu, P. (1993). Kolb Öğrenme Stili Envanteri, *Eğitim ve Bilim*; sayı:87,
- Babadoğan, C. (2000). "Öğretim Stili Odaklı Ders Tasarımı Geliştirme", *Milli Eğitim Dergisi*,
- Balcı, M. (2001). *Genel matematik* (2. baskı). Ankara: Balcı Yayınları.
- Başbüyük, A. (2004). Matematik Öğretmenlerinin Dikkate Alabilecekleri Öğrenme Stilleri Mc Carthy Modeli. *Milli Eğitim Dergisi*, sayı:163
- Büyüköztürk, S. (2001). *Deneyisel Desenler*. Ankara: Pegem Yayınları.
- Elçi, A.N. (2008). *Öğrenme stillerine uygun olarak seçilen öğrenme yöntemlerinin öğrencinin başarısına, matematiğe yönelik tutumuna ve kaygısına etkileri*. (Yayımlanmamış doktora tezi). Dokuz Eylül Üniversitesi, Eğitim Bilimleri Enstitüsü, İzmir.
- Felder, M. R. (1996). Matters of style. *American Society for Engineering Education*, 6(4), 18-23.
- Gencil, İ. E. (2006). *Öğrenme stilleri, deneyimsel öğrenme kuramına dayalı eğitim, tutum ve sosyal bilgiler program hedeflerine erişimi düzeyi*. (Yayımlanmamış doktora tezi). Dokuz Eylül Üniversitesi Eğitim Bilimleri Enstitüsü, İzmir.
- Hasırcı, Ö. (2005). Görsel öğrenme stillerine göre düzenlenen öğretimin akademik başarı ve kalıcılığa etkisi. *Çukurova Üniversitesi Sosyal Bilimler Dergisi*, 14(2), 299-314
- Karasar, N. (2002). *Bilimsel Araştırma Yöntemi*, Ankara: Nobel Yayın Dağıtım.
- Kaya, F. (2007). *İlköğretim Öğrencilerinin Öğrenme stillerine Dayalı Fen ve Teknoloji Dersi Öğretim Düzeyinin İncelenmesi*. Yüksek Lisans Tezi. Eskişehir Osmangazi Üniversitesi Fen Bilimleri Enstitüsü.
- Kılıç, E.(2002). Baskın Öğrenme Stilinin Öğrenme Etkinlikleri Tercihi ve Akademik Başarıya Etkisi, *Eğitim Bilimleri ve Uygulama*, Cilt: 1, Sayı :1, Temmuz.
- Kilpatrick, J. (1992). A history of research in mathematics education. In D. A. Grouws (Ed.), *Handbook of research on mathematics teaching and learning: A project of the National Council of Teachers of Mathematics* (pp. 3-38). New York, NY, England: Macmillan Publishing Co, Inc.
- Koç, D. (2007). *İlköğretim Öğrencilerinin Öğrenme Stilleri: Fen Başarısı ve Tutumu Arasındaki İlişki*, Yüksek Lisans Tezi, Kocatepe Üniversitesi.
- Kolb, D. (1984). *Experiential Learning: Experience as the Source of Learning and Development*, New Jersey: Prentice Hall, Inc, Engle wood Cliffs.

- Peker, M. (2003a). *Öğrenme Stilleri ve 4MAT Yönteminin Öğrencilerin Matematik Tutum ve Başarılarına Etkisi* (Yayımlanmamış doktora tezi) Gazi Üniversitesi Eğitim Bilimleri Enstitüsü, Ankara.
- Peker, M. (2003b). Kolb öğrenme stili modeli. *Milli Eğitim Dergisi*. 157, 185-192.
- Peker, M. & Aydın, B. (2003). Anadolu ve Fen liselerindeki Öğrencilerin Öğrenme Stilleri. *Pamukkale Üniversitesi Eğitim Fakültesi Dergisi*, sayı: 14, 167-172.
- Rayner, S. & Riding, R. (1997) Towards a categorisation of cognitive styles and learning styles, *Educational Psychology*, 17 (1-2), 5-27.
- Smith, B. A. (1996). A meta-analysis of outcomes from the use of calculators in mathematics education. Doctoral dissertation, Texas A&M University at Commerce. *Dissertation Abstracts International*, 58, 03.
- Tall, D. (1990). Inconsistencies in the learnig of calculus and analysis. *Focus on Learning Problems in Mathematics*, 12, 46-63.
- Tatar, E., Okur, M., & Tuna, A., (2008). Ortaöğretim matematiğinde öğrenme güçlüklerinin saptanmasına yönelik bir çalışma, *Kastamonu Eğitim Dergisi*, 16 (2), 507-516.





DOI: 10.22559/folklor.980

Folklor/edebiyat, cilt:25, sayı: 97-1, 2019/1

## Lexical Categories in Eleven by Sandra Cisneros: A Pedagogical Stylistic Study

Sandra Cisneros'un Eleven Adlı Eserinin Sözcüksel Kategorileri: Pedagojik Biçembilimsel İnceleme

Safiye Çiftlikli\*

### Abstract

The present study applies a checklist of linguistic and stylistic categories developed by Leech and Short (2007) to examine the short story "Eleven" written by Sandra Cisneros. Stylistic analysis is the study that examines the level of efficacy in the utility of words or language in a sentence or any writing. In this sense, this study is concerned to provide stylistic analysis of the selected short story concerning its underlying theories from a method of prose text analysis that affianced by literary stylists Leech & Short (1981) to be able to determine its stylistic efficacy concerning lexical category. This study provides awareness in developing and presenting a model for EFL teachers how to use this kind of analysis in EFL context. In this regard, as the analysis is made up the aspects of lexical pattern, it would be prominently crucial in understanding the importance of how to select literary texts for language learners to be able to promote language learning. Thus, this study is useful and worthy endeavor in foreign language teaching as it sheds light in the awareness of selecting appropriate literary texts depending on students' needs, interest and levels for not creating dilemma in learning process and demotivating learners, and clarifying to what extent pedagogical stylistics provide contribution to learning foreign language.

**Keywords:** *Stylistic Analysis, Lexical Category, EFL*

### Öz

Bu çalışma Sandra Cisneros'un "Eleven" adlı edebi eserinin Leech ve Short'un (2007) belirlediği dilbilim ve biçimbilim ilkelerine göre incelenmiştir. Biçembilimsel inceleme, yazılı ve sözlü kelimelerin, cümlelerin veya dilin kullanımındaki etkinlik düzeyini bütünsel ve sistematik olarak ele alarak inceleyen çalışmadır. Bu bağlamda çalışmanın amacı seçilen bu kısa öykünün biçembilimsel bakış açısıyla incelenip sözcük türlerini ele alıp irdelemiştir. Bu çalışma, İngilizce öğretmenlerine ve İngilizce öğrenimindeki öğrencilerine bu tür analizlerin nasıl kullanılacağı konusunda bir model geliştirme ve sunma konusunda farkındalık sağlamayı dahe etkin dil öğrenmeye yol açacaktır. Bu bağlamda, biçembilimsel inceleme sözcük düzeninin yönlerini ele aldığından, bu tür edebi eserlerin dil öğretiminde daha etkili bir şekilde nasıl yapılabileceği ve bu eserlerin sınıf içi kullanımı için nasıl seçilebileceği konusunda farkındalık sağladığından oldukça önem taşımaktadır. Bu nedenle bu çalışma, yabancı dil öğretiminde öğrencilerin ihtiyaçlarına, ilgi alanlarına ve öğrenme sürecinde ikilem oluşturmadan öğrencileri dil öğrenimine etkili bir şekilde motive edecektir. Bu doğrultuda seçilecek olan eserlerin sınıf içi dil öğretiminde kullanılması amaçlandığından seviyelerine uygun seçilmesi de ayrıca önem taşıdığından bu çalışma farkındalık yattığından oldukça yararlı ve değerli bir çalışmadır.

**Anahtar sözcükler:** *Biçembilimsel İnceleme, Sözcüksel Kategori, EFL*

---

\* Cyprus International University Department of School of Foreign Languages Nicosia- TRNC [safiyec@ciu.edu.tr](mailto:safiyec@ciu.edu.tr)

## **Introduction**

Growing interest in English language learning have necessitated search for new methods and procedures. In this respect, various studies have been conducted to be able to determine good characteristics of language learners in order to be able to promote language learning. However, as learning and teaching foreign language are two interrelated areas, one study in one of these fields sheds light on the other one. Teaching profession is like an umbrella that covers many roles. Therefore, language teachers are continuously required to find out different ways for helping their students to improve their language competences. Doubtless, although there are various techniques for teaching foreign language, pedagogical stylistics is one of the prominent ways that brings the new trends to language teaching and significantly provides contribution to the arena of language teaching and learning by the help of using literary texts. Since stylistic is accepted as a prominent tool for empowering L2 performance, it provides contribution to build language awareness and deals with how it works in language context.

Considering various benefits of stylistics, it has gained an interest by many language teachers. Therefore, stylistic analysis of literary texts yields up a great awareness of these texts by inspecting linguistic components explicitly as it takes into account meaning and form of the words and deals with to reveal how meaning is constituted by the writers' stylistics choices on language components by reflecting their culture, thoughts, and seeing the world from the perspective of those writers. This study is limited according to Leech & Short's categorized determinations about stylistic studies, since according to Leech & Short (1981:75) the categories are considered on the basis of four general headings namely as lexical categories, grammatical categories, figures of speech, and cohesion and context. However, this study is devoted to examine the selected short story "Eleven" of Sandra Cisneros from the stylistic point of view to reveal how language is used in the literary text for being able to determine to what extent it provides contributions to language learners in terms of efficacy of lexical category.

### **1. A general overview of the author and the story**

Sandra Cisneros, as a short story author presented "Eleven" in her 1991 collection *Woman Hollering Creek, and Other Stories*. As a Mexican female author raised in the United States, Cisneros prefers the language and images by reflecting her community. Therefore, Cisneros enconces Spanish words, phrases, and expressions without translation for emphasizing the dual

linguistic lives of those live in Mexico. Although the author is so generous in using emotional content of her experiences to engender her stories, they are not directly related with the events in the author’s own life.

“Eleven” is a brief narrative short story which is written in the first person. The word choice is also very simple and straightforward. “Eleven” is titled as it is about a Latina girl named Rachel and is about her experience at school on her eleventh birthday. The story begins with Rachel’s reflection to her new age; therefore, she is the main character and protagonist –the character that the story revolves around her.

## 2. Stylistic analysis of “eleven”

### 2.1 lexical category

Stylistics analysis of the short story “Eleven” of Sandra Cisneros is conducted. In terms of analysis lexical categories are used to clarify how choice of words involves various types of meaning. General description of vocabulary choice, examination of nouns, verbs and adjectives are taken into account in this analysis. The table below shows the quantitative data based on stylistic analysis of “Eleven” in terms of considering lexical category.

	<b>Eleven (by Sandra Cisneros)</b>	<b>General English</b>
<b>1. Number of graphological words in extract</b>	1200	
<b>2. Number of graphological sentences</b>	68	
<b>LEXICAL DATA</b>	(per 100 words)	(per 100 words)
<i>Major word classes</i>		
<b>3. Nouns</b>	138	11.5 (25.1)
<b>4. (Main Verbs) Verbs</b>	152	12.6 (13.4)
<b>5. Adjectives</b>	53	4.4 (7.5)
	343	33.08 (46)

<b>TOTAL</b>		
--------------	--	--

### 2.1.1 Nouns

It is clearly identified that a large number of concrete nouns (eyes, mama’s lap, onion, ring, tree trunk, dolls, penny, tin, box, sweater, desk, pencil, book, eraser, mountain, cake, candle, etc.) are used for describing outer setting. In other words, they are preferred for clarifying what is intended to be seen from Rachel’s eyes. Therefore, the author generally prefers to use concrete nouns in the story for describing physical appearance (“*Maybe because I’m skinny, maybe because she doesn’t like me*” p.248), description of the sweater (“*It’s an ugly sweater with red plastic buttons and a collar and sleeves all stretched out like you could use it for a jump-rope*” p.248), the author is so generous in the use of abstract expressions (*being scared, sad, stupid...*). Most of the abstract nouns in the story embodies the girl’s dilemma about her situation since she tries to convince her teacher as that red sweater does not belong to her and she tries to get used to her new age since she does not feel herself as eleven.

The other striking identification is that the author uses four human senses in this short story based on the red sweater which is the object that she hates and tries to convince her teacher that it does not belong to her (for hearing “*That’s not mine, not mine, finally say in a little voice*”; for seeing “*red sweater*”, “*puts it right on my desk*”; for smelling “*...smells like cottage cheese*”; for touching “*I take it off right away and give it to her...*”). Therefore, Sandra Cisneros’s stylistic choice of the words reveals that she aims drawing the reader into negative feelings towards the red sweater (“*It’s maybe a thousand years old and even if it belonged to me I wouldn’t say so.*” p.248); therefore, by the help of these detail description will lead to the reader in discerning the girl’s feelings with ease.

### 2.1.2 Adjectives

While adjectives are examined from the stylistic point of view, it is clearly perceived that most of the adjectives that has been selected to refer what the girl feels regarding to her age and to the red sweater. It is obvious that majority of the selected adjectives have negative in meaning. The following words are frequently used in the story to mention her negative feelings towards red

sweater and her age: “*stupid, scared, sad, ugly, raggedy, sick, mad, nonsense, itchy, invisible...*” Other adjectives also have a negative element of meaning (not right, not smart). Her negative feelings towards the red sweater and the ages of hers have been supported by using similes that provide the short story to be interesting and vivid in terms of comparisons; therefore, it is clearly detected that she has negative feelings toward all of her ages (“Like some days you might say something stupid, and that’s the part of you that’s still ten.”, “you’re scared, and that’s the part of you that’s five.” All the adjectives used in the story are used according to the main character’s feelings toward her ages until being eleven as she regrets being eleven until being twelve (“It takes a few days, weeks even, sometimes even months before you say Eleven when they ask you.” p.247), sweater considering its appearance and her teacher who insists on the red sweater belongs to the little girl. This chart below clarifies the stylistic organization of the writer in a clear way:

#### Role of Adjectives

Her ages until being eleven	Stupid, scared, sad, quiet
Red sweater	Ugly, raggedy, old, sick, itchy, stupid, stretched
Her teacher	Stupid, mad, old, dumb

It is depicted that one of the most substantial lexical variation in the story is repetition. Sandra Cisneros has repeated some expressions to put emphasis by saying “You don’t feel eleven” and “not mine”. Moreover, “the red sweater” has been repeated frequently to show her negative feelings towards it. The writer repeats “the red sweater” more often to show her psychological mood has damaged apparently until the owner of that sweater is found it stays on her desk like a red mountain.

#### 2.1.3 Verbs

Analyzing the story in terms of the use of verbs, it is clearly identified that the writer generally uses agentive verbs with a human subject (*they never tell you; you’re eleven; you wake up; you expect to feel; you might need, etc.*). Importantly, it is worth to mention that the writer uses action verbs (tell, wake up, open, sit, grow up, cry, put, come, etc.) and state verbs (understand, expect, need, have, know, belong, remember, pretend etc.) equally in the story.

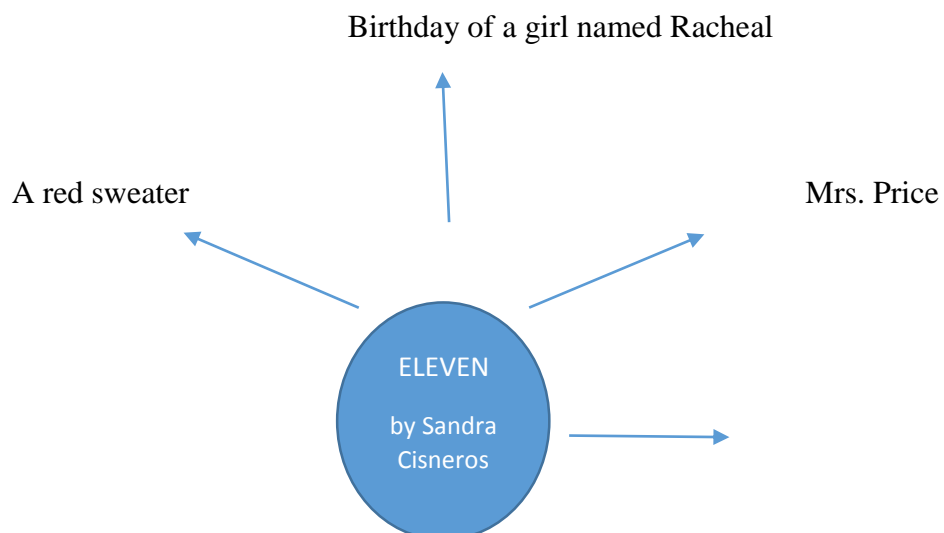
### 3. Pedagogically-oriented stylistic activities on the sample short story

Among literary texts, short stories are one of the best tools to integrate them into language classes. The crucial point in this step is how to integrate them into language classes to be able get benefits from them. Like many scholars, Parkinson & Thomas (2001) mainly dissect the use of literature in language classes into two parts as literature as object of study and literature as topic. After selecting the suitable short story, it can be conducted into three parts namely as pre-reading, while reading and post-reading. The activities below show how it is possible to integrate pedagogical stylistics in term of considering lexical features of the text into three parts.

#### 3.1 suggested pre-reading activities:

The first step in reading activities is to create curiosity for the students to read the given literary text enthusiastically; therefore, pre-reading activities play crucial role in reading classes to make readers read the whole text, to make them ready for the intended ensuing activities, to become more prepared for what they are going to read, to develop their abilities to think critically about the author's message, and to facilitate language learners' awareness. Thus, what pre-reading activities have in common is that they are student-centred. The following activities based on the selected short story are intended to exemplify before reading activities:

- Writing a short summary based on using the information that is given in the information web and comparing it after reading. It can be more enjoyable if it is organized as a group activity to choose the winner group.



“Not mine”

Sylvia Saldivar

A big red mountain

Phyllis Lopez

Ugly, raggedy, old

- Having short discussion based on how they feel on the day of their birthdays. After getting some key words based on their feelings, the students can be asked to classify them according to their meanings as positives and negatives.
- Expressing their ideas based on how being misunderstood affects them.
- The title of the short story is “Eleven”. Make a list of the lexical items you expect to find in the story.

### 3.2 suggested while reading activities:

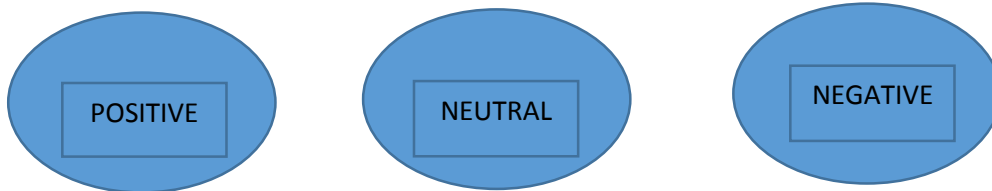
Once the students are prepared ready to the while reading activities by the help of pre-reading activities, they are ready to focus on the text in depth and to understand it better. During this stage, the students are able to confirm their predictions, gather information in a detail way and organize the gathered information a meaningful way. Muhammadzadeh (2015) states that during reading activities are utterly beneficial as they can activate the students’ passive vocabulary even by the help of simple activities like asking them to read the paragraphs and to paraphrase or to summarize them.

- Putting the jumbled order sentences into correct order according to the short story.
- Finding out similes for the given expressions below:

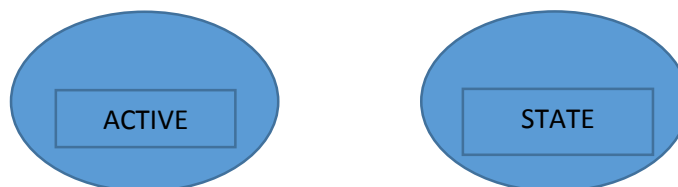
Example: (growing up) – is like an onion / the rings inside a tree trunk / wooden dolls  
(rattling) –

- (a red sweater) –
- (shoving the red sweater) –
- (smell of the red sweater) –
- (crying) –
- (headache) –

- Answering some comprehension questions:
  - (How does she feel when she gets older?)
  - (What does she feel at the age of three? Does she feel the same mood at the age of eleven?)
  - (Who is the main character in the short story?)
  - (Is the main character male or female? Underline the part that helps you find it.)
  - (How many characters are there in the story?)
  - (Does the main character like the other characters in the story? Explain your answer.)
  - (How does she feel about the red sweater?)
  - (Is the red sweater a birthday present for Rachel?)
- Classifying the given adjectives according to their meanings.



- Classifying the given verbs by putting them into correct category.





- Classifying the given nouns according to their meanings.



- Matching the words with their definitions.
- Choosing the correct word form to fit into given sentences.
- Finding words associated in meaning unhappiness

### **3.3 suggested post-reading activities**

This step is important as it shows students where to start their analysis; besides they would realize the importance of the stylistic analysis in both making this first interpretation systematic and justifiable and in adding or modifying this interpretation according to the linguistic analysis. The following activities are intended to exemplify post-reading activities:

- Writing down a paragraph based on what they would like to do if they were in the situation of Rachel.
- Writing down a dialogue that takes place between Rachel and her teacher and acting out in the classroom.
- Writing down the relationship between “a red sweater” and “a huge mountain”.
- Writing possible reasons based on why Rachel repeat “Not Mine” many times.

### **Conclusion**

Pedagogical Stylistic activities of the selected short story in this study allows the literary text to be understood much better. Since it does not only provide information about the short story, it also shows how to integrate stylistics into language learning context , what benefits of integrating stylistics for language learners and how language use functions for the sake of conveying literary meaning. It encourages language learners to interact with textual structure to infer meaning (Tutas,

2006; Timuçin, 2010). As Short (1996) states “detailed and systematic analysis can be seen as an aid to our understanding and appreciation of the text under discussion as well as providing a rational language-based account to support interpretation and giving insights into the process by which we interpret when we read”. Therefore, it facilitates language learning tremendously and can be accepted as the paramount issue for providing the bridge between linguistics and literature.

As Song (2009) states that literary texts are easily comprehended by the help of using stylistic analysis that highlights the prominent role of the linguistic codes of the texts contribute a lot to the development of literary criticism. Undoubtly, students are provided conspicuous opportunities to be deal with the selected literary texts explicitly and consciously rather than in a way of osmosis. (Carter, 1996; Batool et al., 2015). Thus, in the light of having stylistic analysis on the literary texts can provide inestimable benefits in language learning including promoting confidence in reading and interpretation by selected suitable literary texts for the students. Otherwise, linguistically not suitable literary texts create dilemma in understanding and condense the students’ motivation (Mohammadzadeh, 2015); therefore, proper texts should be chosen considering the students’ levels, needs and interests. Otherwise, it will be possible to engender various obstacle for learners while trying to facilitate language learning.

## **References**

Batool, A. et al. (2015). Stylistic analysis of Alfredd Tennyson’s poem tears idle tears. *International Journal of Multidisciplinary Research and Development* 2(3): 194-196.

Carter, R. (1996). Look both ways before crossing: developments in the language and literature classroom. In R. Carter & McRae (eds.) *Language, Literature and the Learner*. London: Longman, 1(15).

Leech, G. & Short, M. (2001). *Style in Fiction: A Linguistic Introduction to English Fictional Prose Foreign Language*. Beijing: Teaching and Research Press.

Mohammadzadeh, B. (2015). The Application of Pedagogical Stylistics in ELT Literature and Language Teaching Courses. *International Online Journal of Primary Education*. 4(1): 21-26.

Parkinson, B. & Thomas, H.R. (2001). *Teaching English in a Second Language*, Edinburg: University Press,

Song, S. (2009). A Stylistic Analysis of “Miss Brill” by Katherine Mansfield. *Review of European Studies* 1(2): 117-123.

Timuçin, M. (2010). Exploring the Language of Poems: A Stylistic Study. *Novitas-ROYAL (Research on Youth and Language)*, 4(2), 129-140.

Tutaş, N. (2006). Theory into Practice: Teaching and Responding to Literature Aesthetically. In A. Paran (Ed.) *Literature in Language Teaching and Learning*. Virginia: TESOL, 140-156.