

ANALYZING THE FACTORS INFLUENCING THE PRIMARY SCHOOL STUDENTS' DIGITAL LITERACY SKILLS DURING COVID-19 PERIOD

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Abstract

Digital literacy of primary school pupils is a much-debated issue. Some argue that it enhances the development of children at early stage of primary education; however, others are rather sceptical. The aim of this paper is to emphasize selected factors that affect the level of digital literacy of pupils in primary education. The presented study is conceived as a qualitative research with the usage of the case study method in its centre. The research was conducted during Covid-19 period in 2020. All respondents were born between 2009 and 2010. Families were deliberately chosen to copy the level of education attained by the distribution of this parameter in the Czech Republic. First, we provide the theoretical background to support our approach towards the research. A total of five children attending the fifth grade of primary school were included in the research. Subsequently, based on our results from qualitative research, we discuss factors that affect pupils' digital literacy. Findings of conducted case studies show that the way in which households are equipped with information technology devices influences the final digital literacy of pupils in the first stage of primary schools and, conversely, socio-demographic factors do not have an impact on pupils' level of knowledge and skills in the use of ICT.

Key words: *ICT in education, digital literacy, primary education, early school age, teaching ICT*

Introduction

The future of education is linked to technology. Therefore, most European countries consider incorporating the introduction of information and communication technologies (ICT) into their education systems as one of their priorities. New technologies are potential means of change and innovation. However, the implementation of technologies into education is related to a number of factors.

Today, the knowledge is produced and distributed with the generous help of information and communication technologies, and the result is the involvement of information and communication technologies in the educational process. The expectations associated with the entry of ICT into schools are considerable. The OECD report *Learning to Change: ICT in School* (2001) identifies the main reasons for implementing ICT as follows:

- Economic reasons - based on the perceived needs of the current and future economy. Knowledge of working with ICT is one of the important factors for success in the labour market. At the same time, modern technologies are seen as an opportunity for economic development.
- Social reasons - the ability to use ICT is perceived as a prerequisite for life in society in many ways. ICT competences are understood as a key skill.
- Pedagogical reasons - are based on the potential of ICT for teaching and learning, but also for school management, where modern technologies are perceived as an element that causes change and innovation in schools

Digital technologies are therefore an integral part of today. It is no different for early school-age pupils. Craft (2012) mentions the issue of developing creativity and independence within the digital age. On the one hand, technologies are perceived as dangerous, especially because of the content from which children should be protected. What is right is determined by adults, and children and youngsters are seen as consumers of what adults allow. On the other hand, technology is perceived by children as an element of empowerment and liberation, enabling children and youngsters to be active according to their needs and interests. Technology offers children unique opportunities to move

beyond the control of adults and to style themselves in different roles. Children thus become technically savvy.

In Australia, research has been conducted on children aged 9-11 who use a computer at home and at school with a much higher frequency than in other countries. They are thus exposed to risk factors related to the emergence and development of health problems that can be identified in other countries as well as adults. The research showed insufficient knowledge of children in the field of computer ergonomics (Tran, Ciccarelli, 2012).

Hsin, Li & Tsai (2014) deals with the view of the influence of technologies on learning. These authors offer, among other things, a typology of the relationship between technology and children's learning in their review article. Within this concept, they outline factors that influence children's learning. These include age, experience, the presence of modern technologies at home, time spent with technologies and also gender.

Arrow & Finch (2013) approach digital literacy from a different angle, in terms of similarities and differences in practices between home and school, including the development of literacy through digital technologies. The authors found out that the difference between teachers' digital literacy and their general literacy, which makes it difficult for children to develop digital literacy. Simpson, Walsh & Rowsell (2013) point to the development of digital literacy on a specific example of the implementation of tablets and iPads in teaching. Based on research, they state that by observing the interaction of students and the digital platform through touch, it is possible to follow navigation as evidence of the relationship between cognitive processes and the material being worked on, thus forming metatext consciousness.

Baron & Wright (2008) also have a similar positive view of the integration of technology into fourth-grade primary school teaching. Based on the experiment, they came to the conclusion that the implementation of ICT in education is effective. However, the authors point out that the essential part of any implementation is resources which include access to a sufficient amount of technology, time for teachers and students to learn to use new technology or applications, and generally have adequate technical support.

Chaudron et al. (2015) published a study focused on the qualitative monitoring of children aged 0-8 years how they work with technology and how parents mediate the

use of technology. The authors sought to identify the potential benefits and risks associated with the use of technology. The study involved 70 families from six European countries (including the Czech Republic). They state that the interaction of children with technology is shaped primarily by parents' approach, the relationship with older siblings, and the extended family. Most children possess basic operational and safety skills, some even have advanced digital competencies, but they all lack the maturity with which they can engage reflectively.

Cirus et al. (2019) examined the teachers' influence on the formation of digital literacy of primary school children. The research focuses on the extent to which informal education enables a pupil to master ICT and related technologies. The results showed a clear linkage of both sample groups (teachers and students) and the way how teachers perceive innovation and the development of their students' digital literacy. To attain this goal, preschool teachers should also be equipped with modern ICT know-how (Kabadayi, 2012; Kabadayi, 2006). The digital literacy is understood here as the ability to use information and communication technologies to search, verify, create and transmit information requiring cognitive and technical skills (Digital literacy, 2013).

Method

The presented study is conceived as a qualitative survey with the usage of the case study method in its centre (Cresswell, 2014). This approach was chosen with respect to our intention to explore in-depth what factors influence the development of digital literacy of pupils in their home environment.

The primary goal was to identify active and passive factors that may affect the teaching of students in subjects related to ICT.

An individual case study was chosen as the main research method (Yin, 2011). Within the description of individual cases, the use of a supportive method was used as a semi-structured interview, observation and, to some extent, a family history of socio-cultural background.

A total of five children attending the fifth grade of primary school were included in the research. The research was conducted during 2020. All respondents were born

between 2009 and 2010. Families were deliberately chosen to copy the level of education attained by the distribution of this parameter in the Czech Republic. The method of selecting the research set was therefore designed as a qualified intentional selection. In order to make findings as accurate as possible and to reveal the real state of pupils' knowledge, the research was carried out in a neutral environment, i.e. being unknown for pupils.

The evaluation of the obtained data was performed by standard methods of qualitative survey. What relates to interviews, they were transcribed, analysed on the basis of an inductive approach, where the data were first decoded and then processed using coding, while the open coding method was applied. Within observation and family history, findings were categorized based on relationship analysis (Silverman, 2013).

The ethical level of the research survey was ensured by the informed consents of all participants; in the case of children, the consents were expressed by legal representatives. All respondents were informed in advance about the purpose of the research survey and about the method of data analysis and following interpretation. As part of the work with the data, and especially with its publication, the findings were strictly anonymized so that it was not possible to identify the examined subjects. The names mentioned in the article are fictitious. To ensure the validity of the findings, independent data processing by the authors of this text was used, while the presented results are the result of a discussion of all researchers.

Table 1 shows that all examined pupils are mobile phone owners. Clear differences are already visible in other equipment and its use. Only one of the pupils has his/her own tablet and the other two own this technology together with their sibling. Furthermore, none of the children has their own laptop and two of the children do not even have any such device within the family. What concerns desktop computers, we can see that households are better equipped. The desktop computer is owned by four of the total number of interviewed families. However, only one of the children owns his own personal computer.

Results

The first area we focused on was the availability of ICTs at home.

Table 1 – The availability of ICTs in the household

| | <i>Kateřina</i> | <i>Lukáš</i> | <i>Monika</i> | <i>Ena</i> | <i>Viktorie</i> |
|--------------------------|--|--------------|-----------------------|---------------------------|---------------------------------|
| <i>Mobile phone</i> | YES | YES | YES | YES | YES |
| <i>Tablet</i> | YES with brother | NO | YES | NO | YES with sister, family's |
| <i>Laptop</i> | Family's | NO | Family's | Brother's | NO |
| <i>Desktop Computer</i> | Family's | Family's | NO | YES, family's | Family's |
| <i>Activities on ICT</i> | Searching, watching documents and educative programs | Games | Youtube videos, games | Youtube videos, messenger | Youtube videos, cartoons, games |

Furthermore, it is also worth noting how these devices are used. It is interesting that only one child stated that he/she uses ICT for studying and searching documents. Other children mentioned the use of ICT mainly for watching videos on Youtube, playing games and communicating through social network. Nevertheless, it must be acknowledged that even these activities support to some extent the development of children's computer literacy.

This table shows that schools of our examined pupils provide modern equipment. Only one of the teachers uses the interactive whiteboard every hour. Most teachers use an interactive whiteboard and a Data projector not only to project, but also to work with students - completing, drawing, sorting pictures / words, etc.

Most teachers also give the opportunity to pupils to make presentations on a given topic using ICT. This option is used by only half of the pupils, whose parents help with the creation (especially inserting pictures). Furthermore, the school offers a computer club where pupils can improve their computer skills.

Table 2 – The availability of ICTs at school

| | <i>Kateřina</i> | <i>Lukáš</i> | <i>Monika</i> | <i>Emá</i> | <i>Viktorie</i> |
|--|-----------------------------------|----------------|--|---|---|
| <i>Interactive whiteboard / Data projector</i> | Interactive whiteboard | Data projector | Interactive whiteboard | Interactive whiteboard | Interactive whiteboard |
| <i>- Using during lessons</i> | Every lesson | Every day | Almost every lesson | 3x per week | Almost every lesson |
| <i>Essays, Homework using ICT</i> | YES, voluntary | NO | YES, voluntary; YES (English teacher) | YES, voluntary | YES, voluntary |
| <i>- pupil's usage</i> | YES, pictures with help | X | NO | NO | YES, pictures with help |
| <i>ICT lesson</i> | Difference HW, SW, work with Word | Work with Word | Description of PC in a traditional classroom | NONE – lessons are in 2 nd and 3 rd grade of primary school + Computer club | Description of PC, work with Drawing app. |

The results show that computer competencies are very diverse among children. The biggest problem was the phrase "graphic editor". Only one out of the five children knew what the term means. Another problem was the presentation.

Although this knowledge is included in the curriculum for the lower-secondary students, teachers regularly give fifth-grade pupils the opportunity to present their work in this form. Therefore, we included this task into the survey. None of the students was able to promptly complete the assigned task. Only one child was able to somehow get orientated in a new environment. Furthermore, the pupils were asked to save all their finished work into a newly created folder. Only one student was able to save the document, presentation and output of the painting in her already created folder after thinking about the process. At the same time, pupils struggled with the search of the calendar application and its subsequent work. Two pupils started to look for the given date on the Internet.

Table 3 – Pupils' ICT skills

| | <i>Kateřina</i> | <i>Lukáš</i> | <i>Monika</i> | <i>Emu</i> | <i>Viktorie</i> |
|------------------------------------|-----------------------------------|---|---|--|-----------------------------------|
| <i>Switch on</i> | YES | YES | NO | YES | YES |
| <i>Switch off using Start Menu</i> | YES | YES | YES | YES | YES |
| <i>Folder creation</i> | with help | Created document, then folder with help | with help | YES | YES |
| <i>Graphic editor</i> | Didn't know how, good orientation | NO | She found out what it means after longer period | YES | Didn't know how, good orientation |
| <i>Text editor</i> | YES | YES | with help | YES | YES |
| - <i>Writing</i> | 4 fingers, faster | 4 fingers, slow | 3 fingers, slow | 4 fingers, faster | 3 fingers, slow |
| - <i>Numbers, capitals</i> | YES | Remembered after longer period | NO | YES | YES |
| - <i>Diacritic</i> | YES | NO | NO | YES | YES |
| <i>Presentation</i> | Problematic slide creation | NO | NO | Basic operations | Problematic slide creation |
| <i>Saving into new folder</i> | NO | NO | Can't find the place for saving | She managed on her own after a longer period | NO |
| <i>Closing a programme</i> | YES | YES | YES | YES | YES |
| <i>switching between windows</i> | YES | NO | NO | YES | YES |
| <i>Double click</i> | After a longer period of time | YES | YES | YES | NO |
| <i>Memory card</i> | YES | YES | YES | YES | YES |
| - <i>copying folder</i> | NO | YES | NO | YES | YES |
| <i>Check battery status</i> | YES | YES | YES | YES | NO |
| <i>Calendar</i> | NO | YES | NO | NO | YES |
| - <i>orientation</i> | Good orientation | NO | NO | NO | YES |
| <i>Game</i> | YES | NO | with help | YES | YES |

The third pupil manually calculated the date of birth of his relative and forgot about the application. Only one child knew where to find the calendar and how to use it.

Conclusions & Discussion

Within the individual examined blocks, it was found that the greatest influence on child has the ownership of a desktop computer or a laptop. Pupils who possessed their own or a family computer or a laptop with unlimited access had much better orientation and completed the individual tasks.

From the results of the survey and testing on a laptop, it was found out that the fact of spending free time has a greater influence on the ability to control ICTs than the number and time effort dedicated in clubs. In other words, the fact that children do not spend so much free time at the computer does not mean that their ability to work with ICT will be lower than of those who spend their time playing, for example, playing computer games. Kateřina, who attended six clubs, handled the laptop as well as Ema, who was enrolled in two clubs. On the other hand, Lukáš, who claimed to attend four clubs and watch TV in his free time or when being with friends, controlled the computer very slowly. Monika, having been assigned in three clubs and filling up her free time with hand-made, drawing and painting activities, had the worst results in operating laptop. Despite her claiming of using tablet in her free time, she could not control her laptop. This leads us to a deduction that if we wish to develop pupils' ICTs competences, the child should be able to access a laptop or desktop computer. Similar conclusions are drawn by Bjorgen & Erstad (2014), who also point out how teaching ICT in school can influence children's leisure time.

Another prerequisite for the pupil's development in the field of ICT control is a well-equipped classroom. Relatively poor equipped classroom was the case of only one of the examined schools in which pupils could make use of only data projector. Lukáš was the only pupil who did not have the opportunity to prepare his work in presentations, however his teacher tried to use the data projector every day. Ema and Monika, who had the opportunity to prepare presentations for the lesson, did not make advantage of it. In addition, Monika did not have any practical computer training at school. On the contrary, Victoria and Kateřina, who were also encouraged to prepare presentations of their work using ICT, tried it. Based on interviews, they searched for the information by themselves, only the insertion of pictures was done with the assistance of their parents.

Moreover, they both had a problem adding a new slide in the presentation, on the other hand, they managed other partial tasks without any problems. Referring to our findings, we can conclude that the classroom equipment does not have a significant impact on pupils' involvement. More important is the teacher's approach to this equipment and the opportunities that the teacher prepares for students. Thus, the most important factor would be offering lessons of ICT for primary school pupils. Similar conclusions were stated, for example, by Flewitt, Messer & Kucirkova (2014), who pointed out the importance of equipping classrooms with modern technologies.

Factors such as the age of the parents, the place of residence or the education of parents did not prove to be relevant. Comparing all the above information, it is possible to find out that a pupil with the biggest issues in completing the tasks in the survey, did not have a desktop computer in the family and used the laptop only to complete school assignments. She was using a tablet and a mobile phone for searching videos and games. Due to this rote usage of devices and insufficient access to more demanding tasks, Monika performed slowly and had troubles with the accuracy of writing, incl. accents, writing numbers, uppercase and lowercase letters. Another factor that affects her level of ICT knowledge is the absence of ICT lessons which were cancelled due to the reconstruction of the special computer classroom. We should not forget about other factors that may influence Monika performance with ICT. This would be her interests and the way how she spent her free time. Monika attended only 3 after-school clubs, which were, however, more time-consuming than the clubs of other examined children. Her leisure activities outside these clubs took also much of Monika's time as she was immersed in them every day. Above that, it is the importance of parental involvement which impacts the development of child's digital competences. For example, Romero (2014) highlighted the importance parents' attitudes - positive or negative – in the usage of ICT. The author claimed that it had a significant impact on shaping children's digital competencies.

On the other hand, a pupil – Ema - who had a desktop computer freely accessible in her room performed best. Ema controlled and get quickly used to an unknown operating system. The only task she was unable to complete was to handle the calendar. She regularly communicates with her classmates via Internet communicators on a mobile phone or computer. Thus, we assume, she writes relatively quickly using accents,

capital letters and numbers. Another factor that influences her level of ICT competences is the fact that she attended computer lessons in the second and third grade of primary school. Despite the fact that Ema did not continue with the computer lessons in the following years, we may deduce that she had created a good base for further development and self-training. The frequency of clubs and leisure opportunities are another important factor influencing Ema's performance. She attended only two after-school clubs and the only leisure activity she mentioned were being outside far from a computer or any similar device.

Recommendations

The presented results show that working with ICT at an early school age is an inevitable process, not only due to the implementation of the basics of ICT in the national curriculum. The development of technology affects the whole of society, and the technologization of life is, even though it may be difficult to accept, an inevitable part of the current development of society.

For schools and teachers, this means adapting to this trend so that the school continues to fulfil its educational function in the context of state-of-the-art cultural and social requirements. However, families must not be left out either, as the above results have proven. For this reason, there is also a greater demand on the state which should be able to eliminate inequalities in access to education and allow children to gain competences for their future.

Based on our findings, several recommendations can be formulated. First of all, it is an appeal to the state institutions responsible for the implementation of educational policy to further promote equal access to education, especially to be able to actively prevent situations where the socio-economic status of the family does not allow access to modern technologies at home. In particular, these are single-parent families, families from socially excluded localities or low-income families.

Recommendations for schools, which are now relatively well equipped with modern technologies, can be directed primarily to improving the quality of teaching, which should focus on acquiring digital literacy, especially with regard to the develop-

ment of students' computer thinking and the functional use of modern technologies. including an understanding of the risks associated with the use of ICT.

The last recommendation can be formulated for teachers, especially with regard to their digital competencies. The field of ICT is very dynamic, and teachers are not always able or willing to learn new technologies or methodologies on how to work with technologies in primary education. And yet, the development of pupils' ICT competences depends, to some extent, on teachers' digital competences and their approach to ICT. Thus, we would encourage and highly recommend teachers to educate themselves and try to be up to date with new technologies.

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COOPERATING TEACHERS IN ACTION: TRANSFORMING THEORY INTO PRACTICE

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Abstract

This qualitative study examined the role of cooperating teachers in transforming theory into practice. It assumed that cooperating teachers engage their student teachers in dialogues about their practices, listen their concerns, motivate for self-awareness, encourage their classroom observations and also help them in practicing new strategies and methods. Convenience and purposive sampling were used to collect data from cooperating teachers and student teachers placed in partner girls' schools of the department of professional studies of Lahore College for Women University during their teaching practicum. The existing practicum theory provided ground for development of the interview protocols for both cohorts. Thematic analysis was carried out to analyze the collected data. Following themes were identified unrealistic expectations about corresponding roles, dissatisfaction with the others' performance and serious concerns in interrelationships which hindered transforming theory into practice.

Key words: *Teacher training; Cooperating teacher; Professional development; Student teacher; Novice teachers; Preservice teachers; Teaching practicum; Qualitative research.*

Introduction

Practicum is a well acknowledged and critical component of pre-service teacher development (Clift & Brady, 2005; Darling-Hammond, 2006; Grossman, 2010; Hammerness & Darling-Hammond, 2005; Hollins & Guzman, 2005). It is a period of work experience compulsory for all prospective teachers to get their certification. Practicum is considered as the supervised practical application of learned theories. It provides best opportunity for applying research, philosophy, concepts and best practices they have learned in university classrooms; receiving recurrent, expert support and feedback; and reflecting on and learning from their practice. During practicum student teachers develop their own teaching styles as well as understanding of school systems. Cooperating teachers are expected to help them develop professional efficacy, a commitment to high standards, and the habits of mind of a good teacher, including the habits of reflective practice, continuous improvement, and lifelong learning.

Cooperating teachers are considered to be providers of feedback, gatekeepers of the profession, modeler of practice and supporters of reflection (Broad & Tessaro 2010 ; Nolan & Hoover, 2008; Kabadayi, 2007; Calderhead & Robson,1991; Schon ,1983; Kabadayi, 2006). According to others they are conveners of relations and agents of socialization (Edwards & Briers,2001; Anderson, 2007). Feiman-Nemser (2001) called them teachers of children while Wang e`'s Odell (2002) acknowledged them as advocate to practical work; Clarke (2006) considered them as gleaners of knowledge.

On the other hand, student teachers (also called prospective teachers or practice teachers) are college or university students studying within the education program(s), who teach in a classroom under the supervision of a cooperating teacher and teacher educator from the university. The teaching practicum is a crucial time for developing the careers of prospective teachers. They undergo the struggle to teach students and experience success or failure in delivering their knowledge. Kabadayi (2010) emphasized that there is much to learn about pre-service students and their cooperating teachers with regard to perception of preschool teaching as a profession, i.e. educational technology, textbooks, school, etc. Zeichner (2010) reported that in America the teacher education programs have been previously characterized by unstructured and disconnected field experiences. Structural and theoretical logic between university-based courses and field

placements were realized important in supporting student teacher' learning and emerged as a key factor in ideal teacher education program.

It is generally agreed that effective learning does not occur if pre-service teachers are left unsupervised; rather, management, mentorship and peer support are important factors of practicum that allow for the modeling, training and feedback that pre-service teachers need. Cooperating teachers receive little prescribed preparation for their role as a mentor, guide and facilitator in teacher education programs and often experience difficulties in finding willing and skilled cooperating teachers.

Teaching practicum is based on the premise that prospective teachers get first hand exposure in actual classroom settings, use the learned skills under guidance of cooperating teacher during the practicum. They also become aware of and try to overcome their own weaknesses in the light of feedback provided to them by their mentors. A successful practicum not only means the first experience of teaching for the student teachers but also leads to quality learning with practice. Quality in learning during practicum depends on roles assigned to cooperating teachers and student teachers.

Cooperating teachers are believed to provide student teacher with greater opportunities for learning during practicum. Anting and associates (1998) listed four ways in which student teachers can benefit from cooperating teachers:

- (a) obtaining information about teaching that is relatively new to them
- (b) understanding their mentors' teaching and the nature of teaching
- (c) accepting their mentor teachers' mentoring and developing personal theories of teaching.

(d) Integrating theory with practice.

Zanting et al. (2008) also suggested how cooperating teacher can articulate their practical knowledge to student teachers as they can make clear their own thinking about teaching during discussions of the student teachers' lessons; they can share reflections on their own teaching with their student teachers and they can jointly plan, teach, and analyze lessons with their students teachers.

Research Questions

This study was planned to probe into the role of cooperating teachers in transforming theory into practice. For this purpose, the following research questions were developed:

- How student teacher of a teacher education program at graduate level perceived the cooperating teacher's role in teaching practicum?
- How cooperating teacher of a teacher education program at graduate level perceived their own role in teaching practicum
- How cooperating teacher perceived the role of student teachers of a teacher education program at graduate level, in teaching practicum?

Methodology

The present study was based on grounded theory because it intends to explore the perceptions of cooperating and student teachers regarding their roles in transforming theory into practice. It focuses on several perspectives related to practicum. The study contributes to the theory either cooperating teacher facilitates student teachers by their active role or hinders their learning process.

Overview of the Research Design

The study was conducted in qualitative paradigm to capture subtle perceptions and feelings of student and cooperating teachers as experienced during practicum. Grounded theory approach was adopted to bring to light critical moments of students and cooperating teachers and their perceptions about their roles. It was an in-depth study to explore the enablers and disablers of effective practicum too. Research addressed all cooperating teachers and student teachers, placed in the public girls' elementary schools of Lahore city. By using convenience and purposeful sampling technique, 10 student teachers and their cooperating teachers were selected for collecting the required data. An interview protocol was developed based on literature review and existing practicum theory. It has two versions, one for cooperating teacher and the other for student teachers. Interview protocol were based on four major questions each with five to six probing questions. The interview schedule was accompanied with the cover letter about participants' written consent and essential demographics of the informants.

Pre-interview

The researchers made due appointments with participants before interview through phone calls and personal meetings. They briefed the interviewees about the rationale of research, collected demographic information through a questionnaire and received their written consent. The respondents were assured that they could withdraw at any moment

from the interview and that the information would not be used other than research purpose. It was also clarified that their confidentiality would be strictly maintained.

The interview process

The participants were informed of the purpose of the research; they were also told that it could take 45 to 50 minutes to answer the questions. The researcher probed wherever they intended to elicit examples or details or to explore about their roles. All the interviews were recorded using two audio recording devices.

Data analysis

The research followed grounded theory and inductive approach was used to derive themes, sub themes and patterns of cooperating and student teachers' experiences and opinions.

Results

Findings of thematic analysis of participants' interviews were presented under both perspectives:

Table 1: Cooperating Teacher Perspectives

| | |
|--|---|
| Responsibilities and Facilitation | Mostly cooperating teachers found student teachers responsible and few found them not responsible enough. |
| Conflict Management | Most of cooperating teachers have no conflicts regarding time management, responsible behavior and qualification of student teachers and a very few had issues. |
| Rapport | Most cooperating teachers found student teachers cooperating and enthusiastic and a few said they are irresponsible. |
| Expectations | Most of cooperating teachers found student teachers according to their expectations and a very few said they need more training. |

The audio files were transcribed and heard by the researchers again and again to match transcriptions with the real data. The researchers worked individually to sort out themes emerging under each research question and then shared for cross checking. Finally, they

worked together to shape up the derived theory in order to probe the perceptions of both cohorts.

Most of the cooperating teachers were satisfied with student teachers and found themselves responsible but they did not know the exact role of student teacher, they described student teachers' role according to their own perspectives. They have assessed student teachers according to their own parameters and according to schools' rules and regulations and describe them accordingly. Seven out of ten cooperating teachers were satisfied with student teachers, only three of them were not fully satisfied.

Table 2: Student Teacher Perspectives

| | |
|--|--|
| Responsibilities and Facilitation | The majority of student teachers said cooperating teachers never facilitated them; but a few said cooperating teacher facilitate them well. |
| Conflict Management | A few student teachers gave positive response regarding guidance and management, assistance of cooperating teacher and most of them said cooperating teacher never bothers to even come into class rooms. |
| Rapport | Mostly student teachers found cooperating teachers less motivated, un-trained, old school teaching and a very few presented positive views for cooperating teacher. |
| Expectations | A large number of student teachers was disappointed as their cooperating teachers were not according to their expectations and only a very few which means only one or two of the whole population thinks they get what they expected. |

Student teachers had a relatively more negative perspective towards cooperating teachers. Student teachers expected cooperating teacher to be more accessible, cooperating and a guide but they found non-cooperative and were not sufficiently trained. Eight out of ten student teachers said that they were not happy with their cooperating teachers only two of the student teachers were found their cooperating teachers as their facilitator.

Table 3: Cooperative teachers' self-perceptions

| | |
|--|--|
| Responsibilities and Facilitation | All Cooperating teachers reported that they fulfill their responsibilities and facilitate student teachers during practicum by helping and guiding them in successful implementation of their lessons. |
| Conflict Management | Majority of the Cooperative teachers said that they had never been any conflict with their student teachers, while few other told that they had on certain occasions .When student teacher misbehaved with them and did not show any concern with their presence . |
| Rapport | About fifty percent of the teachers report good rapport with their student teachers while other said they tried to build good friendly relationship with their students but due to personality clashes and generation gap, they were not successful. |
| Expectations | Majority of Cooperating teachers thought they were playing their role as expected by administrators and student teachers. One said what I could do if one expects me for supernatural things. |

Majority of the Cooperative teachers perceived their active positive role during practicum for successful implementation of student teachers' lesson plan. They thought they were well aware of their responsibilities and role during practicum. A contradiction was found between self-perception of cooperative teachers and student teachers' perceived their role .

Discussion

The study aimed to shed light on the role of cooperating teacher in transforming practicum theory into practice. The findings revealed that cooperating teachers are required to apply new teaching methods and train themselves to match the new standards of education. Knowledge can also be presented in the curriculum orientation which is held by

student teachers and cooperating teachers and the ways in which they put knowledge into practice.

The role of the cooperating teacher has always been considered as the most important factor in teacher education period. In a report based on the practicum experience, which is known as the Flowers Report (Flowers, 1948) the Committee of the American Association of Teachers Colleges in a three-year study of more than 200 American laboratory schools recommended that practicum should be considered a fundamental part of the professional core course. Findings of present study was not in accordance with past studies because present study concluded that cooperating teachers lack training and not doing well in practicum for student teachers.

Any process to make teacher education programs strengthen must include a vigilant study of student teaching because it is usually the final education course that students take and the most influential field experience in a teacher education program. As a result, many teacher education programs use student teaching as the primary estimation of student competencies (Kirk, Macdonald, & O'Sullivan, 2006). The findings relatively reflected the past studies for student teachers as they have workshops, training sessions and seminars to strengthen their teaching in present era.

Conclusions

It can be concluded that in-service teachers who said to be cooperating teacher need more training to guide, mentored and facilitate in coming student teachers. They should adopt new strategies to facilitate and mentor student teachers. In most cases it was reported that the role of cooperating teachers was limited to allot classes and making time table of student teachers and further to check either student teachers are taking classes or not. Cooperating teachers in the present research had serious concerns about responsible behavior and punctuality of student teachers. It can be said on the bases of results that both groups have their own perspectives and expectations for each other. Student teachers had a fixed mind set about their cooperating teachers as traditional public school teacher who had lack of subject knowledge and skills. This mind set led them not to follow the directions of their cooperating teachers. On the other side, cooperating teacher thought that they had experience and these student teachers are students and do

not know how to teach, which led them to act in an authoritative way. It was revealed that almost half of the cooperating teachers had issues with student teachers' irresponsible, un-punctual and non-professional behavior but the majority of the student teachers had issues with cooperating teachers' old teaching methods and non-cooperating behavior.

Recommendations

As mentioned earlier, there is a need of upgrading teaching standards in educational field. The themes of the study under research suggest that the nature of the relationship shared by the student and cooperating teacher are important for professional development but more attention may be needed to assist both pre-service and in-service teachers in examining, planning and implementing the critical perspective of theories into real situations. Student teachers may need further assistance in developing skills in communication regarding their curriculum perspective. Cooperating teachers who still follow the old school teaching methods should learn new teaching techniques to upgrade teaching and guide the student teachers well.

The student teachers and cooperating teachers should also go through the examination of their curriculum perspectives and potential differences and establish structures for implementing instruction based on these perspectives.

Cooperating teacher should be there with student teacher in classroom during lecture and guide them in managing the classroom, pre-plan the lessons and most importantly understands the students' level of understanding and teach accordingly and should give student teachers space to apply their activity based teaching methods to make students more attentive towards the lesson.

Student teachers should follow the lead of cooperating teacher in a positive way. Student teacher should also follow the rules and regulations of the school and follow the time table of the school and adjust their time table accordingly. Student teachers should understand the position of a teacher and guide and behave accordingly in the classroom. The study shows a strong sense about cooperating teachers lacking expert preparation to be able to match high quality and expert support for student teachers they seen under-prepared as mentors. As in most feedback offered by cooperating teachers is based on

observations and therefore moving beyond reporting on to inquiring into practice is unrealized in many practicum settings. Most substantive engagement with a focus on analysis may provide many possibilities for student teachers and provide share learning opportunities for cooperating teachers.

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SCHOOL PRINCIPALS' VIEWS REGARDING THE USE OF SOCIAL MEDIA IN SCHOOL MANAGEMENT: A PHENOMENOLOGICAL RESEARCH

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Abstract

The aim of this study is to reveal the opinions of school principals about the use of social media as a management tool in the implementation of school management processes. The study was conducted within the scope of qualitative research method, using phenomenology design. Semi-structured interview form was used as data collection tool. Fifteen senior school principals working at primary, secondary and high school levels participated in the study. The data obtained in the study were analyzed using the content analysis method, and the opinions of the participants were interpreted into codes and categories. It has been determined that all of the participating school principals are at least one social network user and they use social media effectively for at least one hour a day as communication. Social media usage areas; It takes place more effectively in management processes compared to education and training processes. Among the benefits of social media in school administration; Participation of the school community to the decision, cooperation with the environment and contribution to promotion, effective communication and coordination, and rapid feedback are issues that are highly agreed. Negative aspects of social media; It has been determined as causing digital addiction in all respects, difficulty in controlling unqualified content, disrupting the learning climate and preparing the ground for conflicts among school stakeholders. As a result of the research, legal regulations are needed on the use of social media in school management, and the communication process, one of the management processes,

gains importance compared to other processes. In this respect, institutional practices should be given enough place in school management, especially the education and training function of the school.

Keywords: *Social media, social networks, communication, school management, school principal*

Introduction

Communication is a process that has existed since the beginning of human history. Its effect on human life has been examined countless times and hundreds of definitions have been made in this area. Barnlund (1968) communication; Theodorson and Theodorson (1969) defines communication as "a creative act initiated by a human being, trying to distinguish and organize warnings in a way that will guide him around and meet his changing needs", while Theodorson and Theodorson (1969) define communication as "the transmission of information, ideas, attitudes or emotions from one person or group to another through symbols. (Özdemir, 2017: 79). When the entire definition of communication is examined, it is possible to say that the content of the definition is shaped according to the line of thought of the person making the definition. In response to the communication demand, technological developments progress rapidly (Kabadayı, 2006); since the beginning of the 21st century, social media platforms have been seen to provide many benefits to people of all ages and segments (Greenhow & Robelia, 2009; Tucker, 2014). With the decrease in unit costs of mobile devices and internet technologies, especially in developed countries, it increases the budget allocated for research and development studies in this field and the interest in these studies (Özdemir, 2017; 79). Edmodo, Facebook, Twitter, Pinterest, Watshap and Instagram have taken a whole new meaning for the 21st century managing and learning experience. These tools form the basis of a rapidly rising phenomenon known as social media, defined as electronic communication forms (social networking and microblogging websites) where users create online communities to share information, ideas, personal messages and other content (Boyd & Ellison, 2007) . However, it can be said that the use of social media to improve 21st century skills is still a challenging process, although it has not yet reached its full potential. As a result of this challenge; The concept of big data was used for the first time in the 8th IEEE Conference on Visualization (Proceedings of the 8th Conference on Visualization) organized by Michael Cox and David Ellsworth in 1997, in the article "Application Controlled Demand Paging for Out-of-core Visualization". In the same

study, it was mentioned that the data sets are very large and fill the memory, disks and even external disks of the computer system, and this problem encountered was called the "Big Data Problem" (Cox & Ellsworth, 1997, p.235). Later, Francis X. Diebold, in his work titled "Big Data Dynamic Factor Models for Macroeconomic Measurement and Forecasting," said that big data is a "phenomenon" that has to be faced and benefited from in many fields of science, including physics, biology and social sciences. (Diebold, 2013: 115). From this point of view, data is called "the raw material of our age". This fact is naturally known from the very beginning by giant informatics companies such as Google, Amazon, Twitter and Facebook, and even this issue lies at the basis of the founding philosophy of these companies (Ege, 2013: 23-24). Big data is a new concept that defines heterogeneous data in different volumes that cannot be processed using traditional database techniques and consists of various digital contents (Gahi et al., 2016,: 953). The use of social media to improve 21st century skills has not yet reached its full potential and remains a difficult goal. All administrators accept that the application of social media as teaching tools is a complex process (Kasey and Marybeth, 2016: 134). With the rapid use of smart mobile phones and tablet computers, access to social networks has increased. In this way, the limitations in the learning environment have been reduced. Rapidly spreading digital products have allowed updating, content creation and incorporating the learning and teaching process into every stage of life (Aspden & Thorpe, 2009). In light of developments, social networking systems and the use of media in educational settings are the main reasons why social media has the potential to improve learning and meet pedagogical needs thanks to its array of media features and functionality, and many teachers and students already use social media in their personal and professional lives (Joosten , 2012: 3). Social networks play an active and effective role in the process of making economic, political, social and educational decisions regarding global events (Zaidieh, 2012). Social networks emerge as a component that complements individuals socially in the direction of society (Özmen et al., 2011). Within the framework of teachers' views and studies in the literature, it is seen that teachers use social networks as a support material for education, but do not actively use it for teaching purposes. This situation reveals the necessity of studies for the integration of social networks with education (Tonbuloğlu and İşman, 2014: 333). Menteşe (2013) concludes that school principals use social media, that it is now indispensable for life, that administrators can be used for administrative and instructional purposes in-

stead of wasting time on social media, and that it will increase the effectiveness of management and school. Administrators and teachers use social network structures for different purposes; In general, it is stated that it can be used to share materials effectively, to follow current events, news, people or groups, to participate in discussion environments, to support collaborative learning, research, discussion skills, inquiry, critical thinking and problem solving skills (Tiryakioğlu and Erzurum, 2011). While social network systems continue to expand and gain acceptance as a learning resource for administrators and teachers, it should not be overlooked that it will bring new problems with it. Yaylak (2018), He stated that most of the Social Studies teachers, students and teachers use social media, it is an indispensable part of life now, students can be used for educational purposes instead of wasting time on social media and it will increase the effectiveness of education. This is why it is important for both educators and planners to recognize social media opportunities and use them to support and enrich education. In addition to this, it is important to collect, analyze and share data on teaching environments where social media is used with different research designs in terms of developing applications. Sarsar et al. (2015), in their research on social media in the learning and teaching process; Social networks, learning environment, affective characteristics, learner contribution and instructor characteristics emerged as the main themes, and it was emphasized that a wider understanding and understanding of how social media can be adapted from the design of curriculum to management processes and reflected in practice. It is important that the school principal, who is the leader of the teaching and learning process at school, uses the instructional leader role.

Social media

As a term, social media represents the whole of tools, services and applications that enable users to interact using network technologies (Boyd, 2008, p.86). Media is seen as one of the most influential stakeholders that play a role in shaping the concepts of economy, politics, culture and power when considered within the elements that affect the society based on the knowledge economy we live in. For this reason, it is described as a tool that should be followed closely by institutions as well as individuals. In the information age we are in, on the other hand; social media has become a bridge that connects business and communication. For this reason, many social media definitions have been made and are being made. The direction of communication directed towards large masses reveals the fact that a large, inhomogeneous segment can be reached simultane-

ously by using technological means (Erdoğan, 2011; 65; Oskay, 1997; 15; Geray, 2003; 17). The Merriam-Webster dictionary covers social media; Defining it as “online communities created by users via electronic communication tools to share other content such as interests, thoughts, personal messages and videos”; Dijk (2016) suggests that social media connects both individual and social worlds, and offers a combination of interpersonal and mass communication. Another dimension of social media is the public relations dimension. According to this approach, it is seen that two main purposes are mentioned; these are recognition and introduction. Due to its interactive nature, social media now takes an active role in both recognition and promotion stages. Taşkıran, (2016: 368); social media has handled corporate perception management in two different dimensions. Communicative dimensions are considered as social media communication under the control of the institution and social media communication that is not under the control of the institution. In the social media communication that is not under the control of the institution, the entries on the sites created by user-sourced content such as forums and blogs can be shown as examples. Social media seems to blur the line between individual and professional communication and relationships. It is known that the use of social media has many positive aspects for organizations. These; It can be shown as increasing cooperation within the organization, keeping employees informed about sectoral developments quickly, facilitating communication between employees and managers, creating brand awareness within the organization, enabling two-way interaction with the organization in case of a possible problem, and providing brand experience, as well as Edosomwan et al. as cited in Özdemir (2017); As a result of the study conducted by, it has been suggested that social media is the most appropriate tool for some situations. It encourages communication between employees and managers, facilitates information and experience sharing, content sharing, strengthens the sense of belonging of groups, provides fast and real feedback, develops a flexible and transparent democratic management approach, increases the quality of informal communication for the organization, contributes to employee motivation. In Özmen, et al. (2011) 's research on the functionality of social network sites in educational environments; Based on the results obtained, it includes the following suggestions; It is recommended to provide technical infrastructure in educational environments, to support administrators in this direction, to use social networks in professional development, to use large participatory social networks and online course systems at school, and to conduct comprehensive

research for the use of social networks in management and education environments. Ekici and Kiyici (2012); The research on the use of social networks in the context of education shows the view that social network-based learning supports learning, Mentese (2013); as a result of his research titled the opinions of school administrators and teachers on the use of social media media and tools in education; teachers and administrators in particular, support them with the result that they should have more digital skills, and social network users announce their ideas to other beneficiaries more easily and quickly (Philip and Nicholls, 2009: 52). As an opportunity, this situation requires the school administrator to be informed about all the events and changes that occur in the school at all times, and should be able to use it to transfer the type of information that we call implicit knowledge, which cannot be transferred by the information transfer system of the bureaucratic system. Access to implicit knowledge is especially important for school development. Because it is claimed by Strathdee (2007) that the ideas and innovative ideas that teachers have in order to improve the school cannot come to life within the bureaucratic system, therefore, giving individuals the opportunity to personalize their own profile areas with social networks, individuals can use different types of content in social networking environments with individuals or groups with various tools. It can be said that they can share, participate in the communities or networks they want in line with their interests and exchange and discuss information, and it can be said that a personal learning is provided by completely transferring the control of learning to the individual (Öztürk & Talas, 2015: 118). Creating a school learning cycle and using social media in adapting access to information opportunities to the school can be counted among the responsibilities of the school principal.

School Management

The school administrator must be a change agent as well as teaching leadership in the school, personnel services, student services, budget services, management of general services, regulation of school-environment relations. The school principal's view of innovation and leadership in this area also affects other employees (Özdemir et al. 2014: 6). The efficiency of schools depends on their good management. This happens when school administrators use human and financial resources in coordination (Ada and Baysal, 2010: 1). Problems in management should be solved through science, not by trial and error (Bursalioglu, 1987). Human beings can render the most ideal system inoperable, as well as produce qualified products in a system containing the most unfa-

avorable conditions (Celep, 2000). In this context, education management is a special field of public administration. School management is the application of educational management to a more limited area (Taymaz, 2000). School administrator can be defined as the person who organizes the employees and directs, coordinates and supervises the works that give orders in order to achieve the goals in a school (Gürsel, 1997). Fayol grouped the school management processes as planning, organizing, commanding, coordination and control (Bursalıoğlu 1974: 18), Luter Gulick and Lyndall Urwick passed Fayol in their work published in 1937, and they were able to plan management processes, staffing, directing, coordinating, reporting and They gathered it in the POSDCORB formula, which includes budgeting actions (Bursalıoğlu 1974: 21). Gregg grouped management processes into seven groups: decision-making, planning, organizing, communicating, influencing, coordinating, and evaluating (Campbell and Gregg 1957: 271-274). All management processes, when considered from a broad perspective, are in a state of technique and tool (Kalkandelen 1986: 84). Çelik (2012), the roles of the school principal as a communicator; To establish two-way communication as an instructional leader, to have concise and clear speaking and writing skills, to solve conflict management strategies through communication, to solve problems, to affect the direction of action of the group, to provide a strong interaction between the school community, and finally the strengths and weaknesses of the group members. Explain as evaluation. Communication quality is important in improving the school culture of administrators in the education and training environment, increasing the quality of education and increasing the interaction of the school community (Dağ, 2014,211). School principals' ability to communicate well with the elements inside and outside the system through their high communication skills will affect the organization's (school) achievement of its goals (Çınar, 2010: 4). It is necessary to ensure communication and interaction in the school community with fast and effective methods, as well as to prevent problems caused by administrators and teachers in organizational communication (Yeşilmen, 2016: 19; Güçlü, 2017: 863), to increase business efficiency and to mobilize organizational resources.

The use of social media in the learning and teaching process (Fırat et al. 2015), the use of social network systems in school administration and educational settings, their functions, and teachers 'and administrators' views (Özmen et al.2011; Ekici & Krier, 2014; Menteşe, 2013; Powers & Green, 2016; Çetinkaya, 2019) although there are researches

on; The phenomenon of social media, which increases its influence day by day in the school community, as an area in which all educational institution stakeholders try to control the area of interest on the one hand; It is known to create a priority agenda. It was aimed to reveal the purposes for which social media is used by school principals, what are the positive and negative aspects of social network and media use, its contributions to school management and the reflections of the problems. The following questions regarding this problem have been directed to school principals.

1. What are your opinions about the usage areas of social media in school administration?
2. What are the benefits of using social media tools in school administration?
3. What are your views on the negative effects of social media use on school administration?

Method

Research Model

The research model is a plan developed by the researcher in order to answer the questions of the research or test its hypotheses (Büyüköztürk et al. 2012: 188). In the research; Qualitative, phenomenological research design was used to determine school principals' views on the use of social media for administrative purposes. Phenomenological research; It focuses on phenomena that we are aware of but do not have an in-depth and detailed understanding. The facts appear in the form of events, experiences, perceptions, concepts, orientations and situations in the world (Yıldırım & Şimşek, 2008: 72). A phenomenological study focuses on how people describe what they experience and how they experience what they experience (Patton, 2014: 107). Phenomenological research defines the common meaning of the experiences of a few people regarding a phenomenon or concept (Creswell, 2015: 77). The aim of this research is; It is an in-depth examination of school principals' views on the use of social media for administrative purposes. Ontological point of view, indispensability of school principals using more than one and current strategies in school management; Epistemologically, the research has been handled from codes to categories with an inductive approach; Content analysis was conducted to find the meaning hidden in the data. The data were analyzed regardless of their context and tried to be re-contextualized. As axiology, phenomenology pattern has been carried out with observation and interview technique and the logic of the inevitability of using management practices of school principals within the

framework of the possibilities and opportunities offered by current technology is motivated.

Research Participants

Participants of the study consist of 15 school principals working in public primary, secondary and high schools within the borders of Manavgat District of Antalya Province in the 2019-2020 academic year. While determining the sample study group, considering the limitations of resources from a recognized area that will contribute to the solution of the research problem in the best way; Criterion sampling method was used to determine principals working in three different school levels, primary, secondary and high schools (Creswell, 2002; Neuman & Robson, 2014; Mallat, 2007; Marshall, 1996; Baltacı, 2018). Having at least 3 years of management seniority in the school he made, using social communication networks effectively and having at least one social media account actively used were taken into consideration.

Table 1

Personal Characteristics of School Principals Participating in the Study

| Num | Age | ASP | | | | USS | | Active Use | DMA | Code |
|-----|-----|-----|------|----|-----|---------|----|------------|-----|------|
| | | S | Year | G | ST | S Media | SM | FoU | | |
| 1 | 36 | 4 | 3 | M | PS | F-T-Y | W | D2 | İM1 | |
| 2 | 42 | 9 | 4 | M | PS | F-Y | W | D1 | İM2 | |
| 3 | 33 | 3 | 4 | FM | PS | T-Y | W | D1 | İM3 | |
| 4 | 47 | 11 | 6 | M | PS | I-Y | W | D1 | İM4 | |
| 5 | 32 | 3 | 5 | M | PS | F-I-Y | W | D1 | İM5 | |
| 6 | 51 | 19 | 5 | M | MS | F | W | D3 | OM1 | |
| 7 | 45 | 12 | 7 | M | MS | F-Y | W | D2 | OM2 | |
| 8 | 39 | 7 | 4 | M | MS | F-T-I-Y | W | D2 | OM3 | |
| 9 | 44 | 10 | 3 | FM | MSI | F-T-Y | W | D3 | OM4 | |
| 10 | 31 | 3 | 3 | M | MS | I-Y | W | D1 | OM5 | |
| 11 | 43 | 14 | 5 | M | HS | T-Y | W | D2 | LM1 | |
| 12 | 39 | 5 | 7 | FM | HS | F-T-Y | W | D2 | LM2 | |
| 13 | 53 | 17 | 4 | M | HS | F | W | D1 | LM3 | |
| 14 | 38 | 8 | 5 | M | HS | F-T-I-Y | W | D3 | LM4 | |
| 15 | 40 | 9 | 6 | M | HS | F-I-Y | W | D2 | LM5 | |

*F:Facebook, W: Whatsapp, T:Twitter, I:Instagram, Y:Youtube, L:Linkhedin, M: Male; FM: Female, PS:Primary School, MS:Middle School, HS:High School, ASP: At school Service Period, USS: Used Social Square, DMA: Daily Minutes,Administration, S: Seniority, G: Gender, ST: School Type, SM: Social Media, FOU: Frequency of Use, D1: Daily 0-60 min, D2: Daily 61-90 min, D3:Daily 91-120 min, D4:121-....more

The research group consists of fifteen principals from different school types. In qualitative research, the saturation point of the data is an issue that researchers agree on in

terms of repeating the opinions of the participants in the research data ((Morse, 2016; Shenton, 2004; Yıldırım & Şimşek, 2011; Baltacı, 2019: 373; Patton, 2014: 107). An interview was held with the school principal, Table 1 shows the characteristics of the participants. The participants were evaluated as senior in professional terms with an average age of 41. 3 Female administrators It is striking that the number of female administrators out of 12 male administrators is low, but one female administrator from each school type included in the sample was included in the study. School principals have an average of 4.7 years of managerial seniority in their schools. While 11 of the school principals use facebook, 6 of them use twitter and instagram, 13 of them use youtube, two school principals with high professional seniority only use facebook, and it is seen that all school principals use whatsapp effectively as a communication network. Although the participants use social media for at least 1 hour a day, it is seen that 6 participants use social media for 61-90 minutes and 3 participants for 91-120 minutes. School principals spend an important period of their managerial duties on social media.

Data Collection Tools

Semi-structured interview form was used. The interview was first conducted with two school principals. The obtained data were presented to the expert opinion, the interview questions were reviewed and the suggestions were taken into consideration. In the phenomenology study, an important tool to obtain in-depth information from the interviewees for data acquisition is the interview, since the easiest way to understand human perceptions is to talk to them, the semi-structured interview form was used as the most common data collection method in this design (Creswell, 2015: 79; Özaslan, 2018: 15; Creswell (2007: 124). Expert opinions were received from 3 faculty members from Necmettin Erbakan University Education Management Department and 1 faculty member from Akdeniz University Faculty of Education, Department of Educational Management, the suggestions were evaluated and the form was finalized. Interview questions: 1. What are your views on social media usage areas in school administration? 2. What are your views on the benefits of using social media tools in school management? 3. What are your views on the negative effects of social media use on school administration? For the internal validity of the study, re-interviews were made with the school principals during the research with long-term interactions, and the results obtained continued in the cycle of revealing some patterns in the form of comparison, interpretation, and conceptualization. As a method variation, observation and interviews were made.

The research was carried out by two researchers, one of which was expert, from beginning to end. The school principals who participated in the study were asked for their opinions regarding the accuracy of the findings summarized at the end of data collection. Direct quotations from the participants were included and the results were tried to be reached by analyzing the content (Yıldırım & Şimşek, 2011). Detailed description to ensure external validity; The data of school principals included in the sample were compared and the factors limiting the sample were explained. The findings have been explained in detail so that they can be tested in other residential areas and on different types of school principals. In order to ensure the internal reliability of the study, the data were presented in detail with a descriptive approach, data collection and analysis processes were carried out with more than one researcher, and a detailed conceptual framework was used in the analysis process. School management processes and data collection and analysis processes were introduced in detail.

Data Collection

All interviews were conducted in January and February 2020 at the schools where school principals work, recorded in writing, and lasted an average of 40-60 minutes. In the research; It is one of the techniques used to collect data in the qualitative field and is referred to as "open ended questions" or "open-ended survey" in the literature. In this method, participants are asked to answer questions as in the interview. These answers are given in writing, not as a voice (Creswell, 2009). In this context, according to Stewart and Cash (1985); It is a mutual and interactive communication process based on the questioning and answering style, made for a predetermined and serious purpose (Yıldırım & Şimşek, 2008: 119). In order to apply the prepared semi-structured form to the participants of the research group, it was carried out by the researcher in the schools of the participants and the school principals between January and February 2020, after obtaining the necessary research permission from the Antalya Provincial Directorate of National Education.

Analysis of data

The data were transformed into written texts on the computer, and the written texts were arranged according to the codes given to the participants and made ready for content analysis. Content analysis; It is a systematically repeatable technique in which the main message to be given in the text is determined impartially and deductions are made by making code-based codes, and some words are summarized in smaller words

(Büyüköztürk, 2012; Creswell, 2015; Yıldırım & Şimşek, 2011). There is no open coding and no filtering on the data. The coding results were coded by the other expert to ensure the coder reliability Miles and Huberman passed through three basic stages, which were designed as organizing or reducing the data, displaying the data, describing and verifying the results (Macdonald and Tipton, 1996; Woffitt, 1996; Cresswell, 2003; Baltacı, 2017: 4). By reaching the relationships and concepts in which the data can be explained, tables containing percentages and frequencies were created when necessary, especially the personal interests of the participants, the categories and codes in the tables were also supported by direct quotations from the opinions of the participants and the findings were interpreted (Şahin, 2018: 343).

Findings

The first question to be answered according to the research problem is: "What are your opinions about the usage areas of social media in school administration?" has been included as. The findings obtained as a result of the content analysis of the answers given by the school principals are given in table 2.

It is seen from the data that social media is used by school principals in a wide range of duties and responsibilities in school management. All and almost all of the participants state that they use education services, which is the main function of the school, and in communication and interaction with teachers, the main actor of this service.

I believe that the main task of the school is to use social media tools effectively in order to manage the education and training activities we offer to students effectively and quickly without interrupting this process (LM2). Effective communication with our fellow teachers on all kinds of issues is among our sine qua non in effective school management (IM5).

As a result of Kasey (2016) research on principals' perspectives on social media at schools; in general, it is in line with the results that principals use social media to communicate with stakeholders through an online survey, and their efforts to use social media for educational purposes in the classroom are increasing.

It is seen that social media tools are used in the management processes of the school to a significant extent. It is observed that the participants establish less social media communication with non-governmental organizations and private institutions (33%) com-

pared to other management processes. Communication with student societies also tries to be managed through social media (40%).

Table 2. *Administrators' views on the usage areas of social media in school administration*

| ManagemArea | Social Media Usage Areas | Participant Code | f | % |
|-----------------------------|--|-------------------------------------|----|-----|
| Educ. Train. Process | Communicating with teachers | İM1-2-3-4-5, OM1-2-3-4-5, LM2-3-4-5 | 14 | 93 |
| | Coordination and execution of education and training | All of the participants | 15 | 100 |
| | Cooperation with other School Principals | İM1-2-3-4, OM1-2-3-4, LM2-3-4-5 | 12 | 80 |
| School Management Processes | Execution of administrative affairs | İM1-2-3-4, OM1-2-3-4-5, LM2-3-4 | 13 | 87 |
| | Execution of bureaucratic procedures | İM1-3-4-5, OM1-2-4-5, LM1-3-4-5 | 12 | 80 |
| | Hierarchical communication with senior management | İM2-3-4, OM3-4-5, LM1-4-5 | 9 | 60 |
| | Interaction with non-governmental organizations | İM1, OM2-3-5, LM2-3 | 6 | 40 |
| | Managing school-environment relations | İM2-3-4-5, OM1-2-3-4, LM1-2-3-5 | 13 | 87 |
| | Contributing to the social image of the school | İM2-3, OM2-4-5, LM4-5 | 7 | 47 |
| | Management of parent-teacher relations | İM1-3-4-5, OM1-3-4, LM2-3-4-5 | 11 | 73 |
| | Sharing professional experiences | İM1-2-3-4, OM1-2-3-4-5, LM2-3-5 | 13 | 87 |
| | Coordination of the administrative affairs of the school | İM1-2-3-4, OM2-3, LM1-2-3-5 | 10 | 67 |
| | Communication with student societies | İM3-4, OM2-3-4, LM1, | 6 | 40 |
| | Communicating with private schools and institutions | İM2, OM1-2, LM1-3 | 5 | 33 |
| | Coordinating work and operations such as canteen affairs, service affairs, health and security | İM4-5, OM1-2-4, LM1-2-3-5 | 9 | 60 |
| | Need for feedback on management services | İM2-3, OM1-2-5, LM1-2-4 | 8 | 53 |
| | Effective management of groups such as boards and commissions | İM1-4, OM2-3-4-5, LM2-4 | 8 | 53 |
| | The need for effective communication with internal and external stakeholders | İM1-3, OM2-3, LM2-3-5 | 7 | 47 |

The vast majority of our students communicate through social media and groups, as the school administration, we share whatsapp and facebook to reach our students and parents faster (LM1).

Administrators' views on the benefits of using social media tools in school management

The answer was sought according to the research problem, "What are the benefits of using social media tools in school administration?" The findings obtained as a result of the content analysis of the answers given by the school principals to the question are given in Table 3.

Table 3. *Views Regarding the Benefits of Using Social Media Tools for School Management*

| Management Area | Social Media Benefits | Participant Code | f |
|---|---|-------------------------------------|-------------------------|
| Educ. Train. Process | Cooperation and communication | İM1-2-4, OM1-2-3-4-5, LM1-2-5 | 11 |
| | Ensuring education coordination | İM3-4-5, OM1-2-5, LM12-3-4-5 | 11 |
| | Communicate effectively with teachers and students | İM1-3, OM1-2-5, LM1-2-3-4 | 9 |
| | Making democratic decisions in the school and classroom environment | İM1-2-3-4-5, OM1-2-3, LM2-3-5 | 11 |
| | Fast and instant communication | İM1-3-4-5, OM1-2-3-4-5, LM3-4-5 | 12 |
| | Learning opportunities | İM2-3-4-5, OM1-2-3-4-5, LM1-2-3-4-5 | 14 |
| | Promotion, organizing school culture | İM1-2-5, OM1-2-3-4-5, LM1-2-3-4-5 | 13 |
| | Increased motivation towards lessons | İM4-5, OM1-2-3-4, LM1-3-4-5 | 10 |
| | Parents' participation in the learning process | İM1-4-5, OM1-2-3-4-5, LM1-2-3-4-5 | 13 |
| | Get quick feedback | İM1, OM1-2-3-4-5, LM1-3-4-5 | 10 |
| | Group and board instructions to give quick and effective results | İM3-4-5, OM1-2-3-4, LM1-2-3-4-5 | 12 |
| | Transferring education and training processes to out-of-school time | İM1-2-4-5, OM2-3-4-5, LM1-2-3-4-5 | 13 |
| | Management Processes | Providing full time management | İM3-5, OM3-4-5, LM3-4-5 |
| Ability to work in coordination with the school community | | İM2-3-4, OM1-3-4-5, LM1-2-4 | 10 |
| Communicate instantly with hierarchical authorities | | İM1-2-3-4, OM1-2-3-4-5, LM1-2-3-4-5 | 14 |
| Economical, low bureaucracy | | İM1-2-5, OM1-2-3-4-5, LM1-2-3-5 | 12 |
| Keeping messages permanently | | İM1, OM4-5, LM3-4-5 | 6 |
| Increased participation in decision processes | | All of the participants | 15 |
| Provide evidence | | İM3-4-5, OM1-2-3-5, LM1-2-4-5 | 11 |
| Verifiability | | İM3-4, OM1-2-3-4-5, LM1-2 | 9 |
| Increasing cooperation with institutions | | All of the participants | 15 |
| Strengthening the school culture | İM1-3-4-5, OM1-2-3-4-5, LM1-2-3-4-5 | 14 | |

There are 8 codes in the school management category and 14 codes in the education and training category, and it can be said that the schools participating in the study have gained significant experience in this direction and they have used social networking in their institutional processes.

Social media is now used by all school principals, I am a member of many groups, I follow class groups, I receive instant information from school principal groups, I think that social communication is now reflected in our school culture (İM4)

In the study, it is stated that the school principals' ability to communicate well with the elements inside and outside the system through their high communication skills will affect the achievement of the goals of the organization (school) (Çınar, 2010: 4). In order to establish a democratic school culture, it is important for the individuals who make up the school to participate in administrative decisions. In this direction, school principals show consensus when the use of social media stimulates the democratic decision-making processes in the school.

While making decisions beforehand, we correspond, use notice board, wait a certain time to make a decision, and we can make decisions about the school with the use of social media in a short time with high participation and appealing to a wide range of acceptance (LM2).

We have students and teachers in our school as a social media phenomenon, we have the opportunity to convey our messages to a wider audience through them, this situation greatly contributes to the promotion of our school (LM4).

Learning and teaching how to use social media media and tools to create positive effects in different dimensions seems to be a much more constructive and intelligent approach (Erçetin and Mentşe 2012: 104).

Social media is getting into our educational processes more and more every day. In fact, students' interest in learning with technological content and materials has increased (LM3).

The sharing of content and material, daily news, events, monitoring people and groups, and providing the opportunity to use them in creating flood environments (Tiryakioğlu & Erzurum, 2011) can be interpreted as supporting the research result. Yaylak (2018); He concluded that most of the social studies teachers, students and teachers use social media, teacher-student communication can be improved, and by increasing the interest of students, they carry learning to a comfortable communication environment for a wide period of time. Ekici and Kiyici (2012); Research on the use of social networks in the educational context; In our country, an application that works on Facebook, which is the social software most used by students between the ages of 18-24, was developed and the effect of social networks on learning was examined. As a result of the study conducted with 102 participants, the result that the experimental group students using the social network-based application were observed to be successful academically compared to the

control group students who received traditional education, is consistent with the opinions of the school principals.

In Anik (2000)'s research, it is stated that mass media, which is an impressive and determining power in itself with its institutional-organizational qualities, can also be directed and used by certain power centers as they wish; Especially in corporate media management, the importance of social media increases day by day due to the rapid spreading feature of it and it becomes a part of reputation management. At this stage, the issue of corporate perception management comes into play and becomes important. Cooperation with institutions, promotion, strengthening of school culture and getting quick feedback can be interpreted as an accurate prediction considering the development course since Anik's (2000) research. Nochumson (2018) in the Faculty of Education of Colombia University; In his doctoral dissertation titled "Investigation of Elementary School Teachers' Uses for Vocational Learning on Twitter"; He explored how primary school teachers using Twitter use it extensively to support their professional learning and development. The research results revealed that teachers use Twitter as a source of motivation and support and provides feedback, encouragement, and peer responsibility. He reported that he had executives who supported his efforts to implement Twitter-based ideas. It can be said that the views of the participants in the education and training process and the results of the research are in harmony.

Administrators' views on the negative effects of social media use on school administration

The second answer was sought according to the research problem, "What are the views of administrators about the negative effects of using social media tools on school administration?" The question has taken place. The findings obtained as a result of the content analysis of the answers given by the school principals are given in Table 4. It is seen that they have the same opinion in 6 categories towards the emergence of factors that disrupt the school culture due to the negative effects of the use of social media and the emergence of factors that disrupt the school culture. The fact that the use of media in management is not seen as a legal liability indicates the existence of negligence that may arise in this area. Its uncontrollable effect in the education and training process brings the work of teachers, students and parents to the agenda.

Table 4 *Opinions on the Negative Effects of Social Media Use on School Management*

| Management | Social Media Benefits | Participant Code | F |
|----------------------------------|--|-------------------------------------|----|
| Management Processes | Unnecessary usage rate | İM2-3-4, OM1-2-3, LM1-3-5 | 9 |
| | Increasing diversity of use | İM1-4-5, OM1-2-5, LM1-3-4-5 | 10 |
| | Access issues | İM3-4-5, OM1-4-5, LM1-2-4 | 9 |
| | Legal irresponsibility | İM1-2-3-4, OM1-2-3, LM1-2-3-5 | 11 |
| | Not being within the scope of official duty | İM5, LM2-3-4-5 | 5 |
| | Increase in administrative intervention | İM4-5, OM1-2-5, LM1-2-3-5 | 9 |
| | Damage to public privacy | İM1-2-5, OM2, LM1-2-3-4-5 | 9 |
| | Inadequate infrastructure | İM1-2-3-4-5, OM2-3-4-5, LM1-2-3-4-5 | 14 |
| | Unbudgeted additional costs | İM3-4-5, OM2-3-4-5, LM1-3-4-5 | 11 |
| | Creating digital addiction - Administrative | All of the participants | 15 |
| Education and Training Processes | Virtual student discipline problems | İM1-2-3-4-5, OM1-2-3-4-5, LM1-2-4-5 | 14 |
| | Teacher, student, and parent conflicts | İM1-3-4-5, OM1-2-3-4-5, LM1-2-3-4-5 | 14 |
| | Having a privacy problem | İM5, OM5, LM1-2-3-4-5 | 7 |
| | Problems with focus and interest in lessons | İM1-4, OM1-4-5, LM1-2-3 | 8 |
| | Inadequate communication skills, adaptation | İM5, LM3-4-5 | 4 |
| | Habit and unnecessary expectation | İM3-4-5, OM1-2-3-4, LM1-2-3-4-5 | 12 |
| | Use of malicious evidence | All of the participants | 15 |
| | Threatens school culture | All of the participants | 15 |
| | Disrupting the learning climate | All of the participants | 15 |
| | Increasing school accidents | OM1, LM2-3-4-5 | 5 |
| | Increasing reactions from the school community | All of the participants | 15 |
| | Inability to control its effects on education | İM4-5, OM3-4-5, LM1-2-3-4-5 | 10 |
| | Communication problems between students | OM1-2-3-4-5, LM1-2-3-4-5 | 10 |
| | Uncontrolled content | All of the participants | 15 |

Considering the monthly disciplinary situation of the school, I should say that the majority of undesirable behaviors are caused by social network usage and it shows a continuous increase (LM1).

Sometimes I don't have time to check the messages from whatsapp groups; I am concerned that I will be held responsible, although one day it is not among my official duties as school principal (OM2).

Yeşilmen, (2016) and Güçlü, (2017) emphasize effective cooperation and two-way communication in order to prevent communication problems originating from administrators and teachers.

Teachers experience communication problems with students and their parents in class groups, we need intervention when necessary, this should be managed with a sense of responsibility (OM4).

It is seen that the participants are in a consensus on the need to prevent negative content on social media.

In groups and social media posts, I see that many of the content aimed at contributing to education and training are not pedagogically suitable for the student level. We have conflicts on this issue from time to time (İM3).

Conclusion and Suggestions

According to the results of the research; It has been observed that social media has a great place in the life of the school community in terms of both administrative processes and education and training processes. It can be said that school principals are in search of new management strategies in this regard. School processes are basically discussed under two sub-headings, namely "school management process" and "education and training process". ; Another process is the education and learning process, which is the reason for the existence of the school, so the teaching leadership role, which is a more important task, stands out in addition to the business management of school principals (Şişman, 2019: 219). Gürsel (1997), one of the management processes, concludes that the communication process increases the importance of school principals in management strategies day by day and increases its scope in terms of the internal and external environment of the school.

At the beginning of many factors that hinder the communication process; physical and technological factors can be said, some of them are psycho-social characteristics (Acar, 2012; 30). Among the negative reflections of social media; Inadequate infrastructure, inadequate communication skills, communication-based student-teacher-parent conflicts, and the result that undisciplined behaviors of students are caused by social media communication barriers.

It has been determined that all school principals use the WhatsApp application to communicate with other administrators and teachers. Findings of this study show that principals have benefits such as time and place limitations in communication, being fast and safe, being useful in sharing school resources and materials, being easy to manage and effective in moving school culture outside of school, which are similar to other studies (Çetinkaya, 2019: 1). In addition, the effective use of hierarchical communication processes contributes to the elimination of the risk of delay and negligence in the administrative works of the school. Considering the positive and negative aspects of the use of

social media in school administration, it is deemed necessary to implement legal regulations in order for the use of social media to make positive contributions to the achievement of the goals of the school in administrative and educational terms. Regulations in management processes; The scope of the networks that can be used in social media, user profile, account security, data security, the formal responsibility of the communication process, the authorized unit to carry out the content control, the definition of non-disciplinary situations related to the content in the disciplinary regulations of the institutions, the environmental interaction standards of the school and social media law. In education and training processes; Determining the scope and content of social networks that can be used, social media agreements, preventive sanctions for communication and content-based conflicts, data security of teachers, students and other personnel, and combating misleading news and perception management. Presidential Communication Presidency of the Republic of Turkey "Social Media User's Guide" (HCI, 2018) can be handled in a special framework for educational institutions. Periodic trainings on social media literacy and addiction can be given in order to reduce the negative effects of social media in the education and training process. Kıran (2020: 245), referring to the importance of formal education in this direction; It emphasizes that education should start from early childhood without being limited to a certain period, and this result can be interpreted as supported by the views of the school administrators. The main role of the school, education and training activities are provided in a positive school culture and climate, in this direction, the negative effects of social media should be minimized, Yıldırım et al. (2018: 142) findings of the unconscious use of the internet and social media tools in educational terms are among the factors that threaten school safety. School principals are similar to the negative aspects of social media use in their views. While the content used in school management and education processes provides positive advantages (Chiang et al., 2017), on the other hand, it can be concluded that school principals' expectations are discussed and subjected to filtering processes. Based on qualitative research results; With a quantitative and mixed design, perceptions and attitudes on the use of social media among school administrators with wider participation can be examined, and a comprehensive scale can be developed to be used in quantitative research in this direction. As a result, school principals are of the opinion that they use social media and communication networks in almost all school management processes, and that social media has more positive aspects compared to its negative aspects.

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**A RESEARCH ON THE RELATIONSHIP BETWEEN PSYCHOLOGICAL
VULNERABILITIES, PSYCHOLOGICAL WELL-BEING, SOCIAL FAITH AND
SATISFACTION LEVELS OF UNIVERSITY STUDENTS¹**

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Abstract

In this study, some variables are analysed the relationships between psychological vulnerability, psychological well-being, social trust and satisfaction levels of university students. The scope of the research consists of Bingol University students. However, its paradigm consists of 1500 students who are selected by random method from different faculties, departments and grade levels. 1348 applications are evaluated in this research. Three scales; named such as “Psychological Vulnerability Scale”, “Psychological Well-being Scale”, “Social Trust and Satisfaction Level Scale” are applied in the frame of the study. The scales were filled in by communicating face to face with the students. The data which obtained within the scope of the research, are analysed through SPSS and AMOS statistical programs. While AMOS structural equation modelling is used in the impact measurement, on the other hand, SPSS Process Macro Analysis is used in the regulatory impact measurement. In addition, Confirmatory Factor Analysis, T-test and Anova analysis are used in measuring the meaningful difference. As a result of the Structural Equation Modelling (SEM), the effect of psychological vulnerability on psychological well-being in the variables between psychological vulnerability psychological well-being, social faith and satisfaction levels of university students are tested as H0 hypothesis and the effect of psychological fragility on social

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trust and satisfaction as the H1 hypothesis, and it has been found a meaningful relationship between the two variables.

Key words: *Psychological vulnerability, Psychological well-being, Social trust and satisfaction, validity, reliability*

1. Introduction

University life brings with it many changes in psychological, emotional, social and academic fields, especially for students who are new to university. During higher education, young people are faced with very complex developmental problems (Tatlılıoğlu, 2010). Day by day increasing competitive environment in universities, rising the amount of knowledge to be learned and the complexity of information, the problems with finding a job in the future all these cause some students to have social-psychological need for support, which causes some mental health problems in some students (Sümer, 2008). University youths value themselves according to their success and failure and they do not tolerate failure (Clark, Stump, Miller and Long, 2007; Crocker and Park, 2003; Sinclair and Wallston, 1999; cited in Ekşi, Erök-Özkapu & Ümmet, 2019: 185). What is expected from education and academicians is that they should ensure that they train the "unique substance", which we call an individual, in every aspect and in the best possible way. If this situation is not taken into account, it will be inevitable to raise asocial incompatible individuals with personality and mental health problems (Erdem, 2005; cited in Tatlılıoğlu, 2000).

2. Literature Review

2.1. Psychological Vulnerability (PV)

There are many definitions of psychological vulnerability. According to Sinclair and Wallston (1999) psychological vulnerability refers to cognitive structures which make individuals more fragile to stress and described it as a "*pattern of cognitive beliefs reflecting a dependence on achievement or external sources of affirmation for one's sense of self-worth*"; according to Ingram and Price (2010), "*a situation related to the concepts of perfectionism, appreciation demand and dependency*"; according to Scanlon and Lee (2007), "*the individual is vulnerable in psychological, social and physical as-*

pects". Psychological vulnerability is a cognitive belief pattern that reflects dependence on success or the sources of export of an individual's understanding of eigenvalue. This makes the person vulnerable to bad behaviour of other people or sad events in life. As a result, this situation clearly prevents the person from reaching the goal (Akın & Eker, 2011). Psychologically fragile individuals may see themselves socially inadequate in the community. The individual greatly needs the approval of the people around him about his/her behaviours and thoughts and at the end the person develops dependence on these people. Psychological vulnerability can weaken individuals' subjective well-being by lowering their hope levels (Seller, 2016: 71). On the other hand, psychological vulnerability includes the cognitions that the individual develops with outside approval. From this point of view, it comes to mind that individuals, who are highly sensitive to external feedback, may be more vulnerable psychologically. As a matter of fact, it is stated that individuals' alienation from themselves by accepting external influence can increase their psychological vulnerability (Akın, Eroğlu, Kayış & Satici, 2013: 524). Vulnerability has a psychological, emotional, social and physical characteristics and targets the individual's personality in terms of its results. When viewed from a psychological perspective vulnerability is related to the individual's non-functional learning and experiences. This situation triggers many psychological disorders, especially depression. On the other hand, vulnerability and fragility are also related to the personality traits of the individual (Tatlılıoğlu, 2015). Continuity of increases or decreases in eigenvalue and self-esteem can also increase feelings of vulnerability. In case of weakness in eigenvalue and self-esteem, the inadequacies and worthlessness of the individual can lead to vulnerability. Psychological vulnerabilities are not the main cause of mental disorders, but rather risk factors (Crocker, 2002; Monrain & Blackburn, 2005; (Ekşi, Erök-Özkapu & Ümmet, 2019: 185). Vulnerability is psychological, social and physical in characteristics and it is the target of the individual against harmful effects (Scanlon & Lee, 2007). When vulnerability is considered in terms of its psychological aspect, source and level of vulnerability depend on the individual's dysfunctional learning (Ingram & Luxton, 2006). Non-functional learning of the individual triggers many psychological disorders, especially depression (Monrain & Blackburn, 2005; cited in Sarıçam, 2015: 191).

2.2. Psychological Well-Being (PW)

Psychological well-being is generally defined in various ways. Keyes, Smotkin, and Ryff (2002) adopted as "Multidimensional Psychological Well-Being Model". These dimensions are as "*positive self-perception*", "*good relationship with people*", "*environmental dominance*", "*autonomy*", "*meaning of life*" and "*healthy development*" (Tatlılıoğlu, 2014: 465-466). From the past to the present, the question of whether the individual is happy, peaceful and mentally healthy is determined by his / her material wealth or by other things and this question still continues to be a matter of curiosity. A lot of research has been done on this subject. There are many benefits that psychological well-being provides to the individual. Psychological well-being encompasses much more than being stress-free or the absence of other mental problems. Nowadays, mental health generally expresses the following argument: "In addition to the absence of mental problems, it has clearly demonstrated the importance of having positive psychological functions, feeling good and taking a look at events and situations positively. Many words are used in the literature regarding human health. These concepts; psychological well-being, subjective well-being, life satisfaction, quality of life, positive self-perception, self-understanding, self-confidence, self-esteem, positive affect, negative affect, happiness, etc. are the most used concepts (Akin, 2008; Cenkseven & Akbaş, 2007; Tatlılıoğlu, 2014; Tatlılıoğlu, 2015: 2; Huppert, 2009). Psychological well-being is a multidimensional concept consisting of life attitudes rather than a simple combination of positive and negative emotions and life satisfaction (Ryff, 1989).

Since William James, psychologists are trying to emphasise the need to recognise the multifaceted nature of the individual in order to be fully understood. Today, positive psychology, which is based on the positive characteristics and strengths of the individual, comes against to psychopathology based on traditional perspective of psychology by ignoring the strengths of the person and positive psychology comes into prominence in the field of psychology and psychological counselling (Ekşi, Erök-Özkapu & Ümmet, 2019: 183).

2.3. Social Faith/Safeness and Satisfaction (SFS)

Social safeness has been defined as the degree that people experience their social worlds as safe, warm, and soothing and it includes feelings of belonging, acceptance, and feelings of warmth from others. Social safeness is also related to how people experience pleasure, positive feelings and emotions in social situations. Feeling in social safeness (faith) can be defined as the degree of perceiving the social world in which an individual lives as safe, peaceful and relaxing. It also includes the feeling of attachment and belonging to the other people around the person in social situations (Akın, Uysal & Çitemel, 2013: 34; Akın & Akın, 2015). When we look at the studies conducted in this field, it has clearly revealed the fact that the human is considered as a social being who needs to be together with other people in order to meet his/her physiological, psychological, emotional, social, economic and physical needs. Sociality constitutes the essence of human relationships and the social aspect of human depends on the meaningfulness of his/her relationships with others. Human life consists of friendships, kinships, partnerships, marriages, partnerships, institutions and acquaintances. In order for the individual to have a good life, there must be human relationships based on trust. Living together should be based on trust, which is one of the main factors that ensures the existence of society and prevents social chaos (Karadoğan, 2009; Weber, 1998; cited in: Akın, Uysal & Çitemel, 2013: 34).

Social relationships and attachment experiences are also important for the individual to feel socially secure and, accordingly, in the regulation of emotional states. The positive emotions that individuals get from their social relationships are very important for them to have a positive mood and to see their social rank. Studies show that attachment experiences strengthen the individual's feelings of trust and social connectedness, and in this case, they are important for mood order and brain maturation (Gilbert and others, 2009). Humankind tries to gain trust in social life mostly from family, relatives and close friends (Özbek, 2008). According to Rothstein and Uslaner (2005), the individuals who see themselves as socially safe are more optimistic about their ability to create their own chances in life and happier about how their lifetime is ongoing. The environment of trust or mistrust of an individual can affect the cognitive functions

of the brain and decrease problem solving skills (Cited in: Akın, Uysal & Çitemel, 2013: 35).

3. METHOD

3.1. Model of Research

This research is a relational survey type which is one of general survey model. Survey type research model is used and additionally both descriptive and interpretative methods are used for this study. According to Karasar (2005: 34), descriptive review models are approaches to reveal events, situations and facts that existed in the past, today or in a certain period. It includes the process of presenting the scientific portrait of the phenomenon without trying to change or affect the existing and it questions what it consists of and what it is related to (Karasar, 2004; Büyüköztürk, 2007; 2012). In the theoretical part of the research, the literature is also review. For this purpose, explanatory information about psychological vulnerability, psychological well-being, and social trust and satisfaction level is included in this study. Then, quantitative data obtained from each scale is analysed. The compatibility of data used in “*Structural Equation Modelling*” with the model is examined as a whole. The covariance structure of the data in the model is evaluated as a criterion for the compatibility of the covariance structure on the basis of the main mass (Çelik & Yılmaz, 2009).

3.2. Participants

The population of the research consists of 8,000 students studying at Bingöl University's Faculty of Science and Arts, Faculty of Theology, Faculty of Economics and Administrative Sciences, Faculty of Veterinary Medicine, Faculty of Health Sciences, Faculty of Agriculture and Faculty of Engineering. The scales were applied to students from a total of 7 faculties and 13 departments. The scales are administered to the students by random method. The population of the research consists of 1348 people, including 585 female (44.4%) and 763 (56.6%) male students. The scales are applied to 1500 students, but the responses of 152 students are not taken into account. The numerical values regarding the quantitative data obtained from the research are given under the title of findings.

3.3. Measures

"Psychological vulnerability scale", "Psychological well-being scale", "Social trust and satisfaction scale" and "Personal Information Form" are used in this study.

3.3.1. Personal Information Form

In the personal information form prepared by the researchers, has variables such as; participants "gender, class, faculties, departments, age, number of siblings, place where they spent most of their life, high school they graduated, average income level of the family, father's occupation, mother's occupation, parents' educational status, are the parents living together and do their parents live?".

3.3.2. Psychological Vulnerability Scale (a)

The original form of the psychological vulnerability scale is developed by Sinclair and Wallston (1999), and its adaptation to Turkish culture, its validity and reliability study are conducted by Akın and Eker (2011). High scores on the scale indicate high psychological vulnerability. As a result of the confirmatory factor analysis applied to the data obtained from 371 university students in order to verify the one-dimensional psychological fragility model and it is found out that the scale fits well in one dimension as in the original form. The results of confirmatory factor analysis indicated that the model was well fit and Chi-Square value ($\chi^2= 7.82$, $df= 9$, $p= 0.55272$) which was calculated for the adaptation of the model was found to be significant. The goodness of fit index values of the model were RMSEA= .000, NFI= .97, CFI= 1.00, GFI= .99, AGFI= .98, RFI= .95, and SRMR= .025. Factor loadings ranged from .46 to .69. The Cronbach alpha coefficient of the questionnaire was .75 and the corrected item-total correlations of PVS ranged from .26 to .44. (This scale is shown in the table with the symbol a).

3.3.3. Psychological Well Being Scale (b)

Psychological well-being scale is developed by Akın & Fidan (2012) and its validity and reliability are tested before. This scale is a measurement tool that evaluates the participants' perceptions of psychological well-being and it is based on the personal information about him/herself. The scale, which consists of 8 items, describes important elements of human function, from positive relationships to sense of competence and

having a meaningful and purposeful life. The results of confirmatory factor analysis indicated that the model was well fit ($\chi^2=48.80$, $sd=18$, $p=0.00011$, $RMSEA=.066$, $NFI=.97$, $CFI=.98$, $IFI=.98$, $RFI=.96$, $GFI=.97$, and $SRMR=.038$). Factor loadings ranged from .60 to .78. The internal consistency coefficient of the scale was .83 and the corrected item-total correlations ranged from .47 to .67. Overall findings demonstrated that this scale had high validity and reliability scores. (This scale is shown in the table with the symbol b).

3.3.4. Social Faith/Trust and Satisfaction Scale (c)

Social faith (trust) and satisfaction scale is developed by Gilbert and others (2009). It is adapted to Turkish culture by Akin, Uysal & Çitemel (2013). The original form of the scale consists of 11 items and one dimension. The scale has a 5-point Likert type rating and each question has options and means as follows; (0) Never (1) Rarely (2) Occasionally (3) Generally and (4) Always. The scores that can be obtained from the scale are listed between 0 and 44. Before starting this study, the necessary written permissions are obtained from the authorised units of the university in order to conduct the research since the sample group is composed of university students. The applications are made by the researcher in small groups in the classroom and in line with the necessary explanations. The sample of study consists of 350 high school students. Results of confirmatory factor analysis demonstrated that the eleven items loaded on one factor and the goodness of fit coefficients of unidimensional model were high ($\chi^2=71.82$, $df=40$, $p=0.00149$, $RMSEA=.048$, $NFI=.96$, $CFI=.98$, $IFI=.98$, $RFI=.95$, $GFI=.96$, $SRMR=.042$). The internal consistency coefficient of the scale (Cronbach alpha) was .82. The corrected item-total correlations of SPSS ranged from .34 to .61. These results demonstrate that the measures obtained the Turkish version of seem considerably valid and reliable. (This scale is shown in the table with the symbol c).

3.4. Procedure and Data Analyses

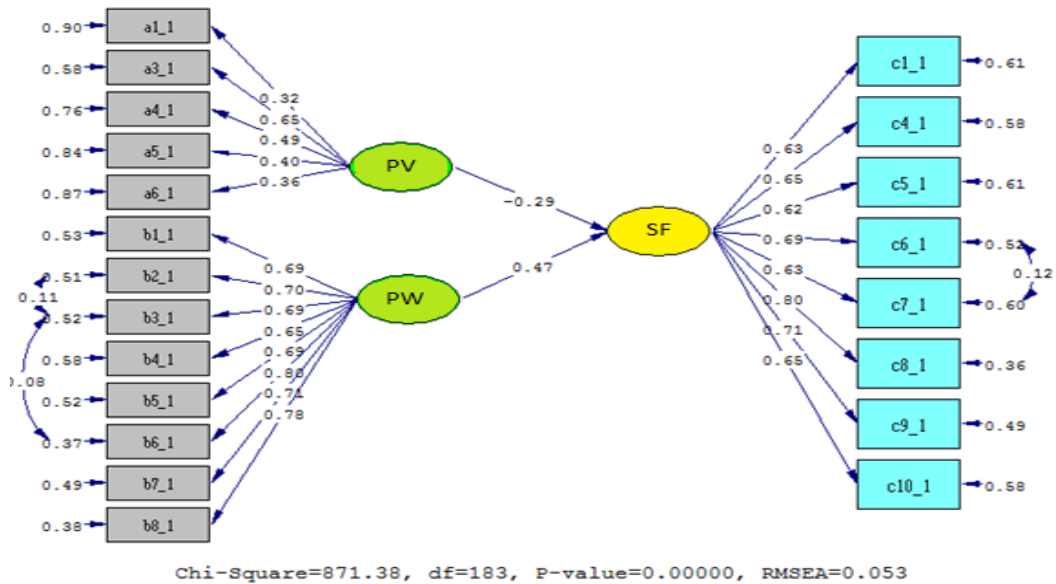
First of all, necessary training is provided to the participants. First step is to give detailed information about the research in the education. The importance, purpose and research questions of the research are explained. The used scales in the study are introduced and it is explained that which research question refers to which scale of the re-

search. The options for each item and how data should be collected in each item are explained separately and it is made sure that each item and options are fully and accurately understood by the participants. After that, a copy of the scales are five to participant students. The scales are printed and reproduced sufficiently for everyone. The data of the research started to be collected in September 2019 and this process took about 6 months. Two practitioners take part in the application of the scales. The data obtained within the scope of the research are analysed through SPSS (23.00) and AMOS statistical programs.

4. Findings

In this part of the study, the results obtained from the research are included.

Table 1: Standard values of SEM analysis examining the effect on social trust and satisfaction level without a relationship between psychological vulnerability and psychological well-being



Standardised Results According to Structural Equation Modelling (SEM)

As seen in Table 1, it is noticed that 1-unit change in psychological vulnerability and psychological well-being, 0.29 change from 1-unit change in psychological vulner-

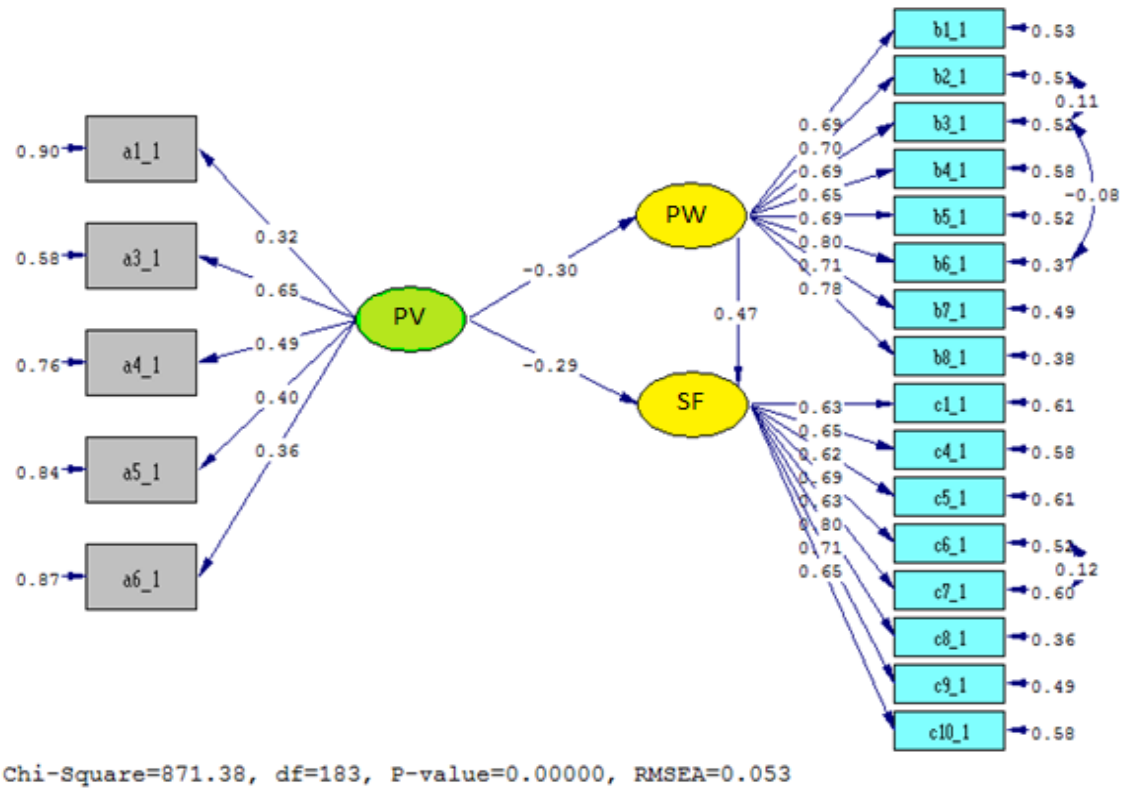
ability and psychological well-being, and 0.47 change from psychological well-being to social trust and satisfaction levels regard to some variables in examining the relationship between the psychological vulnerabilities of university students, their psychological well-being, social trust and satisfaction levels; in examining the relationship between psychological vulnerability and psychological well-being, psychological vulnerabilities, psychological general well-being, social trust and satisfaction levels of university students by developing models and hypotheses on social trust and satisfaction.

Tablo 2: T Value According to Structural Equation Modelling (SEM)

| Fit Measure | Value | Good Fit | Acceptable Compliance |
|-------------|-------|----------------------------|-----------------------------|
| X^2/sd | 4.76 | $0 \leq x^2/sd \leq 2$ | $2 \leq x^2/sd \leq 3$ |
| RMSEA | 0.053 | $0 \leq RMSEA \leq 0.05$ | $0.05 \leq RMSEA \leq 0.08$ |
| SRMR | 0.045 | $0 \leq SRMR \leq 0.05$ | $0.05 \leq SRMR \leq 0.10$ |
| NFI | 0.97 | $0.95 \leq NFI \leq 1.00$ | $0.90 \leq NFI \leq 0.95$ |
| NNFI | 0.97 | $0.97 \leq NNFI \leq 1.00$ | $0.95 \leq NNFI \leq 0.97$ |
| CFI | 0.97 | $0.97 \leq CFI \leq 1.00$ | $0.95 \leq CFI \leq 0.97$ |
| GFI | 0.94 | $0.95 \leq GFI \leq 1.00$ | $0.90 \leq GFI \leq 0.95$ |
| AGFI | 0.93 | $0.90 \leq AGFI \leq 1.00$ | $0.85 \leq AGFI \leq 0.90$ |

It is seen that Table 5.2 shows following values; GFI 0.94 (Goodness of fit index), AGFI 0.93 (Adjusted goodness of fit index), CFI 0.97 (Compared index of fit), RMSEA 0.053 (Estimated root squares mean), NNFI 0.97 (Unscaled fit index), NFI 0.97 (Scaled fit index) and SRMR 0.045 (Relative chi-square index, standardized root plus mean of squares). There is a meaningful relationship between psychological vulnerability and perceptions of well-being on social trust and satisfaction levels in the examining the relationship between psychological vulnerabilities, psychological well-being, social trust and satisfaction levels of university students in terms of some variables, therefore the research model and hypotheses are confirmed.

Tablo 3: Standard results of the Structural Equation Modelling in the relationship between vulnerability, social trust and satisfaction in case of psychological well-being is the mediator variable



Standardised Results of the Mediating Variable According to Structural Equation Modelling

In statistical tool models, they are models that partially or completely explain the relationship between the mediating variable between independent and dependent variables through a third hypothesis. It is evaluated according to the relationship between the mediator variable of the independent variable and the dependent variable of the mediator variable. When there is no direct dependency relationship between dependent and independent variables, the relationship between variables is examined indirectly (Yılmaz & Dalbudak, 2018).

As a result of a 1-unit change in the mediating variable (psychological vulnerability, well-being) observed in the table, it is seen that psychological vulnerability,

psychological well-being will cause a 0.47 change in the effect of on social trust and satisfaction levels. It is seen that psychological fragility, well-being and psychological well-being have a positive effect on social trust and satisfaction levels.

Tabloda gözlemlenen aracı değişkende (psikolojik kırılganlık, iyilik hali) 1 birimlik değişim sonucunda psikolojik kırılganlık psikolojik iyilik halinin sosyal güven ve memnuniyet düzeylerine etkisinde 0.47 oranında değişim meydana getireceği görülmektedir buda psikolojik kırılganlık, iyilik halinin psikolojik iyilik halinin sosyal güven ve memnuniyet düzeylerine olumlu etkisi oldu görülmektedir.

Tablo 4: T values of Mediator Variable According to Structural Equation Modelling (SEM)

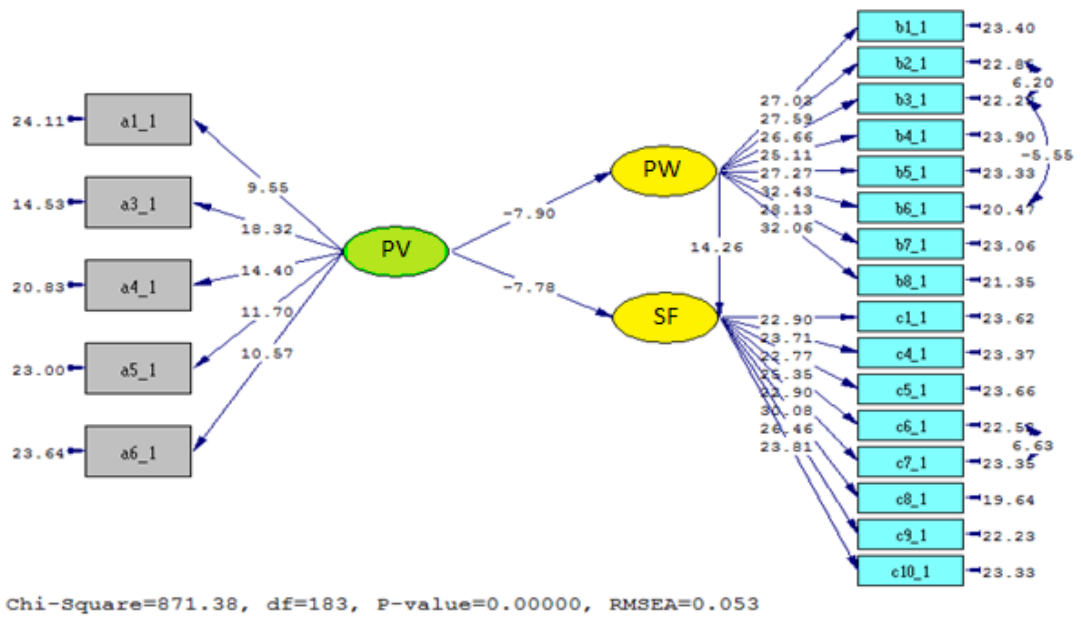


Table 4 deals with all or some of the dependent and independent variables that are the mediators. When full mediation is taken into account, the relationship between dependent and independent variable may become weaker and meaningless. In the case of partial mediation, since it does not fully measure the relationship between dependent and independent variables, the relationship between variables continues however It is experienced a decrease in level of meaningfulness. (Yilmaz & Dalbudak, 2018). While calculating the results of the T value of the standardised mediator variable, the T value in the mediator variable (well-being) is found as 14.26. Since the T value is $14.26 > 1.96$

at the 0.95 confidence level, it is observed that psychological well-being has a mediating effect on the effect of psychological vulnerabilities of university students on their social trust and satisfaction levels. (İlhami & Koçak, 2018).

5. Conclusion and Discussion

According to the results of this study, it is observed that the psychological vulnerability of university students has an effect on their psychological well-being, social trust and satisfaction levels, the effect of psychological well-being is on psychological vulnerability, social trust and satisfaction levels, and psychological vulnerability has an effect on psychological well-being. It is determined that there is a negative meaningful relationship between their psychological vulnerability and their psychological well-being, social trust and satisfaction. This finding is consistent with the information in the literature and some researches. As the psychological vulnerabilities of individuals increase, their level of hope for life decreases. Their level of anxiety due to vulnerability negatively affects their general psychological health. In order for a person to feel psychologically good, he / she must be good in many dimensions such as doing positive self-evaluation, believing that life is meaningful and purposeful, feeling warm and confident in interpersonal relationships, and making self-decisions. Individuals should feel safe in school environments as well as in all social situations. Frailty and vulnerability are related to the personality structure of the individual. The vulnerability of the person causes him/her to develop sensitivity that will carry him or her to psychological disorders. Increases or decreases in eigenvalue and self-esteem can increase feelings of vulnerability. In case of an increase, it can push the individual into vulnerability by causing an anxiety related to the loss of the level of positive affect. In case of decline; the loss, deprivation, inadequacies and worthlessness of the individual may cause vulnerability. The symptoms that occur with depression and the increase of these symptoms are accompanied by vulnerability. Personal, cognitive, and environmental factors can increase an individual's vulnerability. Frailty should be seen as a risk factor rather than the main cause of mental disorders (Crocker, 2002; Gudjonsson, 2010; cited in Sarıçam, 2015: 193).

When the literature is examined, it is seen that psychological health is negative with depressive symptoms and it is in a positive relationship with emotional well-being, social well-being and psychological well-being. Considering these findings in this research, being physically and mentally fit is associated with both psychological and social well-being. When the concepts of psychological vulnerability and psychological well-being are examined together within the framework of the literature, it is seen that psychological vulnerability is more a concept about the feelings, thoughts and behaviours of the individual as a result of the meaning and perceptions that individuals attribute to the people around them and the reactions they receive from these people. It can be said that psychological resilience is related to the adaptation of the individual against living conditions and coping methods.

According to the findings of the research conducted by Ekşi, Erök-Özkapı & Ümmet (2019), it is observed that there are negative relationships between subjective vitality of university students and both their psychological vulnerability and general health. In addition, it is also determined that general psychological health has a full mediating role between psychological vulnerability and subjective vitality.

According to the findings of the research conducted Berber-Çelik (2018), it can be said that there is a positive meaningful relationship between psychological well-being and secure attachment, and a negatively meaningful relationship between obsessive attachment. The findings also show that there is a positive meaningful relationship between feeling in social secure and secure attachment with satisfaction, and a negative meaningful relationship between feeling in social secure and fearful attachment. In addition, it is concluded that attachment styles significantly predict psychological well-being, social secure and satisfaction (Berber-Çelik, 2018: 27). There is a fairly similarity between the findings of this study and the findings of the project that we have been conducting. According to the research findings of Satıcı'nın (2016), it is revealed that psychological vulnerability can predict psychological well-being.

In this context, it is seen that general psychological health status plays an important role in the relationship between psychological vulnerability and psychological well-being. On the other hand, if the individual values and cares his / her own opinions and thoughts more without any strings attached as a result his / her psychological vulnerability will decrease. The level of social strain of the individual, whose vulnerability is al-

ready reduced, will also decrease and that individual starts to live the life by dealing it healthier way and enjoying life more. When all these findings are evaluated together; the concept of psychological vitality includes two dimensions, physical and mental. The existing theories in the literature state that the individual's psychological health is possible only if he / she is physically and mentally healthy and he / she is satisfied with life. On the other hand, the concept of psychological vulnerability can negatively affect the individual's coping skills with life events, being open to new experiences, and having healthy coping methods (Ekşi, Bikeç, & Ümmet, 2017).

In the study of Sarıçalı and Satıcı (2017), it is found out that there is a positive meaningful relationship between the psychological vulnerability and shyness levels. This situation restricts the existence of individuals actively in society. These studies support the following findings that the individuals with high levels of psychological vulnerability have low subjective vitality levels.

According to the findings of the research conducted by Tatlılıoğlu (2012), "There is no statistically meaningful difference between the self-determination score averages, environmental dominance score averages, individual development score averages, life goals score averages, positive relationships with others score averages and their self-acceptance score averages of university students who have different number of siblings. It is seen that psychological well-being changes in some items and it does not change in other items in terms of sibling number.

According to the findings of the research conducted by Tatlılıoğlu (2015), It is observed that there is a statistically meaningful difference between the average scores of "Personal Development" of university students whose amount of money spent per month is different. It is observed that there is no meaningful relationship between monthly income level and other sub-dimensions of psychological well-being. Socio-economic status of the individual is a stronger predictor than other variables. This situation can be evaluated as there is a positive relationship between the socio-economic status of the person and his/her personal development. It can be predicted that the increase in the income causes another increase in the happiness level of the individuals because income may provide more opportunities. Research results on this subject clearly show that "the satisfaction level of the needs is directly related to the well-being levels of the people".

Studies show that there is a positive relationship between being in social secure along with self-esteem and secure attachment. On the other hand, it is known that individuals, who are not in social secure, are have fearful, apprehensive and obsessive attachment styles and they show more hostility, shame, submissive behaviours and inferiority (Gilbert, 2010; Kelly, Zuroff, Leybman & Gilbert, 2012; cited in Berber-Çelik, 2018: 30).

Rice and others say in their research that parental attachment is an important predictor of well-being through social competence. La Guardia and others (2000) and Murdock and Love (2004) state in their research that secure attachment in different relationships predicts the well-being. There are studies showing that people, who are with insecure attachment (obsessive, indifferent, fearful attachment), have low well-being. (Kafetsios & Sideridis, 2006; Kobak, Sudler & Gamble, 1991; Priel & Shamai, 1995). All these studies support the findings (Cited in: Berber-Çelik, 2018: 34).

As a result, it is revealed that psychological vulnerability has a positive or negative effect on many behaviours, as well as on psychological well-being, being in social secure and satisfaction. It is seen that safe social relationships have a positive effect on psychological well-being and psychological resilience. It is also found out that insecure relationships have a negative effect on psychological vulnerability and psychological well-being. These relevant findings are supported by similar research results in the related literature.

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**COMPARISON OF THE HUMANISTIC AND TECHNOLOGICAL
(E-BOOK) METHODS IN TEACHING THE FAIRY TALES TO THE
PRESCHOOLERS***

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Abstract

The aim of this research was constituted to compare the effect of humanistic and technological (E-book) methods in teaching fairy tales to five years children who attend the pre-school training institution. For this aim, by giving teaching fairy tales with humanistic and technologic (E-book) methods, it was investigated which method was more effective for the five years children who attended the nursery class of The Çumra Abdullah Tenekeci Elementary School. A total of 42 students from the morning and afternoon group in nursery class joined to research. There were 22 girls and 20 boys students in the group. The research was planned experimental study. According to this, the children were divided into two groups as experimental group and the control group. The Experimental Group has applied the humanistic teaching method and also Control Group has applied the telling fairy tale with the Technological (E-book) Teaching Method. In analyzing data, the independent test t was used. It was internalized the significance level of 0,05 at the significance control of difference. When asking the questions prepared to measure the levels of fairy tale comprehension and evaluating the endowed answers, between the groups in which humanistic method and technological (E-book) methods were used, it was found a significant difference at learning the fairy tale ($p < 0,05$). The

* This study is the part of M.A. dissertation of Fatma Doğan Kirişçigil submitted to NEU, Institute of Educational Sciences.

group who received the humanistic method was found to be more successful in realizing the fairy tale than the group who got the technological (E-book) method.

Keywords: *Fairy tales, e-books, traditional method, technological method, preschoolers, experimental research.*

Introduction

While preparing the elementary school during the pre-school education, children learn sharing, cooperation, socializing, and collaboration. The fairy tale concept of which importance has increased recently started to be transferred to the children with various methods in our country and other countries at the education-training environments by the trainers. The fairy tale teaching at the preschool period has been carried out by various methods such as direct method, dramatization, humanistic, and technology. Some researchers put forward humanistic approach principles about how the fairy tales told to the children, the importance of the fairy tales books, the points to be paid attention while selecting books, etc. (Güleryüz, 2003; Yavuzer, 2003; Yüksel 1987; Sever, 2003; Çılgınsınar, 2006; Gönen, 2005; Oğuzkan, 2000; Gökalp, 2009; Megep, 2008; Derman, 2002). The fact that the children meet the book provides their reinforcements by noticing the speech which they have learned. It improves the listening, speaking, reading, and writing skills of the children; it helps the children gain consciousness and sensitivity of speech (Sever, 2003). For a book to draw children's attention it should meet some needs of the children in the broad sense (Yavuzer, 2000). Some features in the children's books published should be tested; the work for children should suit their interest and train them and be prepared to direct towards goodness, beauty, and truth (Demirdöğen, 2003). "The fairy tales" item is explained in the dictionary published by Turkish Linguistic Society as "an interesting story which was told the children and was trimmed with many extraordinary events" (Ağakay, 1966). The child trainers are complete of the opinion that fairy tales take an important place in child training. Existing of various fairy tales which were published as a child book was a good sample of the positive role which the fairy tales played in child training (Sakaoğlu, 1973). The books which meet liking, being liked, achievement and confidence feelings of the child; and

which permit getting to know children themselves, understanding the others helps adults look at the events from the child's aspect as well (Gönen, 1989). It was also explained that the short stories offer possibilities to educate the pupils and children from the pedagogical point of view in that it results in the discussions of the story's linguistic, cognitive, and stylistic structures (Kabadayı, 2005). Illustrated books and magazines allow the children to explore and to recognize themselves and helps them become socialized and decreases the desolation and brings in artistic and cultural experiences and gives joy, cheer, delight, in short enjoyment as well as supporting the speech improvement in the pre-school period (Ciravoğlu, 2000). Bezilove (2019) stated that previous studies have demonstrated that storytelling supports motivation, children's fantasy and imagination, strengthens a positive attitude towards the target language. Furthermore, it is also claimed that storytelling helps long-term vocabulary retention; therefore, it should be used during EFL classes. An overall comparison of the means showed that storytelling influenced longer vocabulary retention.

The verbal products like jingles, fairy tales, lullabies, and stories the children listen to can lead away them to enjoy using their mother tongue (Kabadayı, 2009). Since the preschoolers enjoy the fairy tales whose heroines/heroes are animals they like the books of fairy tales illustrated by animals to be read. The children who have experienced this period positively take a deep interest in involving the books (Görgü, 2006).

Various techniques can be used in telling fairy tales to children. These are the methods that can be based on technological or humanistic principles. The main subject in humanist philosophy is human. It is "a doctrine which assumes the supremacy of human as an aim and maturity," (Varış, 1994). As for E-book, it is possible to define it in broad terms as produced in electronic ambient, a media format which accommodates the text, pictures, films, and sounds which can be monitored with the various protocols and software via computers (Akyüz and Akbaytürk, 2006).

Some researchers also put forward advantageous and disadvantageous sides of using E-books in education (Önder, 2011; Önder, 2010; Day, 2001; Diaz, 2003; Poftak, 2011). Various methods such as telling fairy tales from the storybook, or by the help of puppets, having them to demonstrate and role-playing can be used based on the humanistic approach principles. Besides, it can also be made use of telling by using E-book, via television, video, cassette player, CD and on the computer-projection, etc.

Method

This research was conducted to reveal the effect of humanistic and Technological (E-book) methods in teaching fairy tales to five years students attending preschool. An empirical research design was constituted to fulfill the research. There was a control group to whom the technological method was applied and an empirical group to whom the humanistic method was applied in the research design. The aim was to find out whether there was a difference between humanistic and technological (E-book) methods in teaching fairy tales to the participants mentioned below.

Study Group

The universe of the research comprised 5 years students who had normal development and attended Abdullah Tenekeci Elementary School in Çumra as morning and afternoon groups. In this study experimental and control groups were formed to compare the effects of the humanistic and technological (E-book) methods. A total of 42 students who attended nursery class in the Çumra Abdullah Tenekeci Elementary School of Konya were chosen to fulfill the research. 21 students were told fairy tales by humanistic teaching method and also 21 students were told by technological (E-book). The fairy tale was told a minimum of half an hour in the fairy tale activity time in a week time for both methods. Totally 19 fairy tales were told to the preschoolers systematically via both humanistic and technological methods in forty-five days. Storytelling was taught to the experimental group by technological (E-book) for the afternoon session and to the control group by humanistic methods for the morning session.

Data Collection Tools

The children were asked the questions prepared under the titles of “before-fairy telling”, “while- fairy telling” and “after fairy telling” process to collect the data for this research. While teaching the students by humanistic method, hard copies of the fairy tale books were used as means of data collection. Before asking the questions, the chil-

dren sat down in a semi-circle position. The fairy tales named “Grasshopper and Ant”, “Hen with a generous income”, Friendship of a bear”, “The miller, his son and his donkey”, “Crow and Fox”, “Wolf and Dog”, “Wolf and Lamb”, “Field Mouse and City Mouse”, “Rabbit and Turtle”, “Fox and Stork” taking from La Fontaine and “The Lion’s share”, “Stupid Deer”, “The Farmer and his Sons”, “Man and Lion,” Caw of a Crow”, “Rabbit the stop stop”, “Wolf Story”, “Tailless Fox”, “Lazy Donkey” taking from Aesop Fairy Tales were told them via using Direct Method techniques. 4 experts examined and rated the fairy tale books chosen regarding convenience to their age and developmental domains of the children and their validity and reliability were supported. The same teaching process was provided by teaching the children via the technological (E-book) method. The hard copies of the fairy tale books used to teach in the humanistic method were copied, sounded, and converted into digital formatted by Windows Movie Maker 2.6 to present as a technological (E-book) method.

Data Analysis

After the data of the research were collected, statistical analyses were performed by creating a database on the computer using the S.P.S.S 15.0 for Windows package statistics program. The data obtained about teaching fairy tales of the students in the experimental and control groups are shown in descriptive tables. The Independent t-test was used to analyze the data. The difference between the experimental and control groups was tested. A significance level of 0.05 was adopted in the control of the difference.

Findings and Discussion

Table 1 includes the distribution of the children participating in the study by age and gender, Table 2-4 includes the results showing the answers given by the groups to the questions prepared to measure their answers to the table. Table 1 shows the distribution of the children participating in the study by age and gender. In the group in which the technological (E-book) teaching method is used, 52.3% of the children are 5 years old girls and 47.6% are 5 years old boys. It is seen that 52.3% of the children in the group in which

the humanistic (Humanist) teaching method was used were 5-year-old girls and 47.6% were 5-year-old boys.

Table 1. The distribution of the preschoolers by their age and gender

| TABLE 1 | 5 Years female | | 5 Years male | | Total | |
|--------------------------------------|----------------|-------------|--------------|-------------|-----------|------------|
| | S | % | S | % | female | male |
| Narrating Methods | S | % | S | % | S | % |
| Humanistic Method | 11 | 52.3 | 10 | 47.6 | 21 | 100 |
| Technological (E-Book) Method | 11 | 52.3 | 10 | 47.6 | 21 | 100 |
| Total | 22 | 52.3 | 20 | 47.6 | 42 | 100 |

When Table 2 is examined, the total answers are given by the female students to the questions categorized as the pre-telling tale, while-telling tale, and post-telling tale differ significantly in the experimental and control groups ($p < 0.05$). The total answers are given by the male students to the questions categorized as the pre-telling tale, while-telling tale, and post-telling tale differ significantly between the experimental and control groups. Looking at the data in Table 4; Girls are superior to boys in the answers given to pre-tale, fairy-tale, and post-tale questions. Again, in this table, the Humanistic method seems to be superior to the Technological method ($p < 0.05$).

There may be many reasons for this difference. The superiority of girls may be coincidental, as well as genetic, socio-economic level, past experiences, what the child feels during the research, the environment in which the research is conducted, etc. can also be effective. The fact that boys have a lower value may have developed in direct proportion to the reasons listed above. This deficiency in boys cannot be attributed to only one of the attributes and therefore cannot be evaluated with a single criterion.

Table 2. Comparison of the preschoolers' responses in the tale-telling process by gender

| Narrating Process | Narrating Methods | Girls | | | | Boys | | | |
|-------------------|------------------------|-------|-----------|--------|-------|------|-----------|--------|-------|
| | | N | \bar{X} | S | P | N | \bar{X} | S | P |
| Pre-narrating | Humanistic Method | 209 | 7.81 | 3.481 | 0.008 | 190 | 8.66 | 3.847 | 0.002 |
| | Technological (E-book) | 209 | 7.01 | 2.618 | 0.008 | 190 | 7.53 | 3.133 | 0.002 |
| While-narrating | Humanistic Method | 209 | 7.83 | 3.422 | 0.005 | 190 | 8.58 | 3.783 | 0.002 |
| | Technological (E-book) | 209 | 6.98 | 2.618 | 0.005 | 190 | 7.48 | 2.940 | 0.002 |
| Post-narrating | Humanistic Method | 209 | 7.66 | 3.433 | 0.001 | 190 | 8.48 | 3.899 | 0.001 |
| | Technological (E-book) | 209 | 6.69 | 2.438 | 0.001 | 190 | 7.32 | 3.055 | 0.001 |
| Total | Humanistic Method | 209 | 23.30 | 10.152 | 0.003 | 190 | 25.72 | 11.345 | 0.001 |
| | Technological (E-book) | 209 | 20.68 | 7.368 | 0.003 | 190 | 22.34 | 8.842 | 0.001 |

When Table 3 is examined, it is seen that there is a significant difference between the total answers given by the children in the experimental and control groups to 15 questions. Their answers to the tale told with the Humanistic (Humanist) Teaching Method is superior to the Technological (E-book) method ($p < 0.05$). Although some of the e-book reading devices provide high-resolution reading (Microsoft Clear Type), headache and eye strain can occur when reading for a long time (more than an hour) (Rukancı & Anameriç, 2003). When the child who grows up with books starts talking, he knows how to hold the books, turn the pages, and read the text from left to right and top to bottom. They can establish relationships between subjects and pictures. They can see small details in pictures, tell rhythmic repetitions, and define the development sequence of the story (Glazer, 1986). According to Gönen (1994), reading the book by adults who speak their native language well and asking the questions in a way that serves a purpose, helps the child to develop his / her listening and comprehension skills, increase his / her vocabulary, and construct sentences suitable for grammar.

Table 3. Comparison of the answers given by the children in the experimental and control groups to the total questions

| Narrating Process | Narrating Methods | N | X | S | P |
|--------------------------|--------------------------|----------|----------|----------|----------|
| Pre- narrating | Humanistic Method | 399 | 8.22 | 3.679 | 0.000 |
| | Technological (E-book) | 399 | 7.26 | 2.883 | 0.000 |
| While- narrating | Humanistic Method | 399 | 8.19 | 3.614 | 0.000 |
| | Technological (E-book) | 399 | 7.22 | 2.784 | 0.000 |
| Post- narrating | Humanistic Method | 399 | 8.05 | 3.680 | 0.000 |
| | Technological (E-book) | 399 | 6.99 | 2.763 | 0.000 |
| Total | Humanistic Method | 399 | 24.45 | 10.791 | 0.000 |
| | Technological (E-book) | 399 | 21.47 | 8.135 | 0.000 |

The child who establishes regular and conscious language learning by establishing a relationship with books in the preschool period will easily enjoy developing reading and writing skills from the day he starts primary education. This assessment may support the Humanistic method to be superior to the Technological (E-book) method.

Looking at the results in Table 4, there was no significant difference between the 19 tales told to children ($p > 0.05$). Most fairy tales are made up of animal tales and, like all fairy tales, give various lessons to the listener. The emphasis on animal fairy tales for research is since children are more attracted to their interests and they enjoy listening to such fairy tales more. Animal tales are short tales. It is essential to give a feeling from the story in these tales. In animal tales, the listener is directed to think and take lessons. In these tales, although educational qualities are at the forefront, the entertaining feature is dominant (Bilkan, 2009).

Table 4. Comparison of the tales told to the preschoolers in terms of narrating the process

| | Pre-telling tale | While-telling tale | Post-telling tale | Total |
|-----------------------------------|-------------------------|---------------------------|--------------------------|------------------------|
| Type of Fairy tale | Subset for alpha = .05 | Subset for alpha = .05 | Subset for alpha = .05 | Subset for alpha = .05 |
| Crow and Fox | 7.19 | 6.86 | 714 | 2119 |
| Lamb and Wolf | 7.14 | 740 | 688 | 2143 |
| Miller and his son and His donkey | 6.90 | 750 | 724 | 2164 |
| Cockchafer and Ant | 7.50 | 793 | 686 | 2229 |
| Lion's Portion | 7.64 | 7.07 | 7.57 | 2231 |
| Wolf and Dog | 7.50 | 7.64 | 7.17 | 22.36 |
| Donkey the Lazy | 7.76 | 6.95 | 7.64 | 22.40 |
| Man and Lion | 6.57 | 7.45 | 8.38 | 22.55 |
| Rabbit and Turtle | 7.31 | 7.98 | 7.26 | 22.83 |
| Fox and Stork | 7.19 | 8.50 | 7.14 | 22.93 |
| The fairy Tale of a Wolf | 8.02 | 7.12 | 7.79 | 23.02 |
| Friendship of a Bear | 7.88 | 7.71 | 7.43 | 23.36 |
| The fox tailless | 7.62 | 7.93 | 7.81 | 23.50 |
| The Farmer and his sons | 8.36 | 7.74 | 7.40 | 7.40 |
| The stupid Deer | 8.29 | 7.29 | 8.02 | 24.17 |
| The hen with a generous | 7.98 | 8.76 | 7.43 | 24.52 |
| Field Mouse and City Mouse | 8.86 | 7.90 | 7.76 | 24.69 |
| Crow's Kraa | 8.71 | 8.38 | 7.60 | 25.21 |
| Sig(p) | 0.932 | 0.988 | 0.999 | 1.000 |

These are shorter than other fairy tales. There are no beginning rhymes, middle and end rhymes are either not said at all or are not kept as important as in other fairy tales. In animal tales, animals often lost their unique qualities and took human value by disguise. Animal tales, just like anecdotes, reinforce a thought, give an example, teach lessons, etc. It is described when necessary (Güleç, 1988). Preschool children, especially 4 and 5-year-olds, mostly like stories whose heroes are children and animals. Towards the end of this age, they enjoy reading fairy tales or stories to them. These tales and stories should be illustrated with a lot of pictures. Children who experience this period positively develop a deep interest in the book and reading (Görgü, 2006).

Whether the difference in teaching fairy tales between the experimental and control groups was significant was determined by the "Independent T-Test". In this ta-

ble, the SPSS program gives us the P (Sig.) Value. If this value is less than 0.05, it is determined that there is a significant difference between the experimental and control groups for teaching fairy tales.

When Table 5 is examined, it is seen that there is a significant difference between the fairy tale learning levels of the groups in which Technological and Humanistic teaching methods are used ($p < 0.05$). This finding supports the research hypothesis that the education given by the Humanistic method will be stronger than the education given by the Technological (E-book) method. Using e-books in education is far beyond the rules. Although e-books have many advantages when we consider printed books, they also have some disadvantages such as low writing and graphic quality, the need for electronic devices (computer or e-book reader), the less comfortable, vertical, and uncomfortable reading position from the computer (Gregorio, Rodriguez, et al., 2002). This can be considered as a definition that will support the result of the research. Most of the questions asked to aim to measure the children's awareness. The first five of the questions were asked in the pre-narrating process, during which only the cover page of the book is shown. At this stage, for children who do not want to answer for various reasons (shyness, not knowing the answer, etc.), the children were provided to answer the questions by using reinforcing sentences (let's see you can do it too, you are very successful, well done, etc.).

The second five questions were asked in the while-narrating process, in the crucial part of the tale, taking a break from the narration. As soon as the narration is interrupted, "Isn't our tale exciting, guys, or I wonder what happened next" etc. By making speeches, it was tried to attract the attention of the children and create a sense of curiosity. With the questions in this part, it is aimed to measure how carefully they have listened to the tale until now and/or how much they understood the tale and how much they have been able to keep the subject in mind, as well as to measure concepts such as bringing back previous information and predicting forward.

Table.5 Comparison of the answers to all questions asked to the experimental and control groups

| Narrating | N | QUESTIONS | Narrating Methods | N | \bar{X} | S | P |
|-------------------------------|----------|--|--------------------------|----------|-----------|----------|----------|
| Pre- narrat- ing | 1. | Which color do you see on the color? | Humanistic Method | 399 | 1.55 | 0.781 | 0.000 |
| | | | Technological M. | 399 | 1.32 | 0.598 | 0.000 |
| | 2. | What do you see on the cover? | Humanistic Method | 399 | 1.61 | 0.797 | 0.000 |
| | | | Technological M: | 399 | 1.41 | 0.659 | 0.000 |
| | 3. | What can be the name of the fairy tale to you? | Humanistic Method | 399 | 1.80 | 0.820 | 0.009 |
| | | | Technological M. | 399 | 1.66 | 0.737 | 0.009 |
| | 4. | Which ones are living in this Picture? | Humanistic Method | 399 | 1.58 | 0.794 | 0.000 |
| | | | Technological M. | 399 | 1.39 | 0.655 | 0.000 |
| | 5. | Which ones are lifeless in this Picture? | Humanistic Method | 399 | 1.67 | 0.827 | 0.001 |
| | | | Technological M. | 399 | 1.49 | 0.712 | 0.001 |
| While- nar- rating | 1. | Which animals(and/or humans) have you seen up to now? | Humanistic Method | 399 | 1.50 | 0.766 | 0.000 |
| | | | Technological | 399 | 1.22 | 0.509 | 0.000 |
| | 2. | Where do the animal (and/or humans)you see live in real life? | Humanistic Method | 399 | 1.62 | 0.799 | 0.001 |
| | | | Technological M. | 399 | 1.44 | 0.676 | 0.001 |
| | 3. | Where are the animals (and/or humans) in the fairy tale? | Humanistic Method | 399 | 1.57 | 0.786 | 0.000 |
| | | | Technological | 399 | 1.35 | 0.636 | 0.000 |
| | 4. | Can you tell the events so far? | Humanistic Method | 399 | 1.69 | 0.801 | 0.002 |
| | | | Technological M. | 399 | 1.53 | 0.686 | 0.002 |
| | 5. | What happened after this? | Humanistic Method | 399 | 1.81 | 0.790 | 0.010 |
| | | | Technological | 399 | 1.68 | 0.722 | 0.010 |
| Post- narrat- ing | 1. | What was the name of the fairy tale? | Humanistic Method | 399 | 1.47 | 0.746 | 0.000 |
| | | | Technological M. | 399 | 1.24 | 0.543 | 0.000 |
| | 2. | Where mentioned those told in the fairy tale | Humanistic Method | 399 | 1.56 | 0.793 | 0.000 |
| | | | Technological M. | 399 | 1.32 | 0.607 | 0.000 |
| | 3. | How was it, according to you? How did you understand? | Humanistic Method | 399 | 1.60 | 0.796 | 0.000 |
| | | | Technological | 399 | 1.40 | 0.661 | 0.000 |
| | 4. | How was it, according to you? How did you understand? | Humanistic Method | 399 | 1.67 | 0.806 | 0.000 |
| | | | Technological M. | 399 | 1.45 | 0.670 | 0.000 |
| | 5. | What did the fairy tale try to tell us? | Humanistic Method | 399 | 1.76 | 0.804 | 0.001 |
| | | | Technological M. | 399 | 1.58 | 0.697 | 0.001 |

With the third, five questions asked in the post-narrating process, it is the same to bring back the past information, the level of remembering and comprehending what they listened to, creativity, etc. concepts have been tried to be measured.

Conclusion and Recommendations

This study aims to compare Humanistic (Humanist) and Technological (E-book) methods in teaching fairy tales to 5-year-old children attending kindergarten. After the fairy tale teaching given to 42 students from Abdullah Tenekeci Primary School in Çumra district, children's awareness and so on. To measure the criteria, 15 questions (consisting of pre-tale, fairy-tale, and post-tale categories) were asked. The obtained findings were evaluated statistically. As a result, When the prepared questions are evaluated statistically; It was found that there is a significant difference between the levels of understanding the tale of the groups in which Technological (E-book) and Humanist (Humanist) teaching methods were used ($p < 0.05$). It has been determined that the students using the humanistic (Humanist) teaching method were more successful than the students who were taught by the Technological (E-book) method (Table 2-3). When the fairy tale comprehension levels of the groups teaching with the Humanistic method and the Technologic (E-book) method are evaluated in terms of gender; It has been found that there is a significant difference between the level of comprehension of fairy tales between the female students who are taught by the humanistic method and the female students who are taught by technological methods ($p < 0.05$) (Table 4). No significant difference was found between 19 tales that were told to children to compare the humanistic method and the technological method ($p > 0.05$). This may be because most of the tales told are animal tales and they aim to measure the same criteria (Table 5).

Suggestions for Parents

Parents should introduce their children to the book at an early age. They should leave them alone with the texture, the pictures, the magical world of the book. They should expand their imagination by showing their illiterate children pictures of the book. They should ensure that they communicate one-on-one with the book, that is, by touching the book and, if necessary, placing it on large-sized books and making them feel the book and the story told in it.

Suggestions for Teachers

Teachers should make use of fairy tale books as much as possible to fully meet the imaginations, creativity, and expectations of their students when they are going to tell sto-

ries to children during fairy tale hours in kindergartens, kindergartens, and independent kindergartens.

When necessary, teachers should allow the child to discover the heroes himself, see the details himself, and complete the story himself, just by looking at the pictures.

Suggestions for the Researchers

The research period in this study was completed in approximately 45 days. This period may be extended in another study. Animal tales were mainly used in the research. In another study, other fairy tale types and related studies can be done.

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