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Journal of Social Sciences and Education

Overall Outlook of Education and Its Impact on the Economy in Turkey and OECD

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ABSTRACT

Research Article

As of today, education-based investments are among the basic components for determining the development level of countries and realizing their economic goals. Investments made for educational purposes are perceived as the main elements of growth due to their positive impacts on productivity, as well as providing individuals and society with benefits. Education expenditures directly affect the national income and production levels of the country, enhance the living standards, and stimulate factors such as knowledge and invention. The study aims to compare the importance and competence attached to education in Turkey with other OECD countries within the last decade. To this end, the educational statistics obtained from the OECD website were primarily utilized in the study, and then Turkey and OECD-member countries were compared in terms of education levels and expenditures. Upon evaluating the data obtained as a result of the study, it is seen that education expenditures are insufficient in Turkey, the importance attached to education remains at quite a lower level compared to the OECD-member countries, and Turkey's problems in the field of education have begun to become inveterate.

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Introduction

As of today, investments made in the fields of education, as well as research and development, are accepted as the main determinants of sustainable economic growth (Bozkurt, 2015, 45). Within the knowledge-based new world economic order, education and technological development have been gaining prominence day by day and are considered to be brought into the scope of capital. Thereby, the factors of production expand and attain a new dimension (Şimşek and Kadılar, 2010, 118).

The relationship between human capital and economic growth is a crucial matter of debate in the development economics literature. Within the scope of neoclassical growth theory, human capital theory reveals the importance of human capital on economic growth besides physical capital. Since the 1980s, in particular, debates on human capital have gained even more importance with the introduction of endogenous growth theories. Many studies exist in the literature investigating the relationship between human capital and economic growth. Among these, Schultz (1961), Denison (1962), Mankiw, Romer and Weil (1992) rank first place. Arrow (1962) developed a growth strategy based on learning-by-doing and asserted that the stock of knowledge accelerates production in the long-run. Lucas (1988) mentioned the increasing return of human capital and stated that economic growth would have been increased as human capital improved. According to Sala-i Martin (1990), the broadly described capital, including human capital, accelerates the growth rate in the long-run. Rebelo (1991) described human capital as a factor of production like physical capital. The results of empirical research studies indicate that human capital positively affects economic growth (Cheng and Hsu, 1997; Grammy and Assane, 1996; Barro, 1998).

The improvement of human capital due to the rise in education level accelerates economic growth by increasing capital investment rates and such a cyclical movement enhances human capital (Eggoh et al., 2015, 93; Çeştepe and Gençel, 2019, 140). The increase in human capital, which brings along the rise in qualified workforce, proliferates the economy and fosters the competitiveness of the country with the rest of the world. Individual-based investments through education boost the welfare level of the society and become one of the leading sources of economic growth. One of the main determinants of the wealth of nations involves the enhancement of human capital quality by improving the education quality (Wahab et al., 2018, 4).

Upon considering education with an egalitarian and public comprehension, it is effective in mitigating income inequality, generating new employment opportunities, realizing social reform, and ensuring technological progress, as well as economic development of a country (Taş and Yenilmez, 2008, 161). As the education levels of the individuals increase, they become more socialized and mature even faster (Arslan, 2004, 11). As the education level increases in a society, income level increases, fertility level decreases, democratization increases, social order stability is ensured, poverty and unemployment decrease, environmental awareness increases, crime rates decline, and social crimes and property crimes decrease (Türkmen, 2002, 56). Due to the economic, social, and sociological impacts of education, developed countries attach great importance to educational expenditures among other public expenditures.

Educational expenditures in Turkey, which is one of the developing countries, are soaring each year. Total educational expenditure has increased 3.5 times as of 2020 compared to 2011 (TURKSTAT, 2020). Nonetheless, various factors such as population density benefiting from education and educational inequalities among regions render it difficult to allocate sufficient resources to education. The budget prepared to be utilized in education for Turkey cannot fulfill the requirements and the available resources are not sufficient. In this context, higher importance should be attached to education, the share allocated to education out of the budget should be heightened, and more resources should be generated to raise individuals

who can become compliant with the information era, attain better quality, think better, analyze, question and have an entrepreneurial spirit in Turkey.

The aim of the study is to compare the importance and competence attached to education in Turkey with that in OECD countries within the last decade. For this purpose, the education statistics obtained from the OECD website are primarily used in the study, and then Turkey and OECD countries are compared in terms of education level and educational expenditures. Based on the data obtained in the conclusion part of the study, evaluations are made regarding the overview of education in Turkey. Upon considering that OECD countries incur a high level of expenditures on education, it is expected that the study would serve as a guidance for Turkey along with other countries, and it is anticipated that it would hearten the literature in terms of either existing or required improvements of the education system in Turkey. It is hoped that the study would also contribute to the steps to be taken to ensure equal opportunities for education in Turkey.

Method

Model

In the study, the current status of the data on the basic indicators of education systems (education level, access to education, financial resources generated for education, teachers, learning environments, schools, etc.) is put forth in order to compare the importance and competence attached to education in Turkey within the last decade with OECD countries. Then, the concept of education and the overall impacts of education on the economy are included.

Data Collection Tools

In the study, education statistics obtained from the OECD website are utilized in order to assess the general view of education in Turkey and OECD countries and its impacts on the economy. In order to make meaningful international comparisons, the data is tabulated and arranged in a way that may serve as guidance within the context of the educational system's needs in Turkey. While education indicators in Turkey and OECD countries are included, Turkey and OECD averages are considered.

Data Collection and Analysis

The basic education indicators and variables that allow countries to determine the extent to which they provide their students with quality education are considered in terms of the outputs of educational processes, access to education, financial resources generated for educational purposes and teachers, learning environments, and schools and analyzed in tables.

Findings

In the light of the data obtained in the study, it is seen that the importance attached to education in Turkey is at quite a low level compared to other OECD countries, and it is noteworthy that the problems in the field of education in Turkey have begun to become chronic. Nevertheless, it is observed that education opportunities in Turkey are insufficient, no equal opportunity exists in education, and Turkey's competitiveness with OECD countries in education is at quite a low level. Turkey is far below the level of other OECD countries, especially in terms of access to education and financial resources allocated to education.

Educational Indicators in Turkey and OECD Countries

The investment made by the countries for education is stated as the share of education in their budgets (UNESCO, 2009; Sülkü and Abdioğlu, 2014). Investments in education increase the level of literacy in society and the level of knowledge and skills acquired by

individuals (Afşar, 2009). The least developed countries around the world are the ones that have been left far behind in terms of education indicators (Çalışkan et al., 2013). Investments in education are extremely crucial for underdeveloped and developed countries. It is clearly seen that highly industrialized countries continuously allocate more than 2% of their gross national product to educational and research expenditures, and achieve rapid growth (Korkmaz and Şahin, 2013).

Table 1. Education Levels of Individuals Aged 25-34 in Turkey and OECD Countries (%)

	Turkey		OECD Average	
	2010	2020	2010	2020
Total Number of Secondary School Non-graduates	58	41	20	15
Secondary School Non-graduate Women	64	43	18	13
Secondary School Non-graduate Men	52	39	21	16
Total Number of Secondary School or Upper Secondary School Graduates	25	24	44	40
Total Number of Secondary School or Upper Secondary School Graduate Women	20	21	41	35
Secondary School or Upper Secondary School Graduate Men	29	26	47	45
Total Number of Higher Education Graduates	17	35	37	45
Higher Education Graduate Women	16	36	42	52
Higher Education Graduate Men	19	35	32	39

Source: OECD, (2021a).

Table 1 presents the data on the education levels of adults both in Turkey and OECD countries over the period 2010 - 2020. In most of the OECD countries, it is observed that quite a high proportion of individuals aged 25-34 have at least a secondary school degree. The OECD average rate of individuals who could not earn their secondary school degree as of 2020 is 15%. In Turkey, this rate is 41%, which is higher than the OECD average. Upon considering individuals aged 25-34 who have not graduated from secondary school in Turkey by gender, it is observed that the gender gap has decreased within the last decade, whereas the gap still exists. In Turkey, the rate of women aged 25-34 who do not have a secondary school degree as of 2020 is 43%; whereas the rate of men of the same age group is 39%. Regarding the OECD average, it is observed that the rate of men who do not have a secondary school degree (16%) is higher than the rate of women who do not have a secondary school degree (13%). In Turkey, the rate of individuals aged 25-34 who earned a higher education degree has doubled on average within the last decade, reaching 35%. Regarding the OECD average, this rate is 45%. Upon examining the rates of individuals with a higher education degree in Turkey for the year 2020, the women-men ratios are observed to be at similar levels (OECD, 2021a).

Table 2. *The Rates of Individuals with Higher Education Degree Aged 25-34 in Turkey and OECD Countries (%)*

	Associate	Undergraduate	Master's	Doctoral
Turkey	6.1	13.4	2.0	0.4
OECD Average	7.2	18.2	13.5	1.3

Source: OECD, (2021a).

Considering Table 2, it is observed that the rates of individuals who completed their master's and doctoral education in Turkey as of 2019 were far lower than the OECD average. The rate of adults with a master's degree was 2% in Turkey, whereas the OECD average of this rate was 13.5%. While the rate of adults with a doctoral degree in Turkey was 0.4% as of 2019, it is seen that the OECD average of adults with a doctoral degree was 1.3%.

Table 3. *Education and Employment of 18-24 Year-olds in Turkey and OECD Countries (%)*

	In Education	Not in Education and Employed	Unemployed	Inactive
Turkey	38	30	11	21
OECD Average	53	32	6	9

Source: OECD, (2021a).

As of 2020, the percentage of the young population with the ages range of 18-24 who quit education and start working was 32% in OECD countries, whereas this percentage was 30% in Turkey. Although it is seen in Table 3 that the youth unemployment rate in Turkey is 11%, it is also known that this rate is much higher. The youth unemployment rate in Turkey is well above the OECD average of 6%. It is observed that the rate of the young population in education in Turkey as of 2020 is 38%. This rate is far below the OECD average of 53%. In 2020, the level of the young population not working and not seeking a job in Turkey was 21%, and the OECD average for the same year was 9% (OECD, 2021a). This rate was especially high for women in Turkey, and the rate of women not involved in education and employment was approximately twice as much as that of men. This circumstance also indicates the gender inequality in favor of men in the labor market of Turkey.

Table 4. *Employment Levels of 25-64 Year-olds by Educational Attainment in Turkey and OECD Countries (%)*

	Turkey	OECD Average
Below Upper-Secondary School Graduates	50	58
Upper-Secondary or Post-Secondary School Graduates	60	75
Higher Education Graduates	74	84
All Levels of Education	57	76

Source: OECD, (2021a).

As of 2020, employment rates for the 25-64 age group in Turkey were 50% for those who have not graduated from secondary school, 60% for those who have graduated from pre-secondary or post-secondary schools, and 74% for those who have graduated from higher education institutions. The OECD average for the same categories was 58%, 75%, and 84%, respectively; and it is seen from the table that the employment level increases as the education level increases. Turkey is among the OECD countries in which the employment level of the population aged 25-64 with higher education degree is minimum. Upon evaluating the same

age group in terms of total employment by the entire education levels, Turkey is determined as the OECD-member country with the lowest percentage of 57%, whereas the OECD average is 76% (OECD, 2021a).

Table 5. *Employment Rates of 25-34 Year-olds with Higher Education, by Levels of Higher Education in Turkey (%)*

	Associate	Undergraduate	Master's	Doctoral
Turkey	66	74	84	84
OECD Average	84	83	87	90

Source: OECD, (2019).

According to Table 5, the employment rate of adults who earned an associate degree in Turkey as of 2018 was 66%. The employment level of adults with a bachelor's degree was 74%, the employment level of adults with a master's degree was 84%, and the employment level of adults with a doctoral degree was 84%. Upon considering the OECD average, it is seen that the employment rate for individuals with an associate degree was 84%, the employment rate for individuals with an undergraduate degree was 83%, the employment rate for individuals with a graduate degree was 87%, and the employment rate for individuals with a doctoral degree was 90%. It is observed that Turkey fell below the OECD average in terms of employment rates according to higher education degrees.

Table 6. *Private Costs and Benefits of Higher Education in Turkey*

	Private Cost (USD, PPP)		Private Benefit (USD, PPP)		Benefit/Cost Ratio	
	Women	Men	Women	Men	Women	Men
Turkey	-7,500	-13,200	180,500	174,600	24.1	13.2
OECD Average	-40,000	-52,900	266,800	340,100	6.7	6.4

Source: OECD, (2021a).

Table 6 presents the private costs and benefits of higher education in US dollars modified according to purchasing power parity in 2018. The private education costs of men and women at the higher education level in Turkey were lower; whereas the benefits were higher compared to the OECD average. While the average private benefits were 6.5 times higher than the private costs of higher education for men and women in the OECD average, this level was 24.1 for women and 13.2 for men in Turkey (OECD, 2019).

In OECD countries, the benefit of graduating from a higher education institution was lower for women than for men. In Turkey, it was quite the opposite. It is thought that higher employment and wage gaps for women between higher education graduates and high school graduates account for this situation. Providing more educational opportunities for women in Turkey would result in more affirmative outcomes in terms of employment and wages compared to men (OECD, 2021b).

Table 7. *School Enrollment Rates by Age Groups in Turkey (%)*

	6-14	15-19	20-24	25-29	30-39	40-64
Turkey	100	69	51	32	16	3
OECD Average	99	84	41	16	6	2

Source: OECD, (2021a).

According to Table 7, in Turkey as of 2019, the school enrollment rate of individuals aged 6-14 was 100%, the enrollment rate of the youth aged 15-19 was 69%, and the enrollment

rate of the young individuals aged 20-24 was 51%, and the enrollment rate of the individuals aged 25-29 age was 32%, the enrollment rate of the individuals aged 30-39 was 16%, and the enrollment rate of the individuals aged 40-64 was 3%. It is observed that the school enrollment rate of adults especially within the age range of 15-19 in Turkey was well below the OECD average of 84%, and with this rate, Turkey was the OECD-member country with the lowest school enrollment rate. In this context, it is seen that significant problems arose regarding access to education in Turkey (OECD, 2019).

Table 8. *School Enrollment Rates of 3-5 Year-olds in Turkey (%)*

Years	Turkey	OECD Average
2005	10	72
2015	31	81
2019	39	83

Source: OECD, (2021a).

In Table 8, the school enrollment rates of 3-5 year-olds in Turkey are presented over the period 2005-2019. Although the level of school enrollment rate of 3-5 year-olds was 10% as of 2005 in Turkey, this rate increased to 31% in 2015, and 39% in 2019. Nonetheless, this rate was considerably lower than the OECD average. It is seen that Turkey was the country with the lowest schooling enrollment level of 3-5 year-olds among OECD countries. According to the OECD average, one in three children under the age of three attends early childhood education and care services. In Turkey, however, merely three out of every 1,000 children under the age of three benefit from these services (OECD, 2021a).

Table 9. *Ratios of Upper Secondary Graduates from Vocational Programs (%)*

Programs	Turkey	OECD Average
Engineering, manufacturing and construction	29	34
Health sciences	26	12
Management, administration, and law	16	18
Services sector	8	17

Source: OECD, (2019).

While the rate of individuals who were expected to graduate from vocational secondary schools in Turkey as of 2010 was 54%, in 2017 this rate appeared as 75% which is the largest increase among OECD countries. Nevertheless, it is seen that the percentage of individuals who were expected to graduate as of 2017 in Turkey according to the programs was below the OECD average, except for the health sciences program. While the average age for graduating from vocational secondary education was 22 regarding the OECD average, it was 18 in Turkey. The fact that vocational education has not been available in schools that do not have higher education following secondary education, as in OECD countries, accounts for the emergence of this result in Turkey (OECD, 2019). This situation negatively affects both the quality and quantity of education in Turkey and reduces the quality of education.

Table 10. *Total Expenditure on Educational Institutions per Student by the Level of Education (USD)*

	From Elementary to Higher Education	Elementary School	Secondary School	High School	Higher Education
Turkey	5,723	3,945	4,064	6,043	10,008
OECD Average	11,680	9,550	11,091	11,590	17,065

Source: OECD, (2021a).

Table 10 indicates that the total expenditures per student in educational institutions are below the OECD average. While the OECD average of educational expenditures from elementary school to higher education as of 2020 was USD 11,680, this value was USD 5,723 in Turkey. It is seen that the expenditures per student in elementary, secondary, high school, and higher education institutions in Turkey were USD 3,945; USD 4,064; USD 6,043; and USD 10,008, respectively. It is noteworthy that the OECD averages for the same levels were USD 11,680; USD 9,550; USD 11,091; USD 11,590; and USD 17,065, respectively. Since the expenditures per student represent a human capital investment in a sense, these expenditures are considered serious indicators in terms of comparing Turkey and other OECD-member countries.

Table 11. *Total Expenditure on Educational Institutions per Student Relative to GDP Per Capita (%)*

	From Elementary to Higher Education	Elementary School	Secondary School	High School	Higher Education
Turkey	20	14	14	21	35
OECD Average	26	21	24	25	37

Source: OECD, (2021a).

According to Table 11, the ratio of expenditure per student to GDP per capita was 20% as of 2018 in Turkey's educational institutions from elementary to higher education, whereas the OECD average was 26%. It is seen that the share of expenditures per student in GDP per capita of Turkey was 14% for elementary and secondary school levels, 21% for high school level, and 35% for higher education levels. It is observed that the shares of expenditures per student in GDP per capita of Turkey, especially at elementary and secondary school levels, were far below the OECD averages. Although higher education involves the educational level on which the highest expenditures are made in Turkey, it falls below the OECD average in terms of the share of expenditures per student in GDP per capita.

Table 12. *Total Expenditure on Educational Institutions per Student by the Type of Institution (USD)*

	From Elementary to Higher Education		All Higher Education	
	Public Institutions	Private Institutions	Public Institutions	Private Institutions
Turkey	4,740	16,237	9,557	16,025
OECD Average	10,374	10,812	16,070	11,868

Source: OECD, (2019).

In 2016, the expenditures per student in public institutions from elementary to higher education in Turkey was USD 4,740; whereas the OECD average was USD 10,374. In Turkey, the expenditures per student in private institutions from elementary to higher education was USD 16,237, whereas the OECD average was USD 10,812. In Turkey, the expenditures per student on private institutions were approximately 3.5 times as much as the expenditures per student on public institutions, which is the maximum rate in all other OECD countries (OECD, 2019). While the total amount of expenditure made by public institutions per student in higher education was USD 9,557 in Turkey, the OECD average was USD 16,070. The total expenditure level of private institutions per student was USD 16,025 in Turkey, whereas the OECD average was USD 11,868 (Table 12).

Table 13. *Distribution of Teachers by Level of Education and Age Groups (%)*

	Elementary			Lower Secondary			Upper Secondary		
	Below 30 Year Old	30-49 Year Old	50 Year Old and Above	Below 30 Year Old	30-49 Year Old	50 Year Old and Above	Below 30 Year Old	30-49 Year Old	50 Year Old and Above
Turkey	17	62	21	23	70	7	15	69	16
OECD Average	12	55	33	11	53	36	8	52	40

Source: OECD, (2021).

According to Table 13, teachers at different education levels in Turkey and the OECD average as of 2019 are predominantly within the age range of 30-49. Compared to the OECD average, the ratio of teachers under 30 years of age was high, whereas the ratio of teachers over 50 years of age was low in Turkey. In Turkey, the ratios of teachers aged 50 and older at elementary, lower secondary, and upper secondary school levels were 21%; 7%; and 16%, respectively. The OECD averages of teachers aged 50 and older at elementary, lower secondary, and upper secondary education levels were 33%; 36%; and 40%, respectively. In Turkey, 18% of teachers were under 30 years of age, 67% were within the age range of 30-49, and 15% were 50 and older (OECD, 2021).

Impacts of Education on the Economy

Education is one of the various different variables that affect the economy, especially economic growth. It is well-known that the foundation of development in the new world order is the production of knowledge, and countries that invest in knowledge are rapidly developing. Since education is one of the most crucial elements of human capital, it enhances the quality of the workforce and fosters economic growth. Therefore, the expansion of educational opportunities directly affects the quality of the workforce.

As the education level of the society increases, the quality of life and welfare level also increases, competitiveness improves, productivity flourishes, and entrepreneurship and income equality also gain momentum (Saygılı et al., 2005). The first and the most important of the positive impacts of education on economic growth is formal education, which comprises elementary and secondary education. Because, besides its increasing effect on the literacy rate, formal education also has a positive impact on the behavior and thoughts of individuals. Moreover, in-service training and learning-by-doing comprise the second positive impact of education on economic growth. Guidance, information, awareness-raising, and teaching phenomena that are present in education and training activities require a planned effort. Therefore, all world countries tend to allocate large portions of their national incomes to education (Doğrul, 2009).

Turkey needs to enhance its educational expenditures in order to achieve the long-term economic growth. Turkey is far below the average of OECD countries in terms of educational expenditures. Factors such as population density, interregional inequalities, national income level, income inequality, insufficient resources, high public deficits, low level of public revenues, and the importance attached to education by the rulers of the country are effective in the emergence of such a result. Due to the fact that education expenditures in Turkey are far lower than that of OECD countries, individuals cannot benefit from education opportunities fairly and this situation leads to inequality in education and increases the level of poverty. Upon considering the importance of qualified human capital in the realization of growth and development, this situation becomes even more serious. Upon considering that the most crucial policy to regulate income distribution in Turkey, in which income inequality is at quite a high level, is equality of opportunity in education, implementing economic policies to ensure this becomes necessary. The absence or inadequacy of the schools' budgets and the high extra-budgetary expenditures in Turkey make it even more difficult to obtain reliable data on education expenditures (Arabacı, 2011).

Investments for individuals through education foster productivity, improve the level of national income per capita, and accelerate economic development. The outcomes of qualified education affect not merely the individual, but also the entire society. Depending on the increase in education level, crime rates and suicidal tendencies decline, and society improves both economically and culturally. As the level of education increases, healthier individuals are raised, labor productivity increases, and living standards are enhanced. It also accelerates education, science, and technology, and enhances the competitiveness of the country with the outside world. The first and the most important step of development in the globalizing world involves the presentation of a fair education policy. A fair education system not only boosts the literacy rate in the society but also paves the way for the development of creative, sociable, free-spirited, global-minded individuals who are pervious to change. The concept of development is integrated with the notions such as sustainability and human development and is associated with education in the new world order. In this regard, education is also a crucial instrument in realizing other development goals.

Discussion and Conclusion

Turkey is in the position of a developing country that has exhibited progress in education data within recent years and strived to allocate sufficient budget share to education to render sustainable education possible. Notwithstanding, the below-average results in the data assessing the outputs of educational activities indicate that Turkey lags behind OECD countries. Therefore, there is a need for accentuating public and private resources, and policies concentrating on the utilization of private resources should be implemented, especially in higher education. Besides, a detailed plan should be prepared and appropriate resource allocation should be provided to reform education and improve the quality of the education system.

The ratio of older teachers in Turkey is far below the OECD average. It is predicted that young teachers being intense in the education system would enhance the quality of education due to their motivation and updated knowledge. On the other hand, young teachers should be subjected to vocational training in order to reinforce their experiences. The need for renewal in the field of education is moving up rapidly in the globalizing world where technological developments are also increasing rapidly. In this context, education and training programs should not fall behind the changing world order. The fact that various different problems exist in the education system of Turkey, such as inequality of opportunity in education, the quality of education, the teacher appointment system, the share allocated out of the professional development budget to education, the inadequacy of the number of schools and classrooms,

reveals that the education system is quite backward not only quantitatively, but also qualitatively. For instance, the results of the Program for International Student Assessment (PISA) conducted to increase the level of education among OECD-member countries indicate that students belonging to the 15-year-old group in Turkey fall far behind the OECD average in terms of utilizing the equipment and skills they have acquired at school in their daily lives. On the other hand, it is noteworthy that the number of the private sector and private schools in education is increasing today. The interest in and demand for private schools are increasing day by day. The quality of the staff they employ, the working environment, the quality of the education they provide and the small classroom sizes render private schools more advantageous than public schools. This situation reflects the quality of the Turkish education system. In order to mitigate these existing problems, the education system should be implemented on sound foundations, and education and training should be structured in accordance with the needs of the era. Fundamental education reform should be carried out for all education levels, public education expenditures should be made more effectively, fairly, and efficiently, and the quality of education should be improved.

Consequently, in the rapidly globalizing world, besides the national assessment activities carried out in the field of education, educational data are needed to determine Turkey's position at the international level. Therefore, it is obligatory to determine the education level of Turkey according to certain reference points, complete the missing parts, and take the necessary measures. In this sense, it is thought that the results of the study would act as a guide for other researchers to achieve quality education with the outputs of educational processes in Turkey, access to education, and financial resources generated for education. The education system in Turkey should be organized in accordance with international education standards and should be open to improvements that would enable innovative thinking. The necessary care should be taken for teacher training and employment, the education system should be democratic and compliant with cultural merits, human resource planning for the future should be made, and Turkey's competitiveness with OECD countries should be improved in terms of education.

Suggestions

It is anticipated that the findings obtained as a result of the study would enable academicians conducting research studies on the subject to make inferences regarding the steps taken in Turkey and OECD countries in order to achieve fair and qualified education in terms of outputs of educational processes, access to education, financial resources allocated to education and learning environments. The study also serves as a guide in terms of the needs and deficiencies of the education system in Turkey.

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Metaphoric Perceptions of Primary School 4th Grade Students on the Concept of Friendship

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ABSTRACT

Research Article

This research aims to determine the metaphorical perceptions of primary school 4th-grade students about friendship. The study group of the study, which was carried out within the scope of the phenomenology design, one of the qualitative research designs, consisted of 144 4th grade primary school students studying in a public primary school in Istanbul Esenler in the 2021-2022 academic year. The data of the research were obtained through the semi-structured interview form (*Friendship is like Because*), which was prepared by the researchers and was finalized in line with the necessary expert opinions. The data obtained within the scope of the research were analyzed by content analysis. According to the findings obtained in the study, it was determined that primary school students perceived friendship in terms of values, skills, and emotional states. In addition, while defining friendship, the students mostly used values such as honesty and sincerity.

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Introduction

Friendship is a type of social relationship that takes place between people and is an integral part of life. This social relationship is encountered in almost every area of our daily life. Because humans are social beings and constantly interact with other people, these interactions can lead to mutual friendship relations (Aytaç & Tan, 2020). When the definitions of friendship are examined, these social interactions can be better understood. Friendship is a set of relationships in which both sides accept the relationship and treat each other equally, and voluntary, reciprocal, egalitarian relationships are formed with love and commitment (TDK, 2021; Yun-Lee, 2008), where individuals like to spend time with each other and love each other, (Bukowski et al., 1996) and a supportive and mutual bond established between at least two people (Bukowski & Hoza, 1989). These definitions show that friendship is based on bonds, interactions, and emotional states. Introduction

It is important for the solidarity and progress of societies that friendship is one of the most important social relations of social life, in which individuals maintain each other's rights and develop them based on trust (Yörükoğlu, 2018). Because friendships serve to some gains in the lives of individuals (Asher & Coie, 1990). Friendships benefit children by gaining the feeling of trust provided by belonging to a group, creating a sense of belonging, and by reducing stress (Geisthardt, et al., 2002; Gleason, 2004; Overton & Rausch, 2002). Friendship relationships can protect children from negative interactions and stress (Criss, et al., 2002; Hodges, et al., 1997), provide psychological well-being (Hojjat & Moyer, 2017), meet the emotional needs of individuals (Hendrickson, et al., 2011) and give children the opportunity to empathize and use their social skills (Newcomb & Bagwell, 1995; Ladd, 1990). In addition, friendships develop a sense of trust and loyalty in individuals (Zajac & Hartup, 1997). On the contrary, children who cannot establish healthy friendships may experience multiple negative consequences such as substance use, anxiety, delinquent behavior, depression and violence (Bierman, 2004; Kupersmidt, et al., 1990). In this respect, it can be said that friendships fulfill important functions in children's lives (Rose & Asher, 2004).

Friendships are very important for the healthy development of primary school students. Studies have shown that children without friends may experience emotional and mental problems later in life (Ferrer-Chancy & Fugate, 2007). Children's school life is colored according to the presence or absence of friendship relations. During this period, children who do not have friends are more inclined to complain about the feeling of loneliness (Trawick-Swith, 2013). When children reach school age, families and teachers give less importance to friendship and social relationships, as academic progress is prioritized (Carter & Nutbrown, 2016). However, according to Woods (1990), the reason why school is the happiest days of our lives is that children form friendship bonds rather than the pleasures and rewards of academic learning.

Although friendships are found in all life situations, they play an important role in children's social environment, social competence and social adaptation (Heiman, 2000). Friendship, which is established and maintained with both their own sex and the opposite sex, plays an important role in the child's gaining a sexual identity (Yörükoğlu, 2018). The ability to form a social bond of friends also depends on the closeness of other children (Hall, 1994). Clark and Ayers (1988) stated that children generally establish close friendships with their peers.

As explained above, friendship relations serve important tasks in children's lives. The perspective of the concept of friendship is essential in terms of understanding the friendship relations of children. Because children's relationships with their friends, their judgments and behaviors can affect children directly or indirectly (Hartup, 1996). When the domestic and international literature is examined, it is seen that various studies have been carried out on

friendship relations. When these studies are examined, it is seen that they generally focus on social skills, social learning, increasing friendship relations, and the relationship of friendship with various variables. Some of these studies are as follows; (Pratt & George, 2004) searched the effects of children on their peer groups in the transition from primary school to secondary school, (Flashman, 2012) searched the relationship between academic achievement and friendship bond, Balkar (2008) searched the relationship between friendship relations and social-economic status, Çoşkun & Kurnaz (2009) searched self-esteem and peer pressure, Unlendorff (2000) searched the relationship between parental friendship relationships and children's friendship relationships, Özyürek (2017) searched the relationship between recognizing and managing emotions and friendship skills, Ladd (1981) searched social learning approach's social interactions and peer acceptance of 3rd-grade students. Mehaffey & Sandberg (1992) searched the effect of social skills training on primary school children's peer relations and sociometric status, and Kurtoğlu (2019) searched 9th-grade students' perceptions of friendship value. However, a study on how primary school 4th grade students perceive friendship and their metaphors about friendship could not be reached. In this direction, it is aimed to determine the metaphorical perceptions of 4th-grade students attending primary school about friendship.

Method

Model of the Research

In this study, primary school students' perceptions of the concept of friendship were examined, so it was conducted with phenomenology. While phenomenology aims to obtain information on the nature and meaning of our daily experiences, it is a research method used to explain and describe the phenomena or meanings created by individuals (Annells, 2006; Merriam, 2015).

Study Group of the Research

The study group of this study, which was carried out to determine the metaphorical perceptions of primary school students about friendship, was determined by the convenience sampling method. Convenience sampling includes situations that researchers can easily access, as well as providing the researcher with speed, practicality, and time (Yıldırım & Şimşek, 2016). In this respect, students from an easy-to-reach primary school were selected in this study. The research participants are students studying in a public primary school in Esenler district of Istanbul in the 2021-2022 academic year.

The study group consisted of 144 primary school 4th-grade students in total. Seventy-four of the students are girls, and 70 are boys. The students in the research study group were presented by coding with "P". For example, "*P-1*" represents the 1st participant, and "*P-15*" represents the 15th participant.

Data Collection Tools and Data Collection

A semi-structured interview form developed by the researchers was used as a data collection tool in the study. The semi-structured interview can be expressed as an interview method (Merriam, 2015; Patton, 2015), in which predetermined questions are asked by the researcher, and it does not allow the researcher to ask different questions at the end during the data collection process.

The relevant literature was examined during the interview form development process, teachers' opinions were consulted, and interview questions were prepared. The prepared interview questions were sent to 6 experts in the field to get expert opinions. As a result of the feedback from the experts, some questions were changed, and a pilot application was made by removing 2 questions. After the application, the researchers checked the clarity of the

questions, and they were finalized. The content validity index of the form was calculated, and the result was determined as .93. The question in the form is as follows; "*Friendship is like..... Because;.....*" In order to better understand this question, "What is the first thing that comes to your mind when you say friend? Can you explain in one word?" "If you could compare the concept of friendship to something, what would it be?" questions were asked.

The time to fill out the forms distributed to the participants is approximately 10 minutes. The researchers carried out data collection personally, and no third party was involved in the data collection process. While collecting the data of the research, social distance, mask, and cleaning rules were followed. All participants wore masks during the interview, and care was taken to ensure that there were at least two meters between the participant and the researcher. Among the 4th-grade primary school students in the study group, there were no (positive) or contacted patients diagnosed with Covid-19.

Analysis of Data

The data obtained through the semi-structured interview form within the scope of the research was carried out in five stages. These stages are briefly described below (Saban, 2009).

- *Coding of data;* In the coding and sorting phase, all data were analyzed by continuous comparative analysis method. Statements containing similar concepts were collected in the same place and data that were not suitable for the nature of the study were excluded from the study.
- *Finding the categories;* After the obtained data were analyzed with continuous comparative analysis, the determined metaphors were divided into categories, supported by the literature.
- *Organizing the categories in which the codes are represented;* At the stage of organizing the categories, first of all, the relevant literature was scanned and the meanings of friendship were tried to be created. At this point, the data obtained were presented to expert opinions and categories were created.
- *Gathering and explaining metaphors that are similar to each other in terms of categories under the same headings;* The metaphors obtained from the students were grouped under three categories. These categories are named as value, skill, and emotion. The data related to these results were supported in the context of the opinions of some of the students and presented in the findings section.
- *Identification and interpretation of findings;* After examining the expert opinions and the related literature, the metaphors related to friendship and the categories of these metaphors were determined. The metaphors produced by the students about friendship are divided into categories as value, skill and emotion dimensions.

Validity and Reliability

Data source and researcher triangulation (Stake, 2010) was used to verify the data obtained from the participants. Data source triangulation aims to compare the perspectives of all participants' experiences. Thanks to researcher triangulation, all researchers studied the data closely. Expert opinion was sought for the semi-structured interview form used in the study. The transferability of the study findings for different situations was checked.

Different (independent) researchers also checked data categories to identify and verify the conceptual categories primarily created in the study (Creswell, et al., 2003). Thus, cross-checking of the compatibility between the coders was made and care was taken to ensure coordination among the researchers. The findings were handled within the framework of rich and detailed descriptions and supported with examples. At this point, the themes obtained

were evaluated and discussed within the framework of the literature. Information about the determination of the focus of the study, the environment in which the research was carried out, and the participants were given. In addition, ethical committee approval was obtained before the study was conducted.

Findings

In this section, the metaphors produced by the 4th grade primary school students participating in the research about friendship are presented below, supported by quotations from frequency values, categories, and student expressions.

Metaphors Related to Friendship by Primary School 4th Grade Students

Findings regarding the perceptions of primary school 4th grade students about friendship are given in the table below with their numerical values. The metaphors of primary school 4th grade students regarding the concept of friendship are presented in Table 1 below.

Table 1. *Metaphors Used by Students in the Scope of the Study*

Order	Metaphors	f	Order	Metaphors	f	Order	Metaphors	f
1	Honesty	9	21	Longing	2	41	Speaking	1
2	Sincerity	8	22	Being Supportive	2	42	Seeing Himself	1
3	Trust	7	23	Forgiveness	2	43	Good Communication	1
4	Camaraderie	7	24	Communicating	2	44	Not Taking Sides	1
5	Being Together	6	25	Being Open	2	45	Problem-Solving	1
6	Sharing	6	26	Being Kind	2	46	Bonding	1
7	Being Helpful	6	27	Keeping The Word	2	47	Being Polite	1
8	Love	5	28	Fidelity	1	48	Not Being Rude	1
9	Happiness	5	29	Respect	1	49	Not Mocking	1
10	Being By Your Side	5	30	Tolerance	1	50	Nice Behavior	1
11	Mercy	5	31	Being A Good Person	1	51	Freedom	1
12	Devotion	4	32	Being Truthful	1	52	Not Disdaining	1
13	Being Fair	4	33	Being Relevant	1	53	Pleasure	1
14	Being Cheerful	4	34	Serenity	1	54	Enthusiasm	1
15	Being Considerate	3	35	Not Being Selfish	1	55	Compassion	1
16	Brotherhood	3	36	Not To Lie	1	56	Empathizing	1
17	Success	3	37	Being Smiling	1	57	Being Social	1
18	The Game	3	38	Beauty	1	58	Cooperation	1
19	Confidence	3	39	Not Being Alone	1	59	Joking	1

20 Joy 2 40 Excitement 1 **Total Produced Metaphors: 144**

When Table 1 is examined, a total of 59 metaphors were produced from 144 views on friendship. It is seen that the most produced metaphor is honesty (9). When the metaphors used by the students regarding friendship are examined, it is seen that they generally perceive friendship positively. When these results were examined, it was determined that the students attributed different meanings to friendship. These meanings were gathered under similar categories by taking expert opinions. Data regarding these categories are presented in Table-2 below.

Conceptual Categories of Metaphors Created by Primary School 4th-Grade Students

When the metaphors of primary school students about friendship were examined, it was determined that these metaphors were gathered under; value, skill, and emotion. The distribution of metaphors related to these categories is presented in Table 2 below.

Table 2. *Conceptual Categories of Metaphors Created by Students*

	Metaphor Category	Created Metaphors
Metaphorical Perceptions of Friendship	Value	Honesty, Sincerity, Trust, Camaraderie, Sharing, Love, Compassion, Devotion, Being Fair, Being Understanding, Brotherhood, Success, Confidentiality, Being Open, Being Kind, Keeping The Words, Loyalty, Respect, Tolerance, Being Good, Being Truthful, Not Being Selfish, Not Lying, Being Smiling, Being Beautiful, Seeing Himself, Getting Along, Not Being Rude, Not Taking Sides, Freedom, Being kind, Not being Rude, Not disdaining
	Skill	Being Together, Helping, Standing With Him, Playing, Supporting, Communicating, Problem Solving, Empathizing, Not Making Fun, Good Behavior, Being Social, Cooperation, Joking
	Emotion	Happiness, Joy, Fun, Longing, Interest, Peace, Excitement, Pleasure, Enthusiasm, Compassion

When Table 2 is examined, the distribution of the metaphors used by primary school students regarding friendship into categories is seen. When the distribution of metaphors is examined, it is seen that students generally make value-based explanations about friendship. In addition, students also explained friendship as a skill and emotion. The expressions used by the students while explaining the concept of friendship were divided into categories in line with expert opinions. Detailed information on these categories is supported by one-to-one quotations from student opinions.

Value

When the students' views were examined, it was determined that they perceived friendship as a value. According to the students, friendship carries meanings as value,

honesty, sincerity, helpfulness, sharing, tolerance, loyalty, etc. . Some of the student opinions supporting these statements are as follows;

P-9 *"Friendship is like honesty. Because if we are not honest, we cannot make friends".*

P-41 *"Friendship is like sharing. Because we share everything with our friends. We are happy when we share something with them. He is our friend".*

P-69 *"Friendship is like trust. Because I don't make friends with people I don't trust. My mother doesn't want me to be friends with those people anyway. She says they will harm me".*

Skill

When the students' views were examined, it was determined that they also perceived friendship as a skill. According to the students, it means skills such as friendship, communication, problem-solving, togetherness, and empathy. Some of the student opinions supporting these statements are as follows;

K-47 *"Friendship is like empathy. Because to empathize is to understand your friend".*

K-33 *"Friendship is like establishing cooperation. Because we play games together and do everything brilliantly".*

Emotion

When the students' opinions were examined, it was determined that they perceived friendship as a situation that creates positive emotions. According to the students, it means positive emotions such as happiness, joy, fun, longing, interest, peace, excitement, pleasure, enthusiasm, compassion, etc. . Some of the student opinions supporting these statements are as follows;

K-19 *"Friendship is like happiness. Because I always feel happy when I am with my friend. I was not with my friend during the ban, I was very unhappy".*

K-3 *"Friendship is like being cheerful. Because my friend and I are always cheerful. When we see each other, we immediately start laughing".*

K-28 *"Friendship is like fun. Because we have a lot of fun with my friend".*

K-8 *"Friendship is like yearning for it. Because when my friend goes away, I miss him so much. I wish he didn't go. I want to be with you too".*

Discussion and Result

In this study, the metaphorical perceptions of primary school 4th-grade students about the concept of friendship were examined. The data obtained through the semi-structured interview form were used to determine these perceptions. According to these data, it was determined that the metaphors created by primary school 4th-grade students about friendship were gathered under the categories of value, skill, and emotion.

When the findings obtained in the research are examined, it can be said that most of the metaphors created by primary school students about friendship are value-oriented metaphors. The values that students use while expressing friendship are honesty, sincerity, trust, camaraderie, sharing, love, compassion, devotion, fairness, understanding, brotherhood, success, confidentiality, being open, being kind, keeping the word, loyalty, respect, tolerance, goodness, being truthful, being unselfish, not lying, being smiling, being beautiful, being self-seeking, getting along, not being rude, not taking sides, freedom, bonding, being polite, not being rude, not disdaining. When the literature is examined, friendship is often expressed as a set of unplanned personal relationships that are voluntary, meet social and emotional needs, include mutual help and love (Demir, et al., 2015). Friends are important individuals in reassuring each other, offering suggestions, sharing important problems in confidence, protecting them, creating a continuous togetherness, and getting used to situations of tension (İnanç, et al., 2007). In addition, friendship provides many benefits such as meeting social-emotional needs, feeding sincerity, love and friendship (Akin & Akin, 2015). In this respect,

it can be said that the value dimension of the friendship obtained in the research coincides with the perspectives on friendship in the literature.

Students also used words expressing skills and emotions while saying friendship. The words that describe skills and emotions used by the students are "Being together, helping, standing with him, playing, supporting, communicating, problem-solving, empathizing, not making fun of, nice behavior, being social, cooperation, joking, happiness, joy, fun, longing, interest, peace, excitement, pleasure, enthusiasm, compassion". As children recognize their emotions and their level of recognizing emotional concepts improves, their friendship skills also increase (Özyürek, 2017). Başaran et al., (2020), in their study, determined that children who have one or more friends are better in terms of psychological well-being than children who have no friends. In this respect, friendship supports children psychologically and creates positive emotions in children. Moreover The basis of friendship skills are social duties such as establishing togetherness, improving social activity skills, resolving conflict situations, forgiving, and cooperation (Salı, 2010). In addition, the ability to maintain friendships has traditionally been considered an important part of an individual's life skills (Hundley & Cohen, 1999). Emotional and social skills that increase children's quality of life and make it easier for them to reach their goals are indispensable skills of social life. These skills include many skills such as apologizing, communicating, greeting, expressing emotions, managing emotions, problem-solving, and peer support (Kapıkıran, et al., 2006; Sørli, et al., 2008; Westwood, 1993). In addition, Parker & Asher (1993) stated that the quality of friendship of children is a predictor of their emotional well-being. These expressions in the literature support the sub-theme of friendship as well as the value dimension of the skill and emotion bot.

The research has some limitations and assumptions. These assumptions and limitations are presented below.

- The research is limited to primary school students attending the 4th grade of a primary school in Istanbul.
- The research is limited to the answers given by the students to the current questions.
- The research is limited to primary school students studying in the 2021-2022 academic year.
- It was assumed that the primary school 4th grade students participating in the study had the same skills in establishing and maintaining friendships (shyness, introversion, etc.).
- It was assumed that the primary school 4th grade students who participated in the research answered the data collection tool sincerely and sincerely.
- In this study, it was assumed that the cultural and sociological dimensions of friendship were at the same level for each child.

Suggestions

Some suggestions were made in the context of the data obtained within the scope of the research. When the data obtained from the research is examined, the following suggestions can be given.

- Educational programs should be organized taking into account the values, skills and emotional dimensions of friendship.
- Considering the meanings of friendship, children should be supported to establish healthy friendship relationships.

- It has been demonstrated by the findings that friendship creates positive emotional states. In this context, friendship relations can be used in emotional education for children.
- Researchers working on the concept of friendship can determine friendship programs by taking into account their values, skills, and emotional states.
- School guidance services can provide guidance services for children by identifying the meanings children attach to friendship.
- Family training can be given to mothers and fathers on the concepts that children attribute to the concept of friendship.
- Seminars can be organized for parents that friendships evoke positive feelings, reinforce social values, gain social skills and support children.

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The Effect of Paternalistic Leadership Perception on Employee Silence

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ABSTRACT

Research Article

In this study, information about the concepts of paternalist leadership and employee silence is presented and the perspectives of the employees of the organization on paternalist leadership, whether there is a significant relationship between employee silence and paternalist leadership in organizations where the perception of paternalist leadership is dominant, has been examined. In this direction, it is aimed to reveal whether there is a relationship between the paternalistic leadership perception of administrative personnel working in higher education institutions and employee silence. The universe of the research carried out in the relational scanning model; The personnel working in the administrative staff at Yozgat Bozok University are the sample of the research; They are the administrative staff of Yozgat Bozok University, which consists of 382 people. The data obtained in the research were collected by the survey method. In organizations managed with a paternalistic leadership perception, the behavior of the employees is examined closely and it is investigated whether there is any interaction. As a result, it is understood that, in general, the sub-dimension of creating a family atmosphere in the workplace has a low level of negative relationship with other dimensions, and a low level of positive relationship between each other in other sub-dimensions between paternalistic leadership and employee silence levels.

Key Words: Leadership, paternalism, paternalistic leadership, organizational silence, employee silence

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Introduction

People lead their lives collectively and they need people who will manage and direct large and small groups that they have formed among themselves. Managing communities with common goals and connecting people to themselves requires special skills and responsibilities (Eren, 2017). Leader; A person who influences, directs, encourages and helps the organization achieve its goals in order to achieve the goals of the organization. Leadership, on the other hand, is the art of influencing individuals in the organization by establishing dominance in the organization in order to achieve the goals of the organization (Arıkboga, 2014).

The concepts of leader and leadership have attracted a lot of attention in the field of management as well as in many other fields, and are among the most talked about topics. Therefore, although the concept of leadership is associated with management science, it is a phenomenon that is discussed and defined in many fields such as sociology, psychology, philosophy and history. When the literature on the concept of leadership is scanned, we see that many definitions of leaders and leadership are made. According to Sisman (2012); While it is defined as the ability to influence employees for a purpose, according to Eren (2017); According to Paksoy (2002), the ability to gather employees together for a common purpose; expressed with the concepts of influencing, guiding and effectiveness. Leadership; According to Celik (2007); According to Basaran (1991), to unite employees around a goal through influence and power; It is defined as removing the obstacles faced by the employees in the activities carried out for a certain purpose, allowing them to show their abilities, and leading them in order to improve themselves.

Leadership has been defined as the process of directing and influencing the followers in line with a goal by people who do research in the field of management. This process takes place through the use of the leader's abilities, legal status, authority and charisma. In the words of Bennis (2016), leadership; It's like beauty, it's hard to define, but we know it when we meet it.

When we look at the common aspects of the definitions of leadership in the literature, the ability to influence the followers first emerges. Leaders aim to increase the success and productivity of their employees and provide the necessary interaction regarding this. They play an important role in the success of employees by making suggestive interviews (Yukl, 2002). Elements such as the leader's behavior, positive approach towards employees and encouraging behavior are important indicators that affect organizational performance (Kennedy & Anderson, 2002). When examined in general, although not all of them are required to be in a leader, the characteristics of the leader; They should be individuals who are self-confident as well as self-confident, who can develop people to the extent they train them, who are brave, who can adapt to innovation, and who are paternalistic (Cetin & Beceren, 2007).

The roots of the concept of paternalism, which can also be called paternalism, date back to the first studies of Max Weber (Aslan, 2015). In our culture, paternalistic expression is used to honor and glorify individuals who are useful to society. Another name for paternalistic values, which express the combination of positive characteristics such as tolerance, maturity, reliability, good-heartedness, is paternalist values. The relationship in societies where paternalism is common is just like the relationship between family and child. This relationship situation reveals paternalist leaders (Aydınoglu, 2020) .

In this relationship established between paternalist leaders and employees, the main duty of the leader is to guide the employee and try to prevent him from being harmed. In return for all these, the employee is expected to show respect, obedience and loyalty (Aycañ & Kanungo, 2000). Most of the time, paternalism is not approved by societies that decide on their own (Aycañ, 2001). There are some behavioral styles that distinguish paternalistic

leadership from other leadership approaches. These behavior patterns are listed as follows according to Aycan (2006), Caliskan and Ozkoc (2016).

- *Creating a family atmosphere in the workplace:* Leaders see the workplace as a family environment, employees as their family and approach their subordinates like a father. He helps his subordinates with their work and private lives and gives them advice by trying to solve their problems.
- *Establishing a one-to-one relationship with his subordinates:* The leader takes care of the employees one by one and follows the employee individually.
- *Participating in the field of subordinates outside of work:* The leader stands by the employees at important moments in their life (wedding, funeral, graduation, etc.) and helps them in case of demand.
- *Expecting loyalty:* The leader asks the employees to show loyalty and devotion in response to all these paternalistic attitudes. He expects his subordinates to do their best when an urgent and very important situation arises.
- *Acceptance of authority and status:* Subordinates willingly accept the authority of the leader. At the same time, the leader wants the employees to work in accordance with the status.

It is possible to come across studies on paternalistic leadership in the literature. In a quantitative study conducted by Yıldız and Ekingen (2020) to determine the effect of paternalist leadership on service innovation and to determine the mediating role of job satisfaction, it was revealed that paternalist leadership had a positive effect on service innovation, and the paternalistic behaviors of managers increased the motivation of their employees. As a result of the research conducted by Tekin (2019) with research assistants working at universities according to the quantitative research method in order to determine the effect of those who adopt paternalist leadership on the performance and job satisfaction of their employees, it was revealed that paternalistic leadership behavior has a positive and significant relationship on the job satisfaction and performance of its employees. As a result of the research conducted by Dağlı and Agalday (2018) according to the quantitative research method to determine the paternalist leadership behaviors of school administrators according to the perceptions of secondary school teachers, the paternalist leadership perception of school administrators was found to be at the level of "very agree" in general. As a result of the research conducted by Erben and Otken (2014) with the quantitative research method on white-collar employees in order to determine the role of the balance between paternalistic leadership behavior style and work life, it was revealed that there is a relationship between paternalist leadership and business life. As a result of the quantitative research method conducted by Cerit (2012) on primary school teachers to investigate the relationship between paternalistic leadership and teachers' satisfaction with their administrators and the nature of the work, a positive and significant relationship was found between paternalistic leadership behavior and satisfaction with the administrator and the nature of the work done.

The concept of silence is used in different meanings in many different disciplines. The concept of silence, which is the subject of research in many fields of social sciences, is defined as an existential option in philosophy, together with speaking and listening (Heidegger, 1993). In addition, the meaning of silence is not only not speaking, but also not writing, not hearing and ignoring the existing (Nikmaram, Shojai, Zahmani, & Almani, 2012). Organizational silence means that the employee consciously hides the information he has from the organization and does not share it with the outside. It is seen as a negative situation that people do not share their ideas and opinions even though they have an opinion on issues, problems and questions about the organization (Cakici, 2010). In addition, uncertainty situations that arise with organizational policies will damage the employee's perception of

trust and cause employees to consciously hide their ideas and opinions (Khalid & Ahmed, 2016).

They think that employees are selfish by arguing that managers are prejudiced against employees and that they know what is good for everything. There is a perception that consensus is good and disagreement is bad in organizations (Morrison & Milliken, 2000). One of the most important factors that create an environment of silence is the common fear of receiving negative feedback among many managers. In addition, managers think that it is not beneficial to receive feedback from the bottom, and the more logical and important thing is to receive feedback from the top (Milliken, 2000).

The state of silence is actually when the employee suffers silently, being aware of the available alternatives, but is unwilling to improve the situation. On the other hand, employees are ready to change the current situation in order to break the silence (Pinder & Harlos, 2001). If they think that the policies of the organization will create an environment of injustice by the employees, they create environments that will create silence (Whiteside and Barclay, 2013). If the employees of the organization believe that there is a fair environment in the organization, they tend to explain their views and ideas more easily (Erol, 2012). On the other hand, if employees believe that the organization is managed according to reward and punishment, not policies and practices, in other words, if they perceive that an environment of injustice prevails, silence will increase.

The personality traits of the employees affect the silence behavior at least as much as the organizational policies and management policies. For example, when we consider the demographic structure of the employees, it is seen that as individuals get older, they adapt to the organizational environment at a high level based on experience. As the age of the employee progresses, it is seen that his behavior in the work environment differs and the level of adaptation increases. This differentiation tendency is towards being more silent (Taskiran, 2011). Gender factor, which is another demographic feature, is also effective in the choice of silence behavior when the actor is considered. In terms of gender type, although there is no difference between men and women in terms of intelligence, talent, leadership and learning skills, women generally cannot gain their economic independence, the dominant power in society is generally men, and women cannot step out of the role of mother as a social understanding, so the number of working women is low. It can be thought that women tend to silence more than men due to reasons such as Educational levels of working individuals can also be effective in silence behavior. The tendency of individuals to remain silent about education is manifested in the form of not being able to reveal their knowledge and express their opinions on certain issues due to their low level of education. Character traits are also very effective on the behavior of being silent. Individuals who believe that their life controls are managed by others exhibit more silence behavior. In the studies, the following points were determined as the dimensions of employee silence.

- *Accepting Silence:* In the case of accepted silence, the employee is aware that he is silent, there are already solutions, but he remains silent because he does not expect that his speech will make a difference. This situation generally arises when the employee thinks that their own views are not taken into consideration or that even if he/she offers opinions and suggestions on the subject, he/she thinks that it will not make a difference somehow, or from a lack of self-confidence (Yetim and Erigüç 2018). Employees in this type of silence, which is dominated by complete disregard and nepotism, exhibit a conscious passive behavior (Cakici & Aysen, 2014).
- *Protectionist Silence:* First emerged by Pinder and Harlos (2001), the concept of protective silence is the situation in which employees prefer to remain silent by not looking for a solution because they are afraid of negative situations that may

arise if they share their opinions and suggestions. Employees believe that they are protecting themselves against external threats in the case of defensive silence.

- *Relational Silence:* Employees keep their ideas, opinions and suggestions at the relational level in two ways. The first of these is the employee's silence for the purpose of protecting his organization, while the other is his silence with the motivation to protect his colleagues (Brinsfield, 2009).

Erbasi and Akdeniz (2021) according to the quantitative research method with the employees of private banks in order to determine the effect of the perception of performance appraisal error on employee silence, it was determined that the perception of performance appraisal error did not have a statistically significant effect on employee silence. Dogan and Kır (2018) found a significant relationship between organizational silence, employee performance and burnout syndrome as a result of the research conducted with hospital employees in accordance with the quantitative research method in order to examine the relationship between burnout syndrome, organizational silence and employee performance. As a result of the research conducted by Erogluer and Erselcan (2017) with employees in manufacturing companies in accordance with the quantitative research method in order to reveal the effect of organizational justice perception and burnout levels on employee silence, it was revealed that organizational justice sub-dimensions negatively affect employee silence. As a result of the research conducted with nurses according to the quantitative research method in order to examine the relationship between the performance levels of the employees and organizational silence by Tayfun and Catir (2013), a negative relationship was found between the performance of the employees and the accepted silence and defensive silence. Sehitoglu and Zehir (2010) found a significant relationship between employee silence and organizational citizenship behaviors on employee performance, as a result of the research conducted with people working in public institutions with the quantitative research method in order to examine the performance of employees in terms of employee silence and organizational citizenship behavior.

In the literature review, researches examining the relationship between paternalist leadership behaviors and various psychological variables (Karabulut & Seymen, 2020; Ozmen, 2019; Özyılmaz & Lale, 2019; Tasliyan, Cicekoglu, & Bıyıkbeyi, 2017; Uçar, 2019) have a cultural effect on paternalistic leadership behavior. There are studies that add dimension (Cesur, Erkilet, & Taylan, 2015; Caliskan & Ozkoc, 2016; Khlaf & Tekin, 2021; Köksal, 2011; Ozgenel & Dursun, 2020). Similarly, in addition to the studies that deal with employee silence in an individual sense (Erbasi & Akdeniz, 2021; Erogluer & Erselcan, 2017; Sehitoglu & Zehir, 2010; Taskiran, 2011), it also deals with organizational silence in terms of organizational silence (Dogan & Kır, 2018; Tayfun & Catir, 2013) it is also possible to come across studies. However, no research has been found that examines and examines the effect of paternalistic leadership perception on employee silence in relation to personnel working in higher education institutions. With this study, a contribution to the literature can be made in the organizational sense, and when the determination of the relationship between the paternalistic leadership perceptions of the employees and the silence of the employees is evaluated as the institutions where democracy and freedom should be the most, the research has a special importance in this sense.

In this study, it is aimed to reveal whether there is a relationship between the paternalistic leadership perception of those who work as administrative personnel in higher education institutions and employee silence. For this purpose, answers to the following questions were sought.

1. What are the levels of employee silence with the perception of paternalistic leadership of those who work as administrative personnel in higher education institutions?

2. The relationship between paternalistic leadership perception and employee silence in higher education institutions;
 - a. Gender
 - b. Title
 - c. Unit
 - d. Age
 - e. Does the time spent in the profession differ according to the variables?
3. What is the relationship between the paternalistic leadership perception of those who work as administrative personnel in higher education institutions and employee silence?
4. Can the levels of employee silence and the paternalistic perception of the administrative staff working in higher education institutions be predicted?

Methodology

Model

This research, which was carried out in order to reveal whether there is a relationship between the paternalistic leadership perception of those who work as administrative personnel in higher education institutions and employee silence, was designed according to the relational screening model, which is one of the quantitative research methods. Relational screening model; these are the studies conducted to reveal whether there is a change between two or more variables and, if so, the degree of this change. (Karasar, 2017). In this study, it was tried to determine whether there is a relationship between the paternalistic leadership perceptions of the administrative staff working at Yozgat Bozok University and employee silence, according to the relational survey model.

Sample and Population

The participants of the research are 1128 administrative personnel working at Yozgat Bozok University. The sample of the research consists of 382 administrative personnel determined by simple random sampling method. Simple random sampling method is a sampling method in which all elements in the universe have an equal probability of being selected (Karasar, 2017). Participants in the research were recruited from the administrative staff working in the academic and administrative units of the university where the research was conducted. The study was carried out on the opinions of the administrative personnel working in this university voluntarily. Descriptive information about the participants is presented in Table 1.

Table 1. *Descriptive Information of the Participants*

Group	Subgroup	frequency(n)	Percentage(%)
Gender	Woman	114	29.8
	Boy	268	70.2
Title	Permanent Worker	100	26.2
	Officer	76	19.9
	Computer operator	82	21.5
	Chef	24	6.3
	High./Inst./Fac. secret.	36	9.4
	Branch manager	24	6.3
	head of department	12	3.1
	Other	28	7.3

Unit	Academic	120	31.4
	Administrative	262	68.6
Age	25 and below	32	8.4
	26 - 35 Ages	130	34.0
	36 – 45 Ages	180	47.1
	46 – 55 Ages	32	8.4
	56 and above	8	2.1
Professional Seniority	0-5 Years	66	17.3
	6- 10 Years	112	29.3
	11- 15 Years	112	29.3
	16- 20 Years	64	16.8
	21 Years and above	28	7.3

According to this; 29.8% (n=114) of the participants of the study were female and 70.23% (n=268) were male. The rate of the participants working as permanent workers in the research is 26.2% (n=100), the rate of the participants working as civil servants is 19.9% (n=76), the rate of the participants with the title of computer operator is 21.5% (n=82), the participants with the title of chief The rate of participants with the title of School/Institute/Faculty Secretary is 9.4% (n=36), the ratio of participants with the title of branch manager is 6.3% (n=24), the ratio of participants with the title of Head of Department 3.1% (n=12), the rate of participants in the Other category is 7.3% (n=28). 31.4% (n=120) of the participants work in academic units and 68.6% (n=262) work in administrative units. The age distribution of the participants is; The rate of 25 and below age group is 8.4% (n=32), the rate of 26-35 age group is 34.0% (n=130), the rate of 36-45 age group is 47.1% (n=180), 46- The rate of 55 age group is 8.4% (n=32), while the rate of 56 and over age group is 2.1% (n=8). The proportion of participants with a professional seniority of 0 - 5 years is 17.3% (n=66), the ratio of participants with 6 - 10 years of experience is 29.3% (n=112), the ratio of participants with 11 - 15 years of experience is 29.3%. (n=112), the rate of participants with 16-20 years is 16.8 (n=64) and the rate of participants with 21 years or more professional experience is 7.3% (n=28).

Data Collection Tools

In the study, "Paternalist Leadership Scale" developed by Aycaan (2006) and "Employee Silence" scale developed by Taskiran (2010) were used as data collection tools. Necessary permissions were obtained for the use of the scales.

Paternalistic Leadership Scale: It is a 21-item scale developed by Aycaan (2006), consisting of five dimensions: Family Environment at Work, Individualized Relationship, Participation in Non-Work Life, Loyalty Expectation, and Hierarchy and Authority. Confirmatory factor analysis of the scale was performed and fit indices were examined. The chi-square value of the scale ($\chi^2 = 799.59$) was found to be degrees of freedom (df=176), the ratio of the chi-square value to the degrees of freedom was calculated as 4.5 and it is seen that it has an acceptable fit value. Since the RMSEA value is .01, it shows a perfect fit. The SRMR value was found to be .06 in the acceptance fit range, the NFI value was .93, the NNFI value was .93, the CFI value was .94, the GFI value was .74, and the AGFI value was .66. These results show that the scale has acceptable fit indices. The reliability analysis of the scale was conducted and it was found that the scale had Cronbach's Alpha internal consistency coefficient of .92 in the Family Environment at Work dimension, .88 in the Individualized Relationship dimension, .90 in the Non-Work Life Participation dimension, .94 in the Loyalty Expectation dimension, .94 in the Hierarchy and Authority dimension and .92 in total seen. This shows that the scale is quite reliable.

Employee silence scale: It is a scale consisting of 15 items, which was translated into Turkish by Taskiran (2010), and consists of three dimensions: accepting silence, defensive silence and relational silence. Confirmatory factor analysis of the scale was performed and fit indices were examined. The chi-square value of the scale ($X^2=826.33$) was found to be degrees of freedom ($df=236$) and it was calculated as $X^2/df=3.5$ and it was found to have an acceptable fit value. RMSEA value was .01, SRMR value was .06, NFI value was .94, NNFI value was .94, CFI value was .95, GFI value was .75 and AGFI value was .68. These results show that the scale has acceptable fit indices for this study. Cronbach's Alpha value was checked in order to test the reliability of the scale used in data collection. It was found that the employee silence scale had Cronbach's Alpha values of .92 in the accepting silence dimension, .94 in the protective silence dimension, .88 in the protective silence dimension and .92 in total.

Collection of Data and Analysis

The research started by making a detailed survey about the problem. According to the findings obtained as a result of this scanning, the variables of the research were revealed. For the scales used in data collection, a scale application calendar was created for each unit and data were collected according to this calendar. During the implementation process, the necessary information was explained to the participants and their questions were answered. The data were analyzed with the SPSS package program. The distribution characteristics of the data were taken into account in the analysis.

The data were analyzed with the help of pairwise and multiple comparison techniques. Before the analysis, the distribution characteristics of the data sets were examined. Instead of checking the missing data, values at the mean level were assigned, the assumption of extreme values was checked, and it was determined that there were no extreme values. It was investigated whether the data showed normal distribution according to the variables to be compared. A number of tests were applied to determine the distribution characteristics of the data sets. The results of Kolmogorov-Smirnov test, kurtosis skewness values and histogram graphs were examined and it was decided that the data showed a normal distribution. This process was repeated separately for the dependent and independent variables, and the assumption of normality of the data was checked. After this stage, since the assumption of normality was ensured, it was decided to use parametric tests during the analysis of the data.

The paternalistic leadership and employee silence levels of the administrative personnel included in the research were determined from the standard deviation and arithmetic mean type. The averages of the variables of the unit, gender, title, age and years spent in the profession of the participants were determined. The t-test, one of the parametric tests, and the ANOVA test for multiple groups were preferred in the test of the differences between the means. The correlational relationship between paternalistic leadership and employee silence was determined by Pearson Product Moments Correlation Analysis. Regression analysis was conducted to determine whether employee silence and paternalistic leadership perception were predicted. In the statistical analyzes used in the research, the level of significance was accepted as .05 for the t-test and Anova test, and .01 for Pearson Product Moments Correlation Coefficient and regression analysis.

Findings

In this section, the results of the analyzed made regarding the sub-problems of the research are mentioned. The results of the analyzed are presented and explained in tables.

Findings Regarding the Paternalistic Leadership Perception of Administrative Staff and the Level of Employee Silence

In order to determine the paternalistic leadership perceptions and employee silence levels of the participants, the lowest, highest, average and standard deviation values of the scores obtained from the paternalist leadership scale and the employee silence scale were calculated. The result of the analysis is shown in Table 2.

Table 2. Paternalistic Leadership and Employee Silence Levels of Participants

points	N	Lowest Score	Highest Score	Average	ss	Level
Employee Silence	382	1,00	5,00	3,37	,87	I agree
Accepting	382	1,00	5,00	2,65	1,15	I'm undecided
Defender	382	1,00	5,00	2,40	1,18	I'm undecided
Relational	382	1,00	5,00	4,10	,81	Disagree
Paternalistic Leadership	382	1,00	5,00	3,05	,86	I agree
Family Environment at Work	382	1,00	5,00	3,35	1,14	I agree
Individualized Relationship	382	1,00	5,00	3,33	,90	I agree
Participation in non-work life	382	1,00	5,00	3,35	1,23	I agree
Loyalty Expectation	382	1,00	5,00	3,12	1,01	I agree
Hierarchy and Authority	382	1,00	5,00	3,57	,83	I agree

Accordingly, paternalistic leadership and employee silence levels were found at the level of "I agree", "I am undecided" in the Accepting and Defensive dimensions, which are the sub-dimensions of Employee Silence, and "I strongly agree" in the Relational dimension. All sub-dimensions of paternalistic leadership perception were found at the level of "I agree".

Findings Related to Differences

Findings Related to Gender Variable

In order to determine whether the perceived paternalistic leadership level of the participants changed according to the gender variable, T-Test for Independent Samples was applied. The test results are shown in Table 3.

Table 3. Paternalistic Leadership Perception of the Participants

Gender	N	Average	ss	F	T	df	p
Boy	268	3,3845	,90	,739	,505	380	,614
Woman	114	3,3350	,80				

As a result of the analysis, it is seen that the perception of paternalist leadership does not show a significant difference according to the gender variable of the employees ($p > 0.05$).

T Test for Independent Samples was applied to determine whether the level of employee silence perceived by the participants changed according to the gender variable. The test results are shown in Table 4.

Table 4. *Employee Silence Levels of Participants*

Gender	N	Average	ss	F	T	df	p
Boy	268	2,9970	,85	2,270	,133	380	,049
Woman	114	3,1918	,88				

As a result of the analysis, it is seen that the silence levels of the employees between the genders show a slightly significant difference ($p < 0.05$). As a result of this analysis, it was found that women have a higher level of employee silence than men.

Findings Related to the Variable of the Unit They Served

T Test for Independent Samples was applied in order to determine whether the perceived paternalistic leadership level of the participants changed according to the unit variable they served. The test results are shown in Table 5.

Table 5. *Participants' Perception of Paternalistic Leadership*

Unit	N	Average	ss	F	T	df	p
Academic	120	3,5619	,83	3,336	,2931	380	,004
Administrative	262	3,2817	,88				

As a result of the analysis, it is seen that the perception of paternalist leadership differs significantly according to the unit ($p < 0.05$). According to this, it is seen that the administrative staff working in the academic units have a higher level of paternalistic leadership than the administrative staff working in the administrative unit.

In order to determine whether the level of employee silence perceived by the participants changes according to the variable of the unit they work in, the T Test was applied for independent samples. The test results are shown in Table 6.

Table 6. *Employee Silence Levels of Participants*

Unit	N	Average	ss	F	T	df	p
Academic	120	3,4733	,85	6,094	6,742	380	,000
Administrative	262	2,8636	,80				

As a result of the analysis, it is seen that the silence levels of the employees show a significant difference according to the variable of the unit employed ($p < 0.05$). As a result of this analysis, the administrative staffs working in the academic unit have a higher level of employee silence than the administrative staff working in the administrative unit.

Findings Related to Age Variable

Anova test was applied to determine whether the paternalistic leadership perception and employee silence levels of the participants showed a significant difference according to their age. The test results are shown in Table 7.

Table 7. *Anova Result by Age Variable of Participants*

	Groups	Sum of Squares	Mean Squares	F	p
Paternalistic Leadership	Between Groups	23,655	5,914	8,299	0,00
	In-group	268,646	,713		
	Total	292,301			
Employee Silence	Between Groups	23,099	5,775	8,269	0,00
	In-group	263,295	,698		
	Total	286,394			

According to the results of the Anova test, it is seen that both the paternalistic leadership perception and the level of employee silence show a significant difference between the groups ($p < 0.05$). Tukey and Scheffe post-hoc analysis was performed to find out which groups differed. As a result of this analysis, the paternalistic leadership perception of the participants in the 36-45 age range and 56 and over age range differs from the participants in other age groups. However, the employee silence levels of the participants differ from the participants in the 46-55 age range compared to the participants in the other age range.

By Title Variable

Anova test was applied to determine whether the paternalistic leadership perception and employee silence levels of the participants differed significantly according to their titles. The test results are shown in Table 8.

Table 8. *Anova Result of Participants by Title Variable*

	Groups	Sum of Squares	Mean Squares	F	p
Paternalistic Leadership	Between Groups	18,589	2,656	83,629	0,01
	In-group	273,712	,732		
	Total	292,301			
Employee Silence	Between Groups	45,656	6,522	10,133	0,00
	In-group	240,738	,644		
	Total	286,394			

According to the results of the Anova test, it is seen that both the paternalistic leadership perception and the level of employee silence show a significant difference between the groups ($p < 0.05$). Tukey and Scheffe post hoc analysis was performed to find out which groups differed. According to this analysis, the paternalist leadership perception of the participants with the title of School/Institute/Faculty secretariat differs according to the paternalist leadership perception of the participants in the other group. It was found that the employee silence levels of civil servants and computer operators differed compared to other groups.

According to Seniority Variable

Anova test was applied to determine whether the paternalistic leadership perception and employee silence levels of the participants showed a significant difference according to their seniority. The test results are shown in Table 9.

Table 9. Anova Result by Participants' Seniority Variable

	Groups	Sum of Squares	Mean Squares	F	p
Paternalistic Leadership	Between Groups	27,717	6,929	9,873	0,01
	In-group	264,584	,702		
	Total	292,301			
Employee Silence	Between Groups	54,754	13,688	22,278	0,00
	In-group	231,640	,614		
	Total	286,394			

According to the results of the Anova test, both the perception of paternalistic leadership and the level of employee silence showed a significant difference between the groups ($p < 0.05$). Tukey and Scheffe post hoc analysis was performed to find out which groups differed. According to the results of this analysis, the paternalistic leadership perception of the participants with 16-20 years and 21 years or more seniority differs significantly compared to other seniority. It was found that the levels of employee silence differed from the other groups of participants with a seniority of 21 years and above.

Findings Regarding the Level of Relationship between Paternalistic Leadership and Employee Silence

In this part of the research, an analysis was made on the relationship between the perceived paternalistic leadership of the administrative staff working in higher education institutions and the level of employee silence. While performing this analysis, the relationships between the total scores obtained from the paternalistic leadership and employee silence scales were analyzed by calculating with the Pearson Product Moments Correlation technique, and the results are shown in Table 10.

Table 10. Correlation Coefficients of the Relationships between Paternalist Leadership and Employee Silence

Points	1	2	3	4	5	6	7	8	9
1. Accepting	1								
2. Defender	,857 **	1							
3. Relational	,262 **	,253 **	1						
4. Employee silence Total	,919 **	,918 **	,547 **	1					
5. Creating a Family Environment in the Workplace	-.120 *	,179 **	,105 *	-.102 *	1				
6. Individualized Relationships	,059	-,087	,191 **	,046	,864 **	1			
7. Participation in Non-Work Life	,066	-,034	,172 **	,068	,789 **	,810 **	1		
8. Expectation of Loyalty	,314 **	,218 **	,138 **	,283 **	,596 **	,608 **	,666 **	1	
9. Hierarchy and Authority	,183 **	,024	,165 **	,145 **	,639 **	,728 **	,662 **	,606 **	1
10. Paternalistic Leadership	,094	-,036	,177 **	,081	,907 **	,939 **	,898 **	,765 **	,834 **
Sum									

N=382, ** $p < 0.01$, * $p < 0.05$

Accordingly, there is a strong positive correlation between paternalistic leadership and its sub-dimensions, as well as between employee silence and sub-dimensions. When the relations between paternalistic leadership and employee silence are examined, it is understood that the sub-dimension of creating a family atmosphere in the workplace has a low negative relationship level with other dimensions, and a low level positive relationship among other sub-dimensions.

Findings on Predicting Paternalistic Leadership Perception by Employee Silence Level

In order to test whether employee silence has a significant effect on the perception of paternalistic leadership, linear regression analysis was performed and the analysis results are presented in Table 11.

Table 11. Regression Analysis Results

	R	R ² -	Adjusted R ²	Std. Error of the Estimate	B	T	Shallow.
Paternalistic Leadership	,05	,003	,002	11,806	47,817	14,840	,00

(P>0.001 Dependent variable: Paternalistic leadership, Independent variable: Employee silence).

In the analysis, the R value was found to be ,05. The relationship is positive and weak. The R² value, which shows the effect of employee silence on the perception of paternalistic leadership, was calculated as ,003. In this case, it is seen that only 003 percent of paternalistic leadership is explained by employee silence. Considering the beta coefficient, the coefficient of 47,817 shows that there is a positive and significant association at the p<0.01 significance level, as it is a plus sign. With this result, there is a relationship between employee silence and paternalistic leadership, but the finding that employee silence is insufficient to explain the perception of paternalist leadership can be included.

Discussion, Result and Recommendations

The fact that managers in organizations exhibit paternalistic behaviors, exhibit the attitudes and behaviors expected from them, increase the productivity of employees by increasing their motivation and happiness at work (Tekin, 2019; Yıldız and Ekingen, 2020). Similarly, in the study conducted by Aslan (2015) and Tekin (2019) , it was found that paternalistic leadership behaviors had a positive effect on employee performance and job satisfaction. In this study, the fact that the perceptions of the participants were at the level of "agree" in paternalist leadership and its sub-dimensions can be considered as an indicator that the employees attach importance to paternalist leadership behaviors. As a result of the research conducted by Daglı and Agalday (2018) , teachers' perceptions of their school principals' paternalistic leadership behaviors were found to be at the "very agree" level.

According to Aycan (2006), the sub-dimensions of paternalistic leadership are to create a family atmosphere, to establish a one-to-one relationship with subordinates, to participate in the field of subordinates outside of work, to expect loyalty, and to accept authority and status. Likewise, Pellegrini and Scandura (2006) state that paternalist leadership is accepted and successful in cultures with a high power distance and pluralistic structure. In this study, the fact that all employees agree with the average values of paternalistic leadership perception reveals that there is a sufficient level of relationship between employees and leaders.

Taskiran (2010) lists the sub-dimensions of employee silence as accepting, protective and relational. There is a positive relationship between employee silence and employee performance (Sehitoglu & Zehir, 2010). Employees' perceptions of organizational justice negatively affect employee silence (Erogluer & Erselcan, 2017). Whiteside and Barclay (2013) say that the injustice felt in organizational policies creates silence in employees. In this

study, the employee silence level of the participants at the level of "agree" can be evaluated as an indicator of the presence of employee silence.

In the study, it was found that the perception of paternalistic leadership did not differ according to the gender variable. This result does not coincide with the result of the research conducted by Dađlı and Agalday (2018). Because in this study, it was concluded that male teachers see their school principals as paternalistic at a higher level than female teachers. In this study, it was concluded that women had a higher employee silence level than men. This finding does not coincide with the findings of the research conducted by Gokce (2013), Demir and Comert (2019) . Because, according to the results of the research conducted by Gokce (2013), Demir and Comert (2019), the perception of organizational silence does not differ according to the gender variable of the participants. The narrow or broad power gap dimension focuses on the relationship between the rulers and the ruled, the strong and the weak, the rich and the poor in society. In societies where narrow power gap is dominant, the distance between the ruled and the ruled, the strong and the weak, the rich and the poor are very close to each other. There is a more democratic, flexible and egalitarian relationship (Öz, 2019). Regarding the gender variable, it can be said that women have a higher level of employee silence because they have more power distance than men.

The paternalistic leadership perception and the level of employee silence of the administrative staff working in the academic units differ compared to the administrative staff working in the administrative units. This result is closely related to the sub-dimensions that Taskiran (2010) put forth regarding employee silence. Administrative staffs working in academic units have a more superficial relationship with their leaders than administrative staff working in administrative units. Because there may be a distance between them regarding accessibility. According to the findings of the study conducted by Gokce (2013), organizational silence perceptions of high school teachers do not differ according to the unit variable they work in. The findings obtained in this study and the results of the research conducted by Gokce (2013) do not overlap. Similarly, the perception of paternalistic leadership does not differ according to the unit variable in the research conducted by Dađlı and Agalday (2018) .

According to this study, the perception of paternalistic leadership differs in administrative personnel between the ages of 36-45 and over the age of 56 compared to other age ranges. It was concluded that the level of employee silence differs between the administrative personnel in the 46-55 age range compared to the administrative personnel in the other age range. As the age progresses, we can say that both the perception of paternalistic leadership and the level of silence increase. According to the findings of the study conducted by Gokce (2013), organizational silence perceptions of high school teachers do not differ according to the age variable. Similarly, according to the findings of the research by Dincer (2017), it is seen that organizational silence does not differ according to the age variable. The findings obtained in this study do not overlap with the results of the research conducted by Gokce (2013) and Dincer (2017) . However, it is seen that it partially overlaps with the results of the research conducted by Cetindere (2019) . In the study conducted by Cetindere (2019), it was found that the perceptions of organizational silence of teachers in the 36-40 age range were higher than the participants in the other age range.

The result that the paternalistic leadership perception of the administrative staff working as the secretary of the Faculty/Institute and Higher School differs compared to the administrative personnel with other titles, shows that the administrative personnel with the title of secretary are in between themselves and are due to the uncertainty about whether they are a manager or a civil servant. At the level of employee silence, it can be thought that the fact that the administrative personnel with the title of Officer and Computer Operator have a

higher level than other titles is due to the fact that the work is carried out through the administrative personnel with this title.

According to this study, the perception of paternalistic leadership differs in administrative personnel with 16-20 years and 21 and above seniority compared to other seniority. The organizational silence perceptions of the employees do not differ according to the professional seniority variable (Demir & Comert, 2019). However, in this study, it was concluded that the level of employee silence of the employees working as administrative personnel in higher education institutions differs in administrative personnel with 21 and above seniority compared to other senior administrative personnel. As seniority progresses, we can say that both the perception of leadership and the level of silence increase.

When the relations between paternalistic leadership and employee silence levels are examined, it is seen that the sub-dimension of creating a family atmosphere in the workplace has a low negative relationship level with other dimensions, and they have a low level positive relationship among themselves in other sub-dimensions.

According to the results of the regression analysis showing the effect of employee silence on the perception of paternalist leadership, it is seen that only 007% of paternalist leadership is explained by employee silence. With this result, there is a relationship between employee silence and paternalistic leadership, but it is concluded that employee silence is insufficient to explain the perception of paternalist leadership.

This study, which aims to reveal the relationship between the perception of paternalistic leadership and employee silence, was conducted with administrative staff in higher education institutions. In addition, this study can only be carried out with academic staff, as well as with both academic staff. In addition, this quantitative research method was carried out. This study can be supported by qualitative research methods or it can be carried out with mixed research methods.

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Journal of Social Sciences and Education

Analysing Teaching Materials at Social Studies Teaching Programs in Turkey*

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ABSTRACT

The aim of this research is to state historical development of the teaching materials at the social studies teaching programs (1924, 1930, 1948, 1968, 1990, 2005, 2018). For this reason, it has a historical research feature. This study is figured with circumstances that is qualitative research method. Datas are collected with the method of the document review and it is analysed according to the descriptive analyse technique . In consequence of these analysis, it has coded intended to the names of the materials, and then it is sum up and interpreted. According to the these findings there are 6 teaching materials at 1924 first school program. It is determined 33 teaching materials in 1930, 51 ones in 1948, 43 ones in 1968, 13 ones in 1990, 70 teaching materials in 2005, 21 ones in 2018. It can be said that education conditions and opportunities are effective in the historical development of the materials that used in teaching programs in social studies. It is determined that material numbers have increased from past to nowadays. It is seen that the materials used from 1924 to 1990 has the similar material names. However it can said that various materials are added to the program with the help of 2005 social studies programmes and the developments of the education and and digital programmes. In accordance with these results, the reflexions of materials are stated in the program can be examined comperatively.

Key Words: Social studies, materials, equipment, teaching program.

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Introduction

Education has an important role on accumulation of knowledge and increasing this knowledge. In progress of time, new technological tools begin to develop by means of both improvement of knowledge and scientists who study on this field. Thus, it is seen that advancing technology makes human lives easier and it contributes to effective learning. At the studies of using material as a teaching tool is used the names like both using materials and teaching tools (Nalçacı and Ercoşkun, 2005; Fidan Sarıaslan and Yılmaz, 2022). As the same at past, materials are significant supplementary sources to increase the quality of education and to maintain the teaching nowadays. (Korkmaz and Uygur, 2021). As a matter of fact tools are the objects that are used to do something or conclude it. On the other hand, appliances are indicated as a necessary item, equipment and material to do specific work (TDK 2021). According to these explanations, it can be stated that appliance and material have the similar meanings.

The basic purpose of the education provided in knowledge era is to raise creative and innovator humans. In consideration of increasing scientific knowledge from past to present, learning knowledge becomes crucial. Education system focus on how to access information rather than transferring information. Hereby, usage of tools and appliances during teaching-learning process and the role of technologies increase in importance (Saban, 2013). In learning environment, different teaching tools and materials are used to enhance the content and support the teaching. Usage of different tools and materials both makes learning environment enrich and motivates the students. Using various material in lessons maket he learning of the students easy. According to Özensoy (2022) benefiting from travel books at the teaching of history subjects in Social Studies can increase the historical sensitivity of the students.

According to McGowan and Guzzetti (2003, p. 43), using literary materials in social studies. In accordance with this explanation, using material as a teaching tool can help developing various skills of the students. So one of the lessons that used in a lot of teaching materials to create efficient and productive leraning atmosphere is social studies.

In this regard, teaching tools and materials are typically used for education and teaching activities in Turkey as in the any country. In fact these teaching materials are used in some courses' teaching programs not only in Ottoman Era but also republic era. In this context, social studies teaching program is one of the course that these teaching tools and materials are often used on. In that, teaching materials are extremely important to concrete the topics that are abstract. Teaching materials especially provide both multi-learning environment and effective learning environment.

The most important part of the teaching program is learning-teaching process. Leraning-teaching process contents how to present theme that determined to reach the aims which are specified in teaching program. Usage tools and appliances have the critical role for the effective learning (Kaymakcı, 2011). It is used a lot of teaching materials on social studies for creating effective and productive teaching environment.

In Turkey Republic Era, it is stated on 1924 first school curriculum (history, geography and civics), 1930 primary school program, 1948 primary course program, 1968 primary social studies program, 1990 social studies program, 2005 primary education social studies course teaching proram, 2018 primary education social studies teaching programs what the teaching materials are and how they changed in progress of time. Besides, usage of tools and appliances in embodying of teaching process are useful. According to the survey, it is essential taht using tools and appliances to raise success, to attract attention to the lessons, to provide learning by experience and to bring in better thinking skills (Kaymakcı, 2011). Thus, students can gain target behaviour savourily by means of the materials. social studies is the basic course to identify and understand the life and also to become a good citizen. Therefore all kinds of materials can be used for an effective learning (Şahin Yanpar, 2011).

In teaching programs of social studies, teaching tools and appliances vary from simple such as chalk, paper to the complex like computers and related technologies. In the line with these explanations, it is stated that the basic materials are textbooks, maps and sphere for social studies. (Şahin Yanpar, 2002). But it can be said that there are used not only textbooks, maps and sphere but also other tools and appliances on the teaching programs of social studies. Thus, it is stated that there are some suggestions about variety of teaching tools for active teaching techniques on the surveys of social studies from republic period to nowadays (Yalçın, 2016; Yalçın and Akhan, 2019). On the teaching programs of social studies communication tools can be used as written and visual materials used in. It is seen that the same materials are used such as historical places, museums, historical artifacts, pictures, videos, stamps and postcards (Yeşiltaş, 2012).

When the studies that are related to using teaching tools and materials at social studies are examined, these are the examples; using travel book at social studies classes (Özensoy, 2022), at social studies education field, being examined postgraduating thesis that is related to literary work (Gez and Çinpolat 2022), using material at teaching geography (Öner and Öner, 2022), accessibility to material at class programs (Önder, 2022), using material at teaching geography from republic era o nowadays (Korkmaz and Uygur, 2021), technological sufficiency of the social studies candidate teachers (Yusufoğlu and Gençtürk Güven, 2021), using travel book of Evliya Çelebi at social studies teaching (Çelik and Çetin, 2019). using tools of secondary school students on social studies is important (Şanlı, 2018), using tools, appliances and materials that used by Social Studies teachers (Çelikkaya, 2013), usage of material for history and geography on social studies (Ulusoy and Gülüm, 2009), when the studies of the teaching tools and materials on social studies are analyzed, tools and appliances are important at elementary school (Fidan, 2008), using materials on the teaching program of the geography (Demiralp, 2007) preparing material and usage of it for elementary school students (Nokelainen, 2006), and the materials used in elementary social studies are critical (Nalçacı and Ercoşkun, 2005), with the varieties of topics and approaches researched such as using visual materials on history teaching (Şimşek, 2003), encourage social studies teachers to use technological devices (Mason, Berson, Diem, Hicks, Lee & Dralle, 2000), digital history on the classes of social studies and history (Lee, 2002).

From the Republic Period (1923), the names of the Elementary and Secondary School Courses are changed in progress of time. In the past, History, Geography, Civics Courses that accepted within Social Studies are reunited as Social Studies in the progress of time. In this regard, the name of the Social Studies is used in the surveys. In accordance with this survey, it is made out the historical period of the Social Studies teaching materials in Elementary School and updating and also what the changes are.

Materials have a great importance for understanding better of the students and making the process embody (Göğebakan, 2018; Fidan, Sarıaslan and Yılmaz, 2022). Especially there are lots of abstract things at social studies class and overcoming from the difficulties in notion teaching process, making the teaching process meaningful and permanent, technological materials are significant to increase the success of the students. (Korkmaz, Uygur 2021; Alataş, Dağhan, Erkuş, Aydın, Erkuş and Uğurluk, 2022). The main problem of the survey is that teaching materials used according to the teaching programmes of social studies what the historical developments are.

The Purpose of the research

The purpose of this survey is to find out what the materials of elementary social studies teaching programs (1924, 1930, 1948, 1968, 1990, 2005, 2018) are. Depending upon the purpose, it is looked for answers for following questions.

1. Which teaching materials take place at 1924 first school program (history, geography and civics)?
2. Which teaching materials take place at 1930 first school program (history, geography and civics)?
3. Which teaching materials take place at 1948 first school program (history, geography and civics)?
4. Which teaching materials take place at 1968 primary social studies teaching program?
5. Which teaching materials take place at 1990 primary social studies teaching program?
6. Which teaching materials take place at 2005 primary social studies teaching program?
7. Which teaching materials take place at 2018 primary social studies teaching program?

Methodology

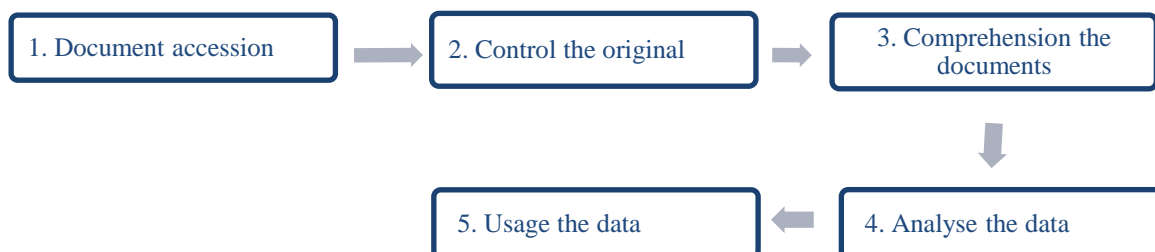
Model

This research is figured with the case study that is from qualitative research method. Document analysis from qualitative research methods as used with the aim of making out teaching materials taking part in social studies teaching programs in Turkey. Because teaching programs consists of documents. Document analysis method is also used in qualitative researches frequently. Because qualitative research, it includes that how the people think about the events, how they explain it and what they think about the World (Creswell, 2017). Qualitative research provides rich description and it uses lots of words and visual materials such as document quotations, field notes, sections of participants and citation of videos (Merriam, 2013).

In the line with these explanations, this survey has the characteristic of the historical study. Historical studies look up the answer for his question ‘What happened in the past?’ with reading the documents related with the period carefully or keeping touch with the people from that period. Researchers try to understand correctly what happened and try to explain why it happened. He reads the documents of the period and interprets (Büyüköztürk, Çakmak, Akgün, Karadeniz and Demirel, 2014, p. 19).

Data Collection Tools

At the center of the collecting data, it takes place sources of data. There are lots of data sources such as formal documents, official meeting reports, books, newspaper, particular documents, diaries and letters (Creswell, 2017). Data collection tool of this survey is obtained with the development method. As is known, document examination includes the analysis of the written materials that have targeted phenomenon (Yıldırım and Şimşek, 2016). Document researching takes place according to the same phases as regards Forster (1995) these are:



Data sources of this research consist of teaching programs of social studies. These teaching programs renewed at same dates and in the progress of time it reaches with updating and innovations to nowadays.

Used basic document sources in the research these are:

1. 1924 first school program (history, geography and civics)
2. 1924 first school program (history, geography and civics)
3. 1948 primary school course program
4. 1968 primary school social studies program
5. 1990 social studies teaching program
6. 2005 primary school social studies teaching program
7. 2018 primary school social studies teaching program

Collection of Data and Analysis

The analyse period of this research is done as regards research questions. Thus it is used descriptive analyse in this research. In this analyse period, there are categories, form or the theme and also some questions are stated to do descriptive analyse (Yıldırım and Şimşek, 2016). For this reason, descriptive analysis frame consists of primary school teaching programs that have been published from republic era to nowadays. Some of these programs (1924, 1930, 1948) that are single discipline are thematized under the name of the social studies and at the first step of the descriptive analysis that is suitable for the aim of the research, teaching programs are examined according to their dates and obtained codes are tabularised and summarized and interpreted. With the results of analysis that obtained from the social studies teaching programs, reliability study is also done. Especially, in the analysis period, it gets cohesion percent of the codes also done by another domain expert, and it can be endeavored to provide reliability. The reliability between the topic codes is calculated by using reconciliation percent whose Miles and Huberman (1994).

$$\text{Reliability} = [\text{communio} / (\text{communio} + \text{divergence})] \times 100$$

Chart 1. Reliability result of the research

Programmes	Codes		Cohesion Percent
	1 th Researcher	Another Researcher	
1924 first school program	6	5	%90,90
1930 first school program	52	53	%99,04
1948 primary school course program	50	51	%99,00
1968 primary social studies program	43	40	%96,38
1990 social studies course teaching program	13	11	%91,66
2005 social studies course teaching program	67	70	%97,81
2018 primary school social studies course teaching program	19	20	%97,56

Findings

There are findings that showed up with the analyse of the research in the section.

1. Which teaching materials take place at 1924 first school program (history, geography and civics)? Comments that belong to this question at chart 2.

Chart 2. 1924 Used teaching materials in first school program

Teaching materials	history	geography	civics	f
Historical arts	+	-	+	2
Class collection	-	-	+	1
Class museum	-	-	+	1
Library tools	-	-	+	1
Map usage	-	+	-	1
			Total	6

In chart 2 according to the results, there are some teaching materials in 1924 first school program. Among this teaching materials, it is seen that history teaching period includes historical arts. It is also used maps as teaching material in geography. Some tools are used like historical arts, class museums, class collections, library tools as a teaching materials in civics. It is determined 6 materials in total.

2. Which teaching materials take place at 1930 first school program (history, geography and civics)? Comments that belong to this question at chart 3.

Chart 3. In 1930 First school program teaching materials

Teaching materials	history	geography	civics	f
Historic plaque	+	-	-	1
Postcards	+	+	-	2
Historic cards	+	-	-	1
Antiques	+	-	-	1
Antique civilization pictures	+	-	-	1
Aqueduct bridge pictures	+	-	-	1
Pictures (visual)	+	+	+	3
Wall maps	-	+	-	1
Incarinate sphere	-	+	-	1
Book of maps	-	+	-	1
Sketch and endgrain	-	+	-	1
Clay and plastic	-	+	-	1
Relief map	-	+	-	1
Geography sample notebook	-	+	-	1
Thermometer	-	+	-	1
Barometer	-	+	-	1
Fruit samples	-	+	-	1
Fabric and samples	-	+	-	2
Geography recitation book	-	+	-	1
Fruit samples	-	+	-	1
Teacher maps	-	+	-	1
Book (Library)	-	+	+	2
pencil	-	-	+	1
Ware producing	-	-	+	1
			Total	30

When the results of the teaching material program usage of first school, the materials used in teaching program of history course are; historical plaque, postcards, historical cards, antique Works, antique civilization paintings, castle paintings, aqueduct bridge paintings and paintings (visuals). The most materials are used in geography. It is determined 17 materials in geography course. They are incarnate sphere, wall map, book of maps, clay and plastic, relief map, thermometer, barometer, fabric and sample. Courses that used the least material is civics. Materials that recommended the least are determined as paintings and visuals. It is made firm in total 30 materials. The material number used in 1930 first school program is more than the ones in 1924 first school program.

3. Which teaching materials take place at 1948 first school program (history, geography and civics)? Comments that belong to this question at chart 4.

Chart 4. *The teaching materials in 1948 primary school program*

Teaching materials	history	geography	civics	f
Posters	-	-	+	1
Statistics	-	+	+	2
Magazine	+	-	+	2
Newspaper	+	-	+	2
Books	+	+	+	3
Usage of map	+	+	-	2
Old weapon	+	-	-	1
Pots and pans	+	-	-	1
Clothes	+	+	-	2
Tile	+	-	-	1
Postcards	+	+	-	2
Historical paintings	+	+	-	2
Cinema	+	-	-	1
Paper and cardboard	+	-	-	1
Brochure	+	-	-	1
Encyclopedia	+	-	-	1
Hand Tools	-	+	-	1
Sand	-	+	-	1
City plan map	-	+	-	1
Book of maps	-	+	-	1
Sphere	-	+	-	1
Graphic tools	-	+	-	1
Pictograph	-	+	-	1
Geography	-	+	-	1
Sketch	-	+	-	1
Prospectus	-	+	-	1
Thermometer	-	+	-	1
Barometer	-	+	-	1
Articles	-	+	-	1
Ware collection	-	+	-	1
Stone samples	-	+	-	1
Mine	-	+	-	1
Fruits	-	+	-	1
Fabric	-	+	-	1

Photos from the plane	-	+	-	1
Insect	-	+	-	1
Herb	-	+	-	1
Sketch and material	-	+	-	1
Soil	-	+	-	1
Total				50

When the results of the teaching materials used in 1948 primary school program in chart 4 are examined, it is determined that there are 15 used materials. Painting, newspaper, magazine, statistics, old weapon, tile, postcard, paper and cardboard, brochure and similar materials are used in here. It is determined that there are 30 materials used in geography course.

The most remarkable materials are photos from the plane, prospectues, thermometer, barometer, sand, insects, sketch, stone samples, mines. Besides in 1948 primary school program the most used materials in the class is geography course. It is determined that the least materials are in civics. In civics, there are 6 materials. (Brochures, paintings, statistics, magazine, newspaper, books). In 1948 primary school programs (history, geography, civics) it is determined that there are 50 materials.

4. Which teaching materials take place at 1968 primary social studies teaching program? Comments that belong to this question at chart 5.

Chart 5. *The teaching materials in 1968 social studies programs*

Teaching material	social studies	f
Map	+	1
Dictionary	+	1
Books	+	1
Index	+	1
Visuals	+	1
Clay	+	1
Mud	+	1
Paint	+	1
Board	+	1
Cardboard	+	1
Paperboard	+	1
Wire	+	1
Cloth	+	1
Adz	+	1
Scissors	+	1
Grater	+	1
Thermometer	+	1
Lens	+	1
Compass	+	1
Battery	+	1
Ball	+	1
Graphic	+	1
Newspaper	+	1
Plaque	+	1
Weapon kinds	+	1
Dress	+	1

Carpet	+	1
Tile	+	1
Wedge	+	1
Luminated manuscript	+	1
Independence war paintings	+	1
Credentials	+	1
Rain measurement	+	1
Wind whirligig	+	1
Weather observation devices	+	1
Prospectus usage	+	1
Simple model of solar System	+	1
Geography wall map	+	1
Barometer	+	1
Animal and herb	+	1
Total		42

When the results of the used teaching materials in 1968 social studies are evaluated, it is determined that there are 42 materials. There are lots of materials such as animals and herbs, map, index, books, clay, mud, paint, board, wire, cloth, adz, clippers, grater, thermometer, lens, compass, battery, bell, graphic, carpet, tile, rain measurement, credentials.

5. Which teaching materials take place at 1990 primary social studies teaching program? Comments that belong to this question at chart 6.

Chart 6. *Teaching materials used in 1990 social studies*

Teaching material	social studies	<i>f</i>
Newspaper	+	1
Magazine	+	1
Visuals	+	1
Statistics	+	1
Graphics	+	1
Alive and inanimate sources	+	1
Tree	+	1
Flowers	+	1
Shapes	+	1
Live tools samples	+	1
Models (Communication, dress)	+	1
Historical tables	+	1
Cinema	+	1
Total		13

When the teaching materials took place in 1990 social studies teaching programs, it is determined there are 13 materials. Some of them are; newspaper, magazine, paintings, statistics, alive and inanimate sources, tree flowers, shapes, live tool samples, models (communication, dress etc.), historical tables, cinema. It is determined that in 1990 social studies teaching program has less material than in 1968 social studies teaching program has.

6. Which teaching materials take place at 2005 primary social studies teaching program? Comments that belong to this question at chart 7.

Chart 7. *The teaching materials used in 2005 primary school social studies.*

Teaching materials	social studies	<i>f</i>
Usage of literary work	+	1
Concept maps	+	1
Concept network	+	1
Written and visual news	+	1
Museum studying paper	+	1
Photos	+	1
Maps	+	1
Movies	+	1
CD-Rom	+	1
Simulation programs	+	1
Multimedia	+	1
Hipermedia	+	1
Internet	+	1
Virtual tour	+	1
Newspaper clipping	+	1
Posters	+	1
Powerpoint presentation	+	1
Model	+	1
Song lyrics	+	1
Table	+	1
Diagram	+	1
Book	+	1
Magazine	+	1
Computer	+	1
Encyclopedia	+	1
Dictionary	+	1
Province annual	+	1
Microfiche	+	1
Television	+	1
Radio	+	1
Electronic	+	1
Visual proof usage	+	1
Object	+	1
Miniature	+	1
Old edition sources	+	1
Letter	+	1
Birthday cards	+	1
ID cards	+	1
Toys	+	1
Postcards	+	1
Coin and banknote	+	1
Almanacs	+	1
Historical artifacts	+	1
Folklore	+	1
Books of maps	+	1
Portraits	+	1

Gravure	+	1
Sphere	+	1
Graphics	+	1
Poster	+	1
Sketch plans	+	1
Miniatur	+	1
Puzzles	+	1
Monument and epigraph	+	1
Travel book	+	1
Mind map	+	1
Graphics with visual	+	1
Library information cards	+	1
Animation	+	1
Cartoon	+	1
Memoirs	+	1
Statistics	+	1
Commercial	+	1
Manuscript	+	1
	Total	68

In chart 7 It takes place teaching materials belong to 2005 primary school social studies. According to this results, it is determined that there are 68 teaching mayerials in total. There are more materials in 2005 social studies teaching materials than the ones in 1990 primary school social studies teaching programs. Besides it is stated that which material will be used in 2005 social studies program.

It is suggested that teaching materials should be used depending on the development of computer and communication technologies in social studies. It is explained that using teaching materials in lessons have positive effects on learning of the students. Among the social studies teaching programs (1924, 1930, 1948, 1968, 1990, 2018) the mostused the name 'teaching material' is 2005 primary school teaching material.

It is determined that some materials such as cd-rom, mind map, simulation programs, hypermedia, internet, id cards, almanacs, animation, cartoon, birthday cards, visual evidence usage, microfiche, electronic, powerpoint presentation, television manuscript are used first in 2005 social studies teaching program does not take place in another programs (1924,1930, 1948, 1968, 1990) (MEB, 2005).

7. Which teaching materials take place at 1990 primary social studies teaching program? Comments that belong to this question at chart 8.

Chart 8. *Teaching materials in 2018 social studies?*

Teaching material	social studies	<i>f</i>
Literary works usage (tale, story, poem etc.)	+	1
Extrascholastic teaching setting	+	1
Art	+	1
Music	+	1
Miniature	+	1
Gravure	+	1
Calligraphy	+	1
Architecture	+	1

Cinema	+	1
Digital technological usage	+	1
Political and physical map of Turkey (acquisition)	+	1
Go bag preparedness (acquisition)	+	1
Visual materials	+	1
Historical silk and spice road	+	1
Geographical maps of Turkey (acquisition)	+	1
Climate and vegetation of Turkey (acquisition)	+	1
Distribution of population maps in Turkey (acquisition)	+	1
Economic activity maps	+	1
Underworld and above-ground source map in Turkey (acquisition)	+	1
	Total	19

When the results of the teaching materials of 2018 social studies in chart 8 that suggested to use are evaluated, it does not take place a title as teaching tools and appliances in program. However, there are points to consider and some teaching materials' names in the acquisition of the class. So, it is determined 19 teaching materials in total. Teaching materials in this program; literal works usage, arts, music, sculpture, architecture, cinema, digital technological usage, historical silk and spice roads, related maps, geographical maps of Turkey, climate and vegetation maps of Turkey, distribution of population maps of Turkey, economic activities maps, underworld and above-ground source maps in Turkey.

In general, it can be said that there is a flexibility on using materials in classes at 2018 primary education social studies using suitable materials for the topic and learning outcome supports students to get the topic easily.

Form 2. Comparing teaching materials in social studies

1924 First school program teaching material (history, geography, civics)	*It is determined 6 materials in this program. It is formed in the beginning of Turkish Republic. It is targeted to teach the class with the conditions of the term and opportunities.
1930 Primary school teaching materials	*It is determined 33 materials. It is used in time that there is intense principal and revolution of Atatürk after republic era. Thus, it has a lot of teaching materials by comparison 1924 program.
1948 Primary school course program teaching materials	*It is determined 51 materials. It is determined that material numbers have increased by comparison 1924 and 1930 primary school programs. With the influence of foreign educationist from abroad to Turkey. It can be said that usage material of primary school program increased and physical conditions are better than former term. It is stated that it is given importance to using materials systematically and regularly.

1968 Primary school social studies program teaching material	*It is determined 43 teaching materials in this program. In this term, new social studies action in USA affects social studies teaching materials in Turkey. Single disciplined courses are merged under the name of the social studies and it is decreased material number by comparison the former one.
1990 Social studies teaching material	*It is reached the name of teaching material in this program. It is decreased the teaching materials by comparison the former 1968 social studies teaching material program.
2005 Primary education social studies teaching program teaching material	*It is determined the name of 70 teaching materials in total in this program. Among the examined teaching programs, the program which has the most material name is 2005 social studies teaching program. In Turkey, educational activities are formed on the principals of the constructive, thus it is targeted to use more teaching materials in class programs. However, it can be said that principals of this theory match up with the principals of educational of republic. It makes a difference because of systematic, regular and accessible from the former programs.
In 2018 Primary education social studies teaching program teaching materials	*It is determined the name of 21 teaching materials. This program exhibits global events, developments of mass medium, effective usage of technological devices, information, skills, values education. So it is determined that materials should often be used in teaching topic in social studies. Especially different from the another programs using maps is suggested mostly.

Discussion and Result

Some results are acquired with this research. It is determined the name of 6 teaching materials in 1924 first school program. Among the social studies teaching programs of republic period the program that took place the least is 1924 first school program. According to the results of the research belongs to Korkmaz and Uygur (2021), in the first school program that is first program of republic era it is stated there is less material. So this matches up with the results of the research.

Especially at the begining of republic era, it can be said that term's education opportunities affect the content of the programs. For his reason, from past to today increasing material numbers in programs, changing for better of education opportunities after the republic era and enriching the content of the teaching programs are important developments. One of the most effective thing to qualification and using material in education is directly proportionate to the budget that countries reserved fort he education (Sormaz, 2019).

Özensoy (2022) using travel books as a teaching material in social studies teaching can increase the historical skills of the students. In 1930 first school program, the most material used in class is social studies teaching program.

It is determined 17 materials in social studies. It is determined that the least expressed the name of the teaching program is 1930 civics teaching program. Suggested materials in each teaching period; arts (visuals). The material number that used in 1930 first school program is more than the material number used in 1924 first school program. Korkmaz and Uygur (2021) get the result that the material number used in geography teaching program is more than the ones in history and civics.

When the results of the teaching materials in 1948 primary school program, it is determined 15 materials used in history. It is determined that 30 materials used in geography. And also the program that has the most name of the material in 1948 primary school program is geography course. It is determined that the least material is used in civics. It is determined that there are 51 materials in 1948 primary school program (history, geography, civics).

According to the teaching material results, it is determined there are 43 materials in 1968 social studies teaching program. The total number of the teaching materials took place in 1990 social studies teaching program is 13.

Looking at the results of the materials in 2005 primary school social studies teaching program, it is acquired 70 teaching materials' names. Among the social studies teaching program (1924, 1930, 1948, 1968, 1990, 2018) the most used in materials name is 2005 primary school social studies teaching program. It is suggested to be used computer and communication technologies in 2005 social studies teaching program discriminately from the former ones (MEB, 2005). According to the study of Korkmaz and Uygur (2021), the material number has increased in 2005 social studies teaching program. According to the views of the teachers and the students, material topics' studies can be done in teaching programs and course books.

When the suggested teaching materials in 2018 social studies teaching program take into consideration, it can be said that there is no title called teaching material or tools, appliances used directly in the program. However, it is determined that some teaching materials take place in lesson acquisition. Thus, it is determined that there are 21 teaching material in 2018 primary school social studies teaching program. It is important to use materials to increase the students' interests and motivation in lessons. In that, it is explained that it is necessary to use map, smartboard, book of maps, notebook, book, timeline and maps belong to Ottoman Era, battlefield, flags belong to old Turkish States, wars, commanders, chronology of the event for the students (Şanlı, 2018). According to the another searching result, it is determined that in social studies using materials increase students' teaching and motivation (Çiftçi, 2002).

Since the opportunities are not the same in each school in Turkey, it can not be educational tools and materials that should be used in history and geography at class and at school. In this situation, the teacher should both prepare the materials related with the topic and develop them to make the lesson interesting (Ulusoy and Gülüm, 2009).

Suggestions

- With these results, it can be searched if the topics in the course books of primary school teaching programs in republic era or not.
- Material classes can be prepared to use the students easily.
- Materials can be examined comperatively as before republic era teaching program and after republic teaching program.

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Development and Validation of an Achievement Test in Biology

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ABSTRACT

In this research, it was aimed to develop a valid and reliable test consisting of multiple choice questions in order to measure the conceptual understanding of the "cell" unit, which is one of the biology course topics. Planning, item writing, item analysis and item selection were followed in the development of the achievement test. Within the scope of the biology course, an item pool of 29 questions covering the cell topic was created. With the expert opinions, the content validity of the questions was ensured and the questions were corrected. Item analyzes were made with the pilot application of the draft form. As a result of item analysis, the number of questions was reduced to 22. After the item analyzes carried out, the "Cell Achievement Test", consisting of a total of 22 questions for the "cell" unit, took its final form. While the average item difficulty of the test was calculated as 0.55, the average item discrimination was calculated as 0.44. Moreover, the test was applied to a different group of 123 undergraduate students for reliability analysis, and the KR-20 reliability coefficient was calculated as 0.89. As a result of the findings, a valid and reliable "Cell Achievement Test" was obtained.

Key Words: Developing achievement test, biology, university course, validity, reliability.

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Introduction

The most generally accepted definition of education in our country (Arslan, Aydoğan, Ersözlü, İskender, Helvacı, & Turhan, 2009) is expressed as "the process of creating a desired change in an individual's behavior through his/her own life and intentionally" (Ertürk, 1975). A thriving education is possible if the curriculum includes strong relations between the four main dimensions of the curriculum, objective, content, learning-teaching process involved and assessment procedures (Demirel, 2005). "Measurement-Assessment process" is very important in determining the efficiency of teaching methods and techniques and the difficulties experienced by learners and their success in the learning process (Gronlund, 1985). Measurement-assessment is one of the most important components in the teaching and learning process. The quality and authenticity of measurement-assessment applications depend on valid and reliable test items. On the other hand, Turgut (1977) defined measurement as observing a quality and showing the observation result with numbers or other symbols. The traditional measurement tools that educators use during the process are: written exams, short-answer exams, true-false type tests, multiple-choice tests, matched tests, oral exams, and assignments (Karip, 2012; Yüksel, 2015). The most important reason for choosing multiple-choice questions from these traditional measurement tools is that they are easy to apply and have high content validity (Yaman, 2016). Although multiple choice questions are not sufficient to determine students' critical thinking skills and creativity, they are a preferred measurement tool to determine students' success and misconceptions (Küçükahmet, 2002). In addition, the advantages of multiple-choice exams are that the application time is short, they contain more questions, thus they are more valid and reliable, the scoring is objective and easy, the education can be applied from the first year to post- university, they can be applied to a large number of people at the same time, and they have statistically rapid calculation of accuracy and difficulty (Crocker & Algina, 2008).

Multiple choice tests are a measurement tool used for achievement tests. In this respect, achievement tests are one of the maximum proficiency tests to determine how much individuals have learned in the education process (Tezbaşaran, 2008). Achievement tests are important in terms of determining the meaningful learning of students, observing, analyzing and evaluating the change in students (Özcan, Çetinkaya, & Arık, 2021). On the other hand, multiple-choice tests are very suitable measurement tools to determine the knowledge level of a large number of students at different academic levels on different subjects (Burton, Sudweeks, Merrill, & Wood, 1991). When exam scores become the most important factor determining who is included and excluded from educational opportunities, scores that accurately reflect students' knowledge and skills become mandatory (Taylor & Walton, 1997).

When the literature is examined, in recent years, it is possible to encounter achievement tests prepared in the field of biology (Atik, Ekemen & Erkoç, 2019; Aymen-Peker & Taş, 2019; Güneş & Serdaroğlu, 2018; Güven, 2013; Kargın & Gül, 2021; Karşlı et al., 2019; Nacaroglu, Bektaş & Kızılkapan, 2020; Şener & Taş, 2017; Şentürk & Selvi, 2021). In Table 1, achievement test studies conducted in the field of biology in recent years are given.

Table 1. *Achievement Test Studies in Biology Course*

Researcher	Research content	Sample Number (N)	Number of Items (n)	The Average Item Difficulty (p _{jx})	The Average Item Discrimination (r _{jx})	KR-20 Reliability Coefficient
Karşlı,	Cell Divisions	409	36	0,48	0,45	0,86

Karamustafaoğlu & Kurt (2019)							
Aymen-Peker & Taş (2019)	Effect Wonder and Recognize World of Living Beings	210	23	0,47	0,52	0,80	
Şentürk & Selvi (2021)	Human and Environment	273	27	0,62	0,47	0,82	
Kargın & Gül (2021)	Body Systems and Health	390	40	0,61	0,47	0,86	
Nacaroğlu, Bektaş & Kızılcapan (2020)	Matter cycles and environmental problems	251	32	0,55	>0,19	0,81	
Güven (2013)	Environmental problems	203	55	0,49	>0,21	0,87	
Güneş & Serdaroğlu (2018)	Reproduction, Growth and Development in Plants and Animals	170	40	>0,36	>0,22	0,89	
Kara-Ekemen, Atik & Erkoç (2019)	Biological Diversity	109	36	0,58	0,43	0,87	
Şener & Taş (2017)	Systems in our Body	178	46	0,52	0,44	0,62	
Adonu, Nwagbo, Ugwuanyi & Okeke (2021)	Supporting tissues in animals, axial skeleton, appendicular skeleton and joints	79	40	-	-	0,89	

Pre-service science teachers have to learn courses such as physics, chemistry and biology at the university. It would be beneficial to teach the abstract concepts mentioned in the biology course by embodying them and using a constructivist approach (Öztürk & Karatekin, 2012). For researchers who adopt this approach or want to study in different types of approaches, students' achievements should be known. In this context, there is a need for cell success test, which is one of the basic subjects of biology at the undergraduate level, in order to determine the success of the new methods and approaches of the researchers. When the literature is examined, it is seen that many studies have been conducted on teacher candidates. A valid and reliable achievement test is needed in the studies to be conducted on the extent to which the applications made with the pre-service teachers within the scope of the biology course will affect the success of the pre-service teachers. Moreover, there is a need for an achievement test that can be used to determine the pedagogical content knowledge of biology teachers about cell. Furthermore, since the content of this achievement test is a "cell" subject and the same subject is included in high schools, it will also allow researchers who want to study with secondary education to benefit. The achievement tests in the literature on the subject of "cell" at university and high school levels were examined by the researcher, and no valid and reliable achievement test was found on the subject of "cell".

In this research, it was aimed to develop a valid and reliable test consisting of multiple choice questions in order to measure the conceptual understanding of the "cell" unit, which is one of the biology course topics.

- Is the achievement test consisting of multiple-choice questions prepared to measure the conceptual understanding of university students about the "cell" unit, a biology lesson, valid?
- Is the achievement test consisting of multiple-choice questions prepared to measure the conceptual understanding of university students about the "cell" unit, a biology lesson, reliable?

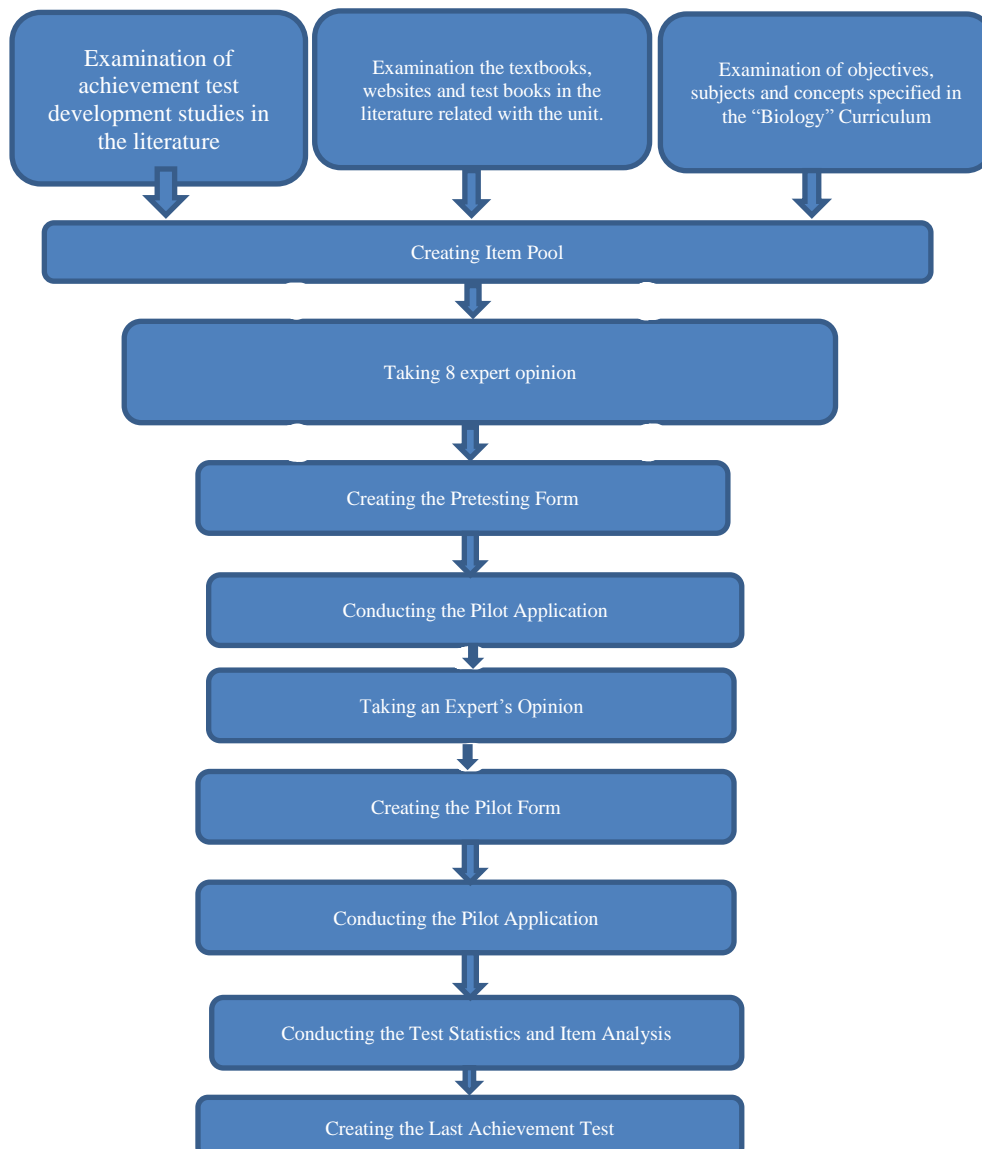
Method

Model

In this research, a valid and reliable test development study consisting of multiple-choice questions was conducted to measure the conceptual understanding of university students about the "cell" unit, which is one of the biology course topics.

The following stages were followed in the development of "Cell" Achievement Test (CAT). These stages are Çelik's (2000) academic achievement test development stages. These stages are planning, product writing, item analysis, and item selection, respectively. The figure developed by Şener & Öztürk (2017) was used and the figure-1 was created by editing. The figure developed by Şener & Öztürk (2017) was used and the figure-1 was created by editing.

Figure 1. *The process of developing achievement test (Şener & Taş, 2017).*



Sample and Population

In this research, it was aimed to measure the conceptual understanding levels of university students regarding the "cell" unit of the general biology course. 2nd grade science teacher candidates who studied at state universities and took biology courses participated in the research. Therefore, the sample of the research was determined according to the "criterion sampling" method. It is one of the sampling methods for criterion sampling and it is the creation of the sample from people, events, objects or situations with the qualities determined in the research (Gay, Mills, & Airasian, 2009).

The Development Process of the Achievement Test

The following stages were followed in the development of "Cell" Achievement Test (CAT). These stages are Çelik's (2000) academic achievement test development stages. These stages are planning, product writing, item analysis, and item selection, respectively.

Planning and Item Writing

First of all, it was determined what the undergraduate biology course curriculum was and from which sources the course was taught. Curriculum was examined. It has been determined that the Biology book of Campbell and Reece (2006) is widely used in universities as a biology textbook. Biology question sources were searched. The teaching materials of the general biology course and the course presentations created from the "Biology" book (Tepe, 2015) were accessed from foreign sources. This information obtained as a result of scanning formed the scope of this course. While preparing the academic achievement test item pool, the information in this survey was taken into consideration. A pool of 29 multiple choice questions was prepared by the researcher. In terms of content validity, the questions in the question pool are such as to cover the general information and concepts of the "cell" unit in the Biology book (Campbell & Reece, 2006). Moreover, it consists of a multiple choice item, a root, and a set of answer choices and it is more usual to offer four or five options (Anderson & Morgan, 2008).

Before the draft achievement test was finalized, 2 biology field experts, 1 biology education specialist, 2 biology teachers and 1 linguist examined the questions for content validity in order to control the language, content, writing style and page layout. After the examination, a 29-item draft achievement test was prepared with the necessary arrangements on the questions, taking into account the suggestions and criticisms from the experts. This draft achievement test was applied to 158 students as a pilot study. With the results obtained, item analyzes were made and 2 questions with item discrimination power below 0.19, 3 questions with an item difficulty index less than 0.80 and 2 questions with an item difficulty index less than 0.30 were excluded from the test. Since the item discrimination index of the items in the Cell Achievement Test was 0.30 and above, 2 questions were excluded from the test. In this state, the opinions of 2 biology experts were taken again and an achievement test was created.

The prepared achievement test was applied to 123 students who studied science teaching and took the "general biology" course in 2 different state universities in order to conduct reliability analysis.

Findings

Item Analysis and Item Selection

According to Smith (1991), validity is defined as the degree to which the researcher measures what he sets out to measure. Statistical operations can be performed with the "Simple Method" and the "Henrysson Method" for item analysis. While the Simple Method is

preferred in studies where the sample size is between 100-200 people, the Henrysson method is applied in cases where the sample size is less (Kuzu, 2008). While all participants are included in the calculation in the Henrysson method, 27% of the most successful and unsuccessful participants participate in the calculation in the Simple method (Turgut & Baykul, 2015).

Since the number of participants in the sample group was more than 100 in the first application (pilot application) and the last application, all data were included in the item analysis, that is, the Simple Method (27% lower and upper groups) was used at this stage.

The answers received from 158 students, to whom the draft achievement test was applied, formed the data of the item analysis. In the analysis, the point values of the questions belonging to the achievement test were determined as "1" point for each question. As a result of the item analysis, the item difficulty and item discrimination indices of each test question were calculated. Because the validity of the developed test, as well as its distinctiveness and suitability for the student's level, are revealed by the item difficulty index and item discrimination index (Reckase, 1985).

If the item difficulty index found as a result of the item analysis is close to 0, it means that the question is difficult, if it is close to 1, the problem is easy, and if it is between 0.40-0.60, it means that the question is of medium difficulty (Atılgan, 2009).

The item discrimination index for a question takes a value between +1 and -1. The negative value of the questions means that more people in the subgroup solved the question. If it is 0.40 and above, the item has a high discrimination power, if it is between 0.30 and 0.39, it is moderate, if it is between 0.20 and 0.29, the item discrimination is low, that is, the item needs to be corrected. The result is that it should be removed (Tekin, 2003).

While developing a multiple choice achievement test, the reliability of the scores needs to be examined. In cases where the difficulty indexes of the questions are close to each other, the reliability coefficient of Kuder Richardson-21 (KR-21) is used, while the reliability coefficient of Kuder Richardson-20 (KR-20) is used when the item difficulty indexes are not close to each other (Büyüköztürk, 2011). As a result of the item analysis, the item difficulty indexes were not equal to each other, so the K-20 calculation was made. The internal consistency of this achievement test was determined with the reliability coefficient KR-20 (Kuder Richardson-20). A general indicator of test quality is the KR-20, which is the coefficient of reliability that usually results from test analysis. It reflects the extent to which it will rank the same test takers when re-administered without any effect after the initial administration, in other words, the validity or discriminating power of the test. Values as low as 0.5 should give KR-20 values of 0.8 or higher (a maximum of 1.0) for tests containing more than 50 items, while satisfactory for short tests (10 to 15 items). Insufficiently low KR-20s are usually caused by an excess of too easy or difficult items, poorly written items that do not discriminate, or items that violate the prerequisite for testing a high-level content (Kehoe, 1994; Büyüköztürk, 2011).

Table 2. *Item Difficulty and Discrimination Index Values of the Questions in the Cell Achievement Test*

Item No*	Item No**	Item difficulty (p_{jx})	Item discrimination (r_{jx})
Question 1	Question 1	0,61	0,51
Question 2	Question 2	0,55	0,40
Question 3	Question 3	0,69	0,47
Question 4	Excluded	0,19	0,31

Question 5	Question 4	0,52	0,45
Question 6	Excluded	0,87	0,36
Question 7	Question 5	0,61	0,56
Question 8	Question 6	0,50	0,44
Question 9	Question 7	0,66	0,45
Question 10	Question 8	0,53	0,41
Question 11	Excluded	0,61	0,21
Question 12	Question 9	0,55	0,39
Question 13	Question 10	0,30	0,33
Question 14	Question 11	0,56	0,41
Question 15	Excluded	0,41	0,25
Question 16	Question 12	0,55	0,39
Question 17	Question 13	0,51	0,37
Question 18	Question 14	0,63	0,35
Question 19	Excluded	0,17	0,34
Question 20	Question 15	0,75	0,52
Question 21	Excluded	0,91	0,45
Question 22	Question 16	0,53	0,42
Question 23	Question 17	0,51	0,46
Question 24	Question 18	0,52	0,50
Question 25	Question 19	0,59	0,49
Question 26	Excluded	0,86	0,35
Question 27	Question 20	0,56	0,44
Question 28	Question 21	0,59	0,48
Question 29	Question 22	0,57	0,50

*The item numbers of pilot test

** The item numbers of last test

This plot achievement test was applied to 158 students as a pilot study. As seen in Table 2, with the results obtained, item analyzes were made and 3 questions with an item difficulty index less than 0.80 and 2 questions with an item difficulty index less than 0.30 were excluded from the test. The average item difficulty index of the Cell Achievement Test, consisting of 22 questions, was calculated as 0.55.

As seen in Table 2, with the results obtained, item analyzes were made 2 questions with item discrimination power below 0.30. Since the item discrimination index of the items in the Cell Achievement Test was 0.30 and above, 2 questions were excluded from the test. The average item discrimination index of the Cell Achievement Test, consisting of 22 questions, was calculated as 0.44.

Moreover, the test was applied to a different group of 123 undergraduate students for reliability analysis, and the KR-20 reliability coefficient was calculated as 0.89.

Discussion and Result

In this research, the "Cell Achievement Test", which includes 22 multiple-choice questions, was developed for undergraduate students about the basic unit of life, the cell, and the structure and function of the cell. In the research, the difficulty index (P_j), item

discrimination index (r_{jx}) and KR-20 Reliability Coefficient of each item were calculated through the item analysis performed within the validity.

The item difficulty index, which shows the correct answer rate for each item in the prepared test, takes values ranging from "0" to "1", and if this value is close to 0, the item is said to be difficult, and if it is close to 1, the item is said to be easy. Especially, this value is expected to be between 0.20 and 0.80 in achievement tests (İlhan & Hoşgören, 2017). The difficulty index of the 4th and 19th items in the Cell Achievement Test is below 0.20; Since the difficulty indexes of the 6th, 21st and 26th items were above 0.80, it was decided to exclude these items from the test. As such, as stated in the Table 2, the difficulty index values of the remaining items in the test vary between 0.30 and 0.75.

The item discrimination index value, on the other hand, takes values ranging from "-1" to "+1" as stated in the literature. If this value is close to zero, the item is insufficient to distinguish the upper and lower groups; Approaching the +1 value indicates that the item has a high distinctiveness value. In addition, if the item discrimination index is negative, it is interpreted that the relevant item is answered more by those in the subgroup, and in this case, the prepared test does not serve its purpose adequately (Kubiszyn & Borich, 2003). If the discrimination index of an item selected in a prepared test is 0.19 and below this value, it should be removed from the test because it is a very weak item; If a value between 0.20-0.29 is found, the item should be corrected and improved; 0.30-0.39 is pretty good but still can be improved; If it is 0.40 and above, it is interpreted as an item with very good discrimination (Karşlı & Ayaz, 2013; Tosun & Taşkesenligil, 2011). The discrimination index value of the 11th and 15th items in the Cell Achievement Test is below 0.30 and it was decided to exclude these items from the test. As such, as stated in the Table 2, the difficulty index values of the remaining items in the achievement test developed are above 0.30.

Before the pilot achievement test was finalized, 2 biology field experts, 1 biology education specialist, 2 biology teachers and 1 linguist examined the questions for content validity in order to control the language, content, writing style and page layout. After the examination, a 29-item draft achievement test was prepared with the necessary arrangements on the questions, taking into account the suggestions and criticisms from the experts. This draft achievement test was applied to 158 students as a pilot study. With the results obtained, item analyzes were made and 2 questions with item discrimination power below 0.30 since the item discrimination index of the items in the Cell Achievement Test was 0.30 and above. 3 questions with an item difficulty index less than 0.80 and 2 questions with an item difficulty index less than 0.30 were excluded from the test so, the difficulty index values of the remaining items in the test vary between 0.30 and 0.75. In this state, the opinions of 2 biology experts were taken again and an achievement test was created. This process contributed to increase the validity of this achievement test.

The prepared achievement test was applied to 123 students who studied science teaching and took the "biology" course in 2 different state universities in order to conduct reliability analysis. The KR-20 reliability coefficient was calculated as 0.89. These values have shown that this achievement test is reliable.

In conclusion, it can be declared that this test, which was developed to determine the achievement levels of undergraduate students in the cell subject, has reliable results in terms of validity and reliability. In addition, it can be stated that the difficulty and discrimination levels of the items in the test meet the desired criteria and have the ability to distinguish academically low and high students.

As a result of the findings, a valid and reliable "Cell Achievement Test" was obtained.

Recommendations

After this test is applied in secondary education, item analyzes can be done. For high school students, a valid and reliable achievement test can be created quickly by using the items in this test. In addition, an attitude scale can be developed to determine the attitudes of university students towards the subject of "cell".

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An Overview of the Historical Development of Intelligence and Espy Activities

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ABSTRACT

Research Article

In this paper, it will be discussed how intelligence and espionage activities have survived through a process of change and transformation in the historical process. In this context, the etymological structure of the words intelligence and espionage will be examined first and these words will be briefly explained etymologically. Afterwards, the names under which intelligence and espionage activities were carried out in different periods will be discussed. In this article, intelligence and espionage activities will be discussed under three headings, namely the Pre-Islamic Period, the Islamic Period and the Post-Islamic Period. Intelligence and spying activities during the Seljuk period in the post-Islamic period will also be evaluated. The article will also include the areas in which states and societies need intelligence and espionage activities. The study will also provide information on which methods and techniques were used within the scope of intelligence and espionage activities during the Ottoman Empire period. The roles of religious representatives, ambassadors and travelers in intelligence and spying activities in the historical process will also be evaluated. The article will also discuss the importance of intelligence and espionage activities during the War of Independence and the effects of these activities on the victory of the National Struggle. In this context, the role of non-Muslims in conducting intelligence and espionage activities will also be mentioned. In the study, the qualifications of people who will carry out espionage and intelligence activities and the effects of such activities on the domestic and foreign policies of the countries will also be emphasized. Thus, it will be clarified how the intelligence and spying activities have undergone a process of change and transformation in the period from pre-Islam until today, and the importance of these activities will be emphasized.

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Introduction

*Believe me, when the results of the war are examined,
the heroism of the artillery,
the cavalry and the infantry are nothing
compared to that invisible cursed army of spies
I. Napolyon (Gurulkan et al. 2017, p.6).*

It is possible to say that human beings have taken actions that can be evaluated within the scope of intelligence and espionage activities, although under different names in almost every period of history. These activities, which were mainly carried out to obtain military information or to have information about another country in the historical process, have undergone a serious change and transformation with the change of age and technology. This change and transformation has led to some changes in the nature and structure of intelligence and espionage activities.

In history, human beings sometimes learned this information from a passer-by in order to collect intelligence information, and sometimes tried to obtain this information from a merchant, clergyman or a missionary. The content and type of this need has survived through many changes over time. In this sense, intelligence activities have always played an active role in almost every aspect of life from history to the present (Gör, 2018, p.XVII). However, although there has been a change in the acquisition of intelligence information over time, the importance of intelligence has never changed.

It would be useful to briefly look at the etymological structure of the terms intelligence and espionage, which are often used together. The word "spy", which is a word of Arabic origin, means "person, spy, agent who works for the secret purposes of a state or organization" (TDK, 2020). The word "espionage" is in Arabic; It means "watching, investigating". This word means "a person who investigates the secrets of the enemy and leaks information, and engages in various destructive activities within the enemy". The word "ayn" meaning "eye" is also used for this word in Arabic (Kallek, 2020, Para. 1).

According to the researchers, who noted that the concept of espionage was used for the first time by the Chinese, the first target of the Chinese in this process was the Turks. The old Turks used the expressions "çaşıt [spy]" or "çaşut [spy]" for the term "spy". Ancient Turks named this word as the name of the Chinese intelligence officers (Kapıcı, 2015:261-278, Gurulkan, 2017, p.6). In addition, it is known that the terms "çaşıt [spy] and spy" are used in *Divanü Lûgat'it Türk* as "caught language from the enemy" (Üzülmez, 2012, p.148).

In pre-Islamic periods, it is also known that statesmen affiliated to the Kağan who went back and forth between states in Turkish history were called "Elçi", "Haberci" and "spies" were called "körüg, tıl and tigrak" (Üzülmez, 2012, p.97).

Fuad Köprülü, on the other hand, records that the ancient Turks used runners, whom they named as *Yam, Ulak, Sa'i, Kasid, Peyk*, to receive and convey information. He states that officials given names such as Ulak, Yam, Çapar and places such as Çaparhâne and Yamhâne are used for collecting information in the form of espionage (Köprülü, 1961, pp.V/548-549 as cited in Şimşir, 2011, pp.23-24). Köprülü underlines that the term "messenger" was a name given to the people who were active in the works of delivering and bringing news in the old Turks (Cited from Köprülü, s.V/548-549, Şimşir, 2011, p.185).

Another point that stands out about the term espionage is that these terms have been used in history to make accusations against each other on religious or ethnic grounds. For example, in the period when the Arabs came to Rome, in 1108, the Arab ruler Harun, on his way to the Romans, while passing through Urfa, some people who were here went to the Arab Ruler Harun to accuse the Christians and said, "*They are spies. The Roman emperor comes to pray in their churches every year*" (Syriac Patriarch Mihail, 1944, p.110). This attitude is important in terms of showing that people used this term to make mutual accusations in the social sense in the past.

The word "Intelligence", which is also a word of Arabic origin; It means "newly learned information, news, sensations, information gathering, receiving news" (TDK, 2020). The word intelligence is in the terminological sense; It means "receiving news, information/data collection activity or news received". This need to receive information has been an important resource and need not only for people but also for states from history to the present. Especially from the point of view of states, the importance of intelligence activities is clear in understanding the economic and social structures, especially the political, and the strong and weak points of rival or enemy states. For example; characteristics of the army, administration or command level of a rival or enemy state, relations between society and administration, opposition in the country, minorities in a country, etc. gathering information on issues has always been of key importance in terms of intelligence (Gör, 2018, p.XVII).

In general, the word intelligence can also be expressed as "mind, intelligence, understanding, knowledge, newly learned information, sensations, information gathering and receiving news". In some sources, it is also explained as "planning, research, collecting evidence, evaluating them with various mental and experiential scientific methods and reaching a conclusion and using them". In this context, intelligence activities can generally be defined as "activities carried out in order to reveal the possibilities and capabilities of individuals, groups, organizations or states that are likely to be targets and targets and to have a prior knowledge of possible modes of operation" (Delibalta, 2016, p.1).

In order to protect the assets of states and nations and to secure their future, the word intelligence can be defined as an activity aimed at the enemy or potentially hostile segments. In this context, learning the situations, intentions, abilities and weaknesses of the enemy or the people, groups and states that are likely to be enemies, etc. subjects are included in the definition of the word intelligence. In addition, preventing the activities of spies sent by rivals or enemies regarding a country is also included in the general definition of the concept of intelligence (Gurulkan et al., 2017, p.6).

From this point of view, it is possible to say that intelligence and espionage activities are the most important information gathering sources of states and societies from history to the present. It is useful to state that the information obtained in this way has a vital importance in almost every aspect of life, especially in the domestic and foreign policies of societies.

In the historical process, states have always benefited from the intelligence field against possible threats from inside and outside. For this reason, intelligence activities have been one of the information gathering methods used by every nation. The data obtained within the scope of intelligence activities has been of great importance for states to closely follow both internal and external developments and policies and to shape these policies. For example, during the Ottoman Empire, domestic intelligence issues were mostly related to the accession of the princes to the throne, rebellion attempts, and security problems. Foreign intelligence issues were

mostly about the policies in the Balkans, the Caucasus, the Middle East, etc., and the intelligence information about these geographies (Eroğlu, 2003, p.11).

The vital importance of intelligence and espionage activities is clearly understood in the statements of Napoleon I: "Believe me, when the results of the war are examined, the heroism of the artillery, cavalry and infantry will never be compared to this invisible cursed army of spies" (Gurulkan et al., 2017, p.6).

Intelligence and Espionage Activities in the Historical Process

Although intelligence and espionage activities have passed through different stages in the historical process, they have not changed much in terms of meaning in general. According to sources pointing out that the earliest records of intelligence and espionage activities were encountered during the Hittites and Egyptians, these activities were used by Persian, Roman, Byzantine, Ancient Greek and Arab states (Delibalta, 2016, pp.6-7).

In this study, intelligence and espionage activities are basically; It will be discussed under three separate headings: Pre-Islamic, Islamic Period and Post-Islamic Period.

A. Intelligence and Espionage Activities in the Pre-Islamic Period

1. Intelligence / Espionage Activities and Methods in the Axis of the Chinese and Hun Empires

B.C. In 139, the Chinese Emperor appointed a high-ranking officer to know the countries where the Silk Road passed and to explore the possibility of cooperating with the tribes living in these countries. This officer is actually a spy and was caught by the Huns while he was doing his secret mission. This Chinese spy, who was kept under surveillance for a long period of ten years, finally managed to escape and presented the information he obtained in the process into a report to the emperor. This report later played a key role in China's westward expansion policy (Koca, 2002, p.1073, Güzel et al., 2002, p.38).

Similarly, it was stated that the people in the embassy delegation sent by Emperor Kao to Mete during Mete's China expedition in the First Ages were not actually embassy delegations, but actually consisted of spies and observers. It was recorded that the main purpose of these spies and observers was to learn the situation of the Hun army. According to the sources, who noted that this embassy delegation gave Mete a good opportunity to apply the tactic of deception and deception, Mete wanted to show Emperor Kao his weak position in order to encourage the attack (Koca, 2002, p.1063).

Intelligence and espionage activities are concepts that have passed through many different stages from history to the present day. At this point, it is understood that the intelligence or espionage activities in the Ancient and Middle Ages regarding these concepts were mostly carried out through these organizations, also known as "post organizations". According to the researchers, the activities of these organizations developed in direct proportion to the needs of the time and turned into two separate institutions in the modern period (Altungök, 2012, p.174).

Another prominent method within the scope of intelligence and espionage activities is travel notes written by travelers and merchants. In this regard, the fact that Chinese priests and clergy sent the information they collected about Turks to their rulers through travel books was one of the important indicators of this (Delibalta, 2016, pp.8-10).

In the pre-Islamic period, especially in the Great Turkish states, it is seen that the subject of intelligence and espionage came to the fore within the scope of relations with foreign ambassadors. It has been noted that international envoys within the body of foreign affairs departments operate in Central Asia and that the envoys arriving in the country are not touched in any way unless they are spying on them. During this period, foreign representatives whose suspicious behavior was observed were punished by being imprisoned or exiled (Çandarlıoğlu, 2003, p.96).

Ancient Turks, especially in the Early Middle Ages, pre-Islamic Turkish States also had their own mail and espionage activities. According to the researchers, the former Turkish States took the Chinese postal and espionage organization as an example in this area, albeit partially, while the Turkish Islamic States in the post-Islamic period took the postal and espionage organizations of the Sassanids as an example in their former postal and espionage activities. As in the pre-Islamic period, espionage activities for the survival of the state in the post-Islamic period have also been evaluated as a sacred phenomenon in the historical process (Altungök, 2012, pp.173-174).

Noting that the Chinese engaged in espionage activities in the Hun and Göktürk Empires (such as in the murder of Kapgan Kagan) and the Byzantines in the Western Hun Empire, Kafesoğlu noted that the ambassadors were not touched unless they were spying. Due to his espionage activities, it is seen that Rua, the ruler, forbade the Byzantines, who provoked the people to revolt under the guise of merchants, travelers and actors in the Hun lands, from entering the country and recorded this with a treaty (Kafesoğlu, 2013, p.267).

The issue of which states the intelligence and espionage activities will be carried out, especially abroad, has also been of great importance in the geographies of the countries and the relations with the states in these geographies. In this context, there has been an interaction with the Chinese at the point of espionage organization, since the Chinese were located in the geography where Turks mostly lived in terms of the pre-Islamic period. In the following period, a similar interaction occurred with the Arabs, especially in the relations with the Abbasids.

B. Intelligence and Espionage Activities and Methods in the Islamic Period

According to the researchers, who pointed out that the postal organization was called "Berid" in many regions and nations in the institutional sense in the history of humanity, the word Berid has been defined in different ways. This word, which derives from the Latin word "Veredus" meaning postal animal, was also used in all medieval Islamic States to mean postal animal, cavalry postman, state post, postal range and the distance between two postal destinations (Köprülü, 1961, ss.II/541-Citing from 542 Şimşir, 2011, p.249).

According to researchers emphasizing the importance of intelligence in the history of Islam, it was of great importance to receive information about enemy troops, especially due to wars (Gökalp, 2014, p.41). In the Islamic period, the word "berid" was used for postal and intelligence agencies, and the expression "ehl-i barid" was used for those who carried out these activities (Delibalta, 2016, p.13, Gurulkan, 2017, p.6). In the Islamic period, especially in the Middle Ages, many different methods were used in communication to obtain intelligence information. Among these methods, it is seen that especially animals come to the fore in the delivery of information. For example; In the Middle Ages, horses, camels and pigeons played a great role in delivering the news on time. Especially in communication, post pigeons

were widely used in this period. According to the researchers, almost all data sources providing information on domestic and foreign intelligence were used effectively in the struggles against the Crusaders, especially during the period of the Zengids and Ayyubids. Among these sources, pigeons were among the most important sources, especially for communication and intelligence. According to the sources pointing out that the communication network established by the Ayyubids with the homing pigeons was at a very advanced level in that period, a similar system was used during the Seljuk period. Similarly, according to sources pointing out that this method was used by the Crusaders for intelligence purposes in the Middle Ages, pigeons came to the forefront as one of the main means of communication in the said period (Yürekli, 2017, pp.293-311).

Noting that intelligence, that is, espionage activities, constituted the most important task of the postal organization in Eastern Rome, as in Muslims, Köprülü underlines that a similar structure could exist in the Sassanid period (Köprülü, 1961:542 as cited in Şimşir, 2011, p.250).

Another issue related to espionage in the Middle Ages in history came to the fore when the Iranian ruler Yezdigert gathered his army and dispatched it against the Arabs. It has been recorded that the Iranians sent a person who knew the Arabic language to the other party's headquarters to spy on them (Syriac Patriarch Mihail, 1944, p.17). As it is seen, in the Middle Ages, spies played an important role in obtaining military information about the other side, and good language skills were the first among the characteristics of spies in that period.

During the Islamic period, the word "Berîd" was widely used for the postal and intelligence organization. The word Berîd also means messenger, postman, postal range, etc. During the Islamic period, the word "Berîd" was widely used for the postal and intelligence organization. The word Berîd also means messenger, postman, postal destination, etc. Throughout history, the postal organization has been a structure of great importance for Muslims, as in all states and societies. With the spread of Islam, the expansion of borders has also increased the need for a communication network between the center and the provinces. Thus, from the time of Muawiyah, this issue was given special importance and in a short time, the Berid organization spread to all parts of the country (İTA).

C. Intelligence and Espionage Activities in the Post-Islamic Period

When we look at the intelligence and espionage activities in the Middle Ages, it is seen that the information about the societies was obtained especially through spies in this period. For example, it is seen that a society tries to obtain information about a state that it does not know or that it will organize expeditions through intelligence or espionage activities. In this context, for example, in the 11th century, it is seen that the Arabs described the people in the Germanica (Maraş) valley as the spies of the Romans and settled the inhabitants of this geography in the Ramle region. Later, it is seen that the Samosat people also brought them to the same place, as they were spies of the Romans (Syriac Patriarch Mihail, 1944, p.99). Such practices reveal how important espionage and intelligence activities were in the political and cultural structures and policies of societies in the Middle Ages.

Köprülü records that, in the post-Islamic period, Muaviye Ebî Süfyân established the postal organization for the first time under the name of "Berîd" and that he imitated or quoted the old Byzantine organization while creating this structure (Köprülü, 1961, quoting from p.541 Şimşir, 2011, p.255). The Abbasids played a

major role in the institutionalization of espionage activities in the Turkish States, especially in the post-Islamic period, in the medieval period. Especially in this period, it is known that the Abbasid caliphs formed troops completely composed of Turks instead of Arab soldiers. The success of the Turkish commanders in the Islamic armies was not only limited to the military field, but also came to the fore in important duties of the state such as viziership (Bozkuş, 2020, pp.273-299, Koca, 1996, pp.278-279, Altungök, 20120, pp.173- 174). Although more than one tool came to the fore among the communication tools in the Middle Ages, it can be said that mirror, homing pigeons, Menâvir and Berîds were the fastest among them (Yürekli, 2017, pp. 293-311).

In the period of Zengids, Ayyubids and Great Seljuks, intelligence and espionage activities were carried out under the Berîd organization. In this period, official articles and news in the Berîd organization were conveyed to the relevant units mostly by the messengers called Berîd, Neccâbe, Kâsîd and Sai. It has been pointed out that in this process, where intelligence work is seen as "a very kind and superior job", reliable people come to the fore in the selection of reporters (Yürekli, 2017, pp.293-311).

According to the researchers, the Berid organization also had the task of establishing the communication between the center and the provinces. In addition, it had strategic duties such as transporting government and palace belongings, dispatching officials sent from one place to another on official duty, etc. However, one of the most important duties was to report the behavior and actions of high-level officials all over the country, and their thoughts towards the ruler, to the center, by keeping them under strict control (Köprülü, 1961, p.543 as cited in Şimşir, 2011, p. 256).

1. Intelligence and Espionage Activities in the Seljuk Period

When we look at the period of the Seljuks, which reigned between the XI and XIII centuries, it is seen that in this period, information, intelligence and espionage activities always had an important place in the background of military and political struggles. In the Seljuk period, in addition to the institutional work of intelligence activities, prominent officials of the state, especially sultans, statesmen and military commanders, gave special importance to information and espionage activities. In this context, it is possible to say that spies, messengers, ambassadors, traders and prisoners were always used to obtain intelligence during the Seljuk period (Delibalta, 2016, pp.V-VI).

During the Seljuk period, intelligence and espionage activities were also known as secret messengers, under the name of munhis, envoys and messengers, in order to obtain intelligence information in more than one field (Delibalta, 2016, pp.39-50).

Within the scope of intelligence and espionage activities during the Seljuk period, it is seen that places as well as people come to the fore in such tasks. In this sense, the caravanserais have been considered as an important source of information because of the safety of the roads and accommodation, as well as being one of the frequented points of the merchants. Although most of them were built for military security purposes during the Islamic states, these caravanserais often served as a fortress. Considering that pilgrims, travelers, scholars and students were accommodated in the caravanserais as well as traders, it can be stated that these places also serve a very important role in terms of intelligence information (Delibalta, 2016, pp.52-53).

The messengers named "kussad", who provided the communication between the Seljuk Sultan and his commanders, also held important duties in the field of intelligence. The Kussads not only provided the communication during the war or campaign, but also fulfilled the duties such as informing the sultan's enthronement to all parts of the country, delivering fetihname, emsile (examples) and edicts to the provinces, providing communication between the state officials and conducting intelligence. In this respect, it is seen that the kussads played an active role in the intelligence activities of the Seljuk period (Kuşçu, 2002, p.259).

In intelligence and espionage activities, especially within the scope of pre-Islamic and post-Islamic periods, tamiyye officers, barid, nejjab, qasid, sai, envoys, translators, traders, refugees and captives, travelers also played a great role (Yürekli, 2017, pp.293-311).

According to the researchers, the main purpose of a country in sending an ambassador is to learn the political, military, socio-economic strength and weaknesses of any country. In this context, it has been recorded that the Ottomans used and accepted ambassadors in their relations with the surrounding states from the early times, and this process corresponds to approximately 1339 (Turan, 2018, pp.195-196).

Daniel Goffman, in his book titled "The Ottoman World and Europe 1300-1700", while talking about the duties of the consuls or balyos in the Ottoman Empire, points out that they have a duty to "understand what is going on, to write letters frequently and to prepare reports on what they have learned when they return to their countries". In this case, he notes that one of the main duties of these representatives is to gather as much information as possible in order to predict the policies and actions of the enemy, keep them under control and take counter-actions (Turan, 2014, pp.232-233).

According to the researchers, who pointed out that the most important part of intelligence was foreign intelligence during the Great Seljuk period, a significant part of the activities within the scope of foreign intelligence was carried out through ambassadors. It has been noted that in this period, among the duties of the ambassadors, besides receiving news and sending letters, fulfilling their secret duties also took place. For this reason, it is stated that the ambassadors fulfill an important task for both military and strategic intelligence activities and this issue is included in *Nizam al-Mulk*. It is noted that the ambassadors are also tasked with determining the number of soldiers of the targeted country and reporting the amount of their tools and equipment (Başdin & Topçu, 2017, p.569). As a result, it is possible to say that there is important information in the relevant literature on the use of many methods regarding intelligence and espionage activities, especially in Genghis and his successor states since the 13th century. In this respect, especially during the Ilkhanate period, these activities are important in that they affected both the Anatolian Seljuks and indirectly the Ottoman Empire.

2. Intelligence and Espionage Activities and Methods in the Ottoman Empire Period

The information obtained in the intelligence sense had a significant impact on the relations between the Balkans, the Mediterranean, Venice and other states, especially the Balkans, during and after the establishment of the Ottoman Empire. Undoubtedly, the intelligence and espionage activities in that period played an important role in many areas, especially the shaping of the "conquest" and "gaza" policies of the state, although not in their current meanings (Eroğlu, 2003, p.12).

Pointing out that there was a serious increase in the number of new missions to the Empire during the reign of Sultan Süleyman in the 16th century, Sander points out that the French, Hungarians, Croats and representatives of the Holy Roman Empire started to come to Istanbul. Sander stated that even if the incoming people are not ambassadors, European states have information about Turks thanks to these representatives, foreigners, travelers and writers (Sander, 2012, pp.87-88).

To express it by opening a parenthesis; In the 18th century, in order to ensure full security in the Azerbaijani lands during the Khanate period, outposts called "Çaparhâne" were established at certain strategically important points. These Çaparhânes also took care of intelligence and postal affairs in addition to their duties (Çakmak, 2002, p.13).

It can be said that the intelligence network and the flow of information in the Ottoman Empire were at least as important as the espionage activities. For example, it is seen that the information about the periods when there was no activity in the intelligence flow is reflected in the Mühimme Defters of the period as follows; "Or do you not have spies?" or "What is the reason for not getting a sound verdict from the disbeliever until this time" (Gurulkan et al., 2017, p.6).

This feature also comes to the fore in the structuring of the *Teşkilat-ı Mahsusa*², which was more active in the last periods of the Empire. In this process, it is seen that Urdu, Afghan, Indian language desks and Arabic, Turkish and European languages desks were established under the name of "Translation and Copyright Branch" under the chairmanship of Ali Rıza Bey. The establishment of special desks within the scope of the *Teşkilat-ı Mahsusa*, especially for French, German, English, Russian, Persian and Italian languages, reveals how important language was in intelligence matters in the last period of the Ottoman Empire. In this process, it is seen that sub-tables were created to collect intelligence information about Algeria, Morocco, Tunisia, Tripolitania, Egypt, Iran, Baluchistan, India, Afghanistan, Bukhara, Khiva, South Caucasus, North Caucasus, Crimea and Zionism, as well as European languages. It is seen that the India, Egypt, Afghanistan and Arabia branches of the *Teşkilat-ı Mahsusa* are managed by Fuad Bey and the intelligence information about these regions is followed by him (Shaw, 2014, pp.316-317).

According to the researchers who noted that there were two financial sources of the *Teşkilat-ı Mahsûsa* in the Ottoman Empire, the first of these was the appropriations hidden under other sections from the secret budget of the Ministry of War. It was recorded that the other one was approximately 4 million gold Ottoman liras given by the German military mission for military and propaganda purposes. According to the sources who stated that the *Teşkilat-ı Mahsûsa* was directly affiliated to the Ministry of War through its manager and in the official sense, the necessary supplies and transportation for the Organization were provided by the Ministry (Shaw, 2014, pp.318-327).

It is possible to list briefly how a spy should be or what kind of features he should have; It is in the first place for spies to know the language and be reliable in their word. Then, it is essential to have an experienced, resilient and intuitive, understanding, skillful and efficient character. In addition, it is necessary to be aware of the developments in the world, to know the enemy, as the old saying for quickly-informed and to have developed friendship relations. In the selection of these people, care is taken to ensure that they are chosen from among the cunning people who are

² Intelligence and propaganda organization operating between 1913 and 1918 during the Second Constitutional Second Constitutional Era (TDV, 2022).

prone to wandering, eavesdropping, and doing secret work, as a requirement of their profession. Especially when we look at the old intelligence agencies, these features came to the fore even when there were no educational institutions for espionage. It is seen that the spies, who were expressed as useful spies in the Mühimme Defterleri in the Dîvân-ı Hümâyûn Registries during the Ottoman Empire period, had all these features. It is understood that these spies have superior abilities in obtaining information and not being caught by the enemy (Gurulkan, 2017, p.5).

According to the researchers, intelligence and espionage activities were institutionalized in the late 19th and early 20th centuries. In Turkish history, it is seen that these activities started to gain great importance with the policies of opening to the Balkans after the establishment of the Ottoman Empire (Eroğlu, 2003, p.12).

Although many tools were used to obtain intelligence information in the XIX and XX centuries, it is seen that communication with pigeons also came to the fore. The "communication with pigeon" method, which was accepted as an important intelligence method in the 19th century, revealed the importance of homing pigeons by the end of the century. The homing pigeons, which have been used systematically, have come to the fore as a safer and healthier method in communication (Güllü, 2020, p.1183).

Representatives who were in charge of providing diplomatic contacts during the Ottoman Empire also played an active role in obtaining intelligence information. It is known that after Venice established a close diplomatic relationship with Istanbul, they constantly sent ambassadors to the country, had a representative with high skills called "Balyos"³ in the Ottoman capital, and constantly sent reports from Istanbul to Venice through these representatives. It has been noted that other European states received the news about what was going on in Istanbul through these representatives (Sander, 2012, p.87).

It is worth noting that intelligence and espionage activities are not only limited to domestic work, but also such activities are carried out abroad. In this context, it is known that Ahmed Celaleddin Pasha, the head of the intelligence agency, was sent to Europe in 1897 during the reign of Sultan Abdulhamid II (Findley, 2012, p.162).

The issue of knowing a language in intelligence and espionage activities became a very important issue in the last periods of the Ottoman Empire and the National Struggle period, as it was in the Middle Ages. For example, when the intelligence reports of this period are examined, it is seen that non-Muslims took a very active role in obtaining intelligence information. Non-Muslims played an active role in the Ottoman Empire, not only in Istanbul, but also in all provinces in Anatolia and mostly took part in the duties of translators or interpreters (Deveci Bozkuş, 2018, pp.363-364).

Finally, it is worth mentioning that the Teşkilat-ı Mahsûsa had an important role in the execution of intelligence activities in the last periods of the Ottoman Empire and the first years of the National Struggle (Zürcher, 2002, pp.206-207).

³ The name given by the Venetians to their permanent representatives in the Ottoman Empire. It was used not only for Venetian representatives, but also for other state representatives from time to time as a consul equivalent (TDV, 2022).

3. Intelligence and Espionage Activities and Methods during the National Struggle Period

The enemy's combat capability, infrastructure, visible and invisible power are valuable in proportion to the information obtained. During World War I, intelligence and espionage activities had a great importance in the course of the war. Especially the developments in Çanakkale and its surroundings and the information reflected in the archival documents of this period once again revealed the importance of intelligence and espionage activities (Deveci Bozkuş, 2017, pp.210-221).

Missionaries played an important role in intelligence and espionage activities, especially during World War I. Missionary activities were carried out actively even in the most remote corners of Anatolia.

When we look at the studies on intelligence, it is seen that intelligence is defined as a product that is owned at the end of certain processes. In this process, all raw information obtained with different data collection tools is analyzed and made ready for use (Özer, 2015, pp.51-80).

Intelligence and espionage activities, which have a key role in war periods, also have the power to affect the course of the war. In this context, manpower is as important as equipment in collecting and processing information during the war. When we look at the studies carried out on this issue during the National Struggle, some ethnic groups come to the fore within the scope of intelligence and espionage activities. It is seen that Armenians and Greeks take the first place among these ethnic groups. It was reflected in the intelligence reports of the period that some non-Muslim groups were in contact with foreign states as well as non-Muslims who took an active role in intelligence activities by taking sides with the Turks. At this point, it is worth mentioning that great states such as England, France and Russia were in the first place among the states where non-Muslims took an active role within the scope of intelligence activities, especially during the National Struggle (Deveci Bozkuş, 2018, pp.364-366).

When we look at the intelligence reports of the National Struggle period, it is seen that there is information about different elements such as British, American, French, Greek, Yugoslav, Armenian and Greek. It is also among the subjects reflected in the documents that foreign countries contacted different ethnic groups in the country to a large extent during the said period (Deveci Bozkuş, 2017, pp.223-224).

With the end of the Cold War period, there have been some changes and transformations in the concepts of intelligence and espionage activities. At this point, states have begun to feel the need to revise their intelligence agencies according to cultural factors. The data collected through cultural intelligence, on the other hand, is very important as it has the possibility to affect the decision-making process of the society (Özer, 2015, pp.51-80).

Researchers note that the current perception of the concept of intelligence in society has gone through a process of change and transformation over time. Accordingly, although the word intelligence still evokes mystery, with the effect of globalization in the 21st century, this concept is now used in many fields. Intelligence activities, based on access to information, were renewed in parallel with the developments of the period. In this context, the intelligence structures of the states have also developed and diversified by keeping up with the developments of the age. This development and diversity has become a basic need due to the use of information in every field. At this point, the importance of knowledge and the process of obtaining it, especially within the scope of economic activities, came to the fore. While the

importance of intelligence activities in wars was evident in the historical process, the importance of economic intelligence has come to the fore especially with the effect of globalization today (Güldiken, 2006, p.180).

Discussion and Result

Since the first periods of history, states have attached great importance to intelligence and espionage activities in order to be aware of developments within and outside of them. In this context, although these activities have been under different definitions in the literature from the first day until today, most of them have been used to meet the same task. Intelligence information has a great importance especially for powerful states to obtain information about both internal and external developments and to shape international relations today.

Intelligence activities have had an important place among the information gathering resources of all states from history to the present. For this reason, states should consider the main problems in this field in determining their policies and make the necessary investments in research and development areas in this field as required by the age. It is essential to realize these developments, especially in this age where intelligence data is being used in almost every field with globalization.

When we look at intelligence and espionage activities and methods in general, it is seen that these studies are a source of information collection needed in almost every period of history to have prior knowledge of internal and external threats and to take necessary measures for this purpose. For this reason, with this study, in which we try to evaluate the intelligence and espionage activities in different periods under three headings in general terms, it has been understood once again how vital such activities are in administrations, although there have been some changes and transformations from the past to the present. From this point of view, it is possible to say that although there have been changes and transformations in intelligence and espionage activities in different administrations and periods from history to the present, the importance of such activities still maintains its importance, especially in terms of external influences.

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Special Objectives of Turkish Teaching on The Basis of Ziya Gökalp's Poems

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ABSTRACT

The specific objectives of Turkish language teaching are: "Ensuring that they use Turkish consciously, correctly and carefully in accordance with the rules of speaking and writing, ensuring that they attach importance to national, spiritual, moral, historical, cultural and social values, strengthening their national feelings and thoughts, evaluating what they read with a critical perspective. and ensuring their inquiries". This study aims to reveal the extent to which Ziya Gökalp's poems serve the special purposes of teaching Turkish. In the research, document analysis method was preferred, the findings were obtained by scanning model and Ziya Gökalp's poems "Kızılelma", "Altın Destan", "Lisan", "Sanat", "Millet" and "Din ile İlim" were included in the 2019 Turkish curriculum. It has been discussed in terms of the special purposes of Turkish teaching. Based on the findings related to the items by scanning the texts, one of the special aims of Ziya Gökalp's Turkish teaching is "national, moral and moral values; It has been concluded that it will serve as a role model in reaching the items related to "raising individuals who use the Turkish language correctly, think critically and question", and when their poems are included in Turkish textbooks with the necessary literary arrangements, awareness of language and culture awareness will be created in students.

Key Words: Ziya Gökalp, Turkish teaching, Turkish education

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Introduction

Ziya Gökalp has an important place in Turkish literature as an intellectual and sociologist. Considering the period he was in and when his thoughts started to take shape, Gökalp; he was able to analyze the reasons for the collapse of the Ottoman Empire well and emphasized the importance of gathering around the idea of nationality and nation. With the collapse of the Ottoman Empire, the path that the new state should follow: "I am from the Turkish nation, I am from the Islamic faith, I am from the Western civilization." in a way, he summarized these thoughts in his words (Gökalp, 2018: 83). According to Ziya Gökalp, Turkism, Islamism and Westernism are not exactly opposite concepts, but they are streams of thought that complement each other in many ways. For this reason, falling in love with one of these currents of thought does not necessitate ignoring the other two. Although Gökalp equates these three currents with each other, it is seen that he firmly defends the following: All Turkish-speaking Muslims are Turks. Again, from this point, when we set out to interpret Ziya Gökalp's understanding of nationality, it is seen that he actually tried to establish the concept of nationality on the basis of 'unity in language and culture'.

Gökalp defended his views on this understanding of nationality and language and culture and the features that national education should have in terms of form and content, saying, "Although we do not need European civilization in terms of culture and education, we desperately need it in terms of technology and education. Let's try to get all the technology of Europe, but let's look for our culture only in our own conscience. National education and modern education: Here is our aim in the field of education!.." (Gökalp, 1997: 64). As can be seen, Ziya Gökalp divided education and training into two in thought, argued that education should be absolute national, and said that education can be taken from the West as a method, but while doing this, it must be arranged according to Turkish national spiritual characteristics and expectations (Gökalp, 2018: 177). In order to better understand the issue of national education, it will be useful to first look at Gökalp's definition of education. Gökalp defines education in this way: Discipline means that in a society, the grown generation gives their ideas and feelings to the generation that is just starting to grow up. As seen here in the talk of the previous generation giving their ideas and feelings to the next generation, the common feeling developed in the society, in other words, the culture should be adopted by the new generations. It can be said that the more a child can adapt to the culture around him, the more he has undergone national education (Hamarat, 2010). At this point, the importance of language education and cultural transfer comes to the fore. Considering the special purposes of Turkish teaching, it is seen that it aims to use the Turkish language correctly and effectively, as well as prioritizes national, moral and cultural values. When Ziya Gökalp's understanding of education and his special aims of Turkish teaching are considered together, it is thought that Gökalp's works will contribute to the education of Turkish children.

The Turkish Curriculum aims at helping individuals acquire the communication skills they will need throughout their lives through formal education. In this direction, 1.-8. With the Turkish Lesson Curriculum prepared in line with the General Objectives and Basic Principles of Turkish National Education expressed in the National Education Basic Law No. 1739, which covers grade levels, these are aimed for students:

- Developing listening/watching speaking, reading and writing skills,
- Ensuring that they use Turkish consciously, correctly and carefully in accordance with the rules of speaking and writing,
- To reach language pleasure and consciousness by enriching their vocabulary based on what they read, listen/watch; enabling them to develop their feelings, thoughts and imaginations,
- Ensuring that they gain the love and habit of reading and writing,

- His feelings and thoughts and his views or thesis on a subject are effective and understandable in oral and written forms.
- Developing the skills of researching, discovering, interpreting and structuring information,
- Developing the skills of accessing, organizing, questioning, using and producing information from printed materials and multimedia resources,
- To enable them to evaluate and question with a critical point of view by understanding what they have read,
- Ensuring that they attach importance to national, spiritual, moral, historical, cultural and social values, strengthening their national feelings and thoughts,
- It is aimed to enable them to realize and adopt aesthetic and artistic values through works of Turkish and world culture and art (MEB, 2019).

Considering Ziya Gökalp's thoughts on the axis of national education, language and culture, and the "Special Objectives of Turkish Teaching" included in the Ministry of National Education's 2019 Turkish curriculum, it can be mentioned that there are many common points. When both Ziya Gökalp's idea of national education and especially the subjects he deals with in his poems and the poetic structure are considered, it is possible to see that the special purposes of Turkish teaching are formed on this basis. However, when the secondary school 5th, 6th, 7th and 8th grade Turkish textbooks are examined, none of Ziya Gökalp's works can find a place in the books, even as a free reading piece. For all these reasons, the research aims to reveal the items under the title of special purposes of Turkish teaching mentioned in the curriculum and the correspondence of Ziya Gökalp's poems in these items.

Method

Model

This study was carried out with document analysis, which is one of the qualitative research methods. Document analysis includes the analysis of written materials containing information about the targeted phenomenon or phenomena (Yıldırım and Şimşek; 2008: 187). The Ministry of National Education Turkish Curriculum, which provided data for the research, and Ziya Gökalp's works titled "Kızılalma", "Altın Destan", "Lisan", "Sanat", "Millet" and "Din ile İlim" are documents.

Data Collection and Analysis

The data in the study were obtained by scanning technique. Ziya Gökalp's poems, which were found to be frequently examined in the literature review, are "Kızılalma", "Altın Destan", "Lisan", "Sanat", "Millet" and "Din ile İlim"; The Turkish curriculum was handled in terms of serving its special purposes, the findings detected in each poem were evaluated in line with the literature review and the opinions of the field experts, and the common thoughts as a result of the analysis formed the interpretations of the findings. While generating the findings and comments, the opinions of three Turkish educators who are experts in the field were consulted at each stage, and the findings and comments were arranged as such.

Findings

Findings and Comments on the "Kızılalma" Poem:

"Bir varmış, bir yokmuş, Tanrı'dan başka
Kimseler yok imiş, yakın zamanda

Bakû'da milyoner bir kız var imiş;
Türklüğü çok sever, yurda yâr imiş;

Adı Ay Hanım'mış, hanlar soyundan;
Anası Kırgız'ın (Konrad) boyundan.

Uzun boylu, kumral, yüksek alınlı:
Şerefli bir kökün güzel bir dalı.

Babası, annesi öldüler birden,
Kendisi Paris'te tahsilde iken;

Dayandı bu kahra, şevki sönmedi;
Tuttuğu mukaddes yoldan dönmedi.

İsterdi Turanda mektepler açmak,
Hakikat nurunu ruhlara saçmak.

Bunun için lazımdı bilmek en yeni
Terbiye tarzını tedarik ilmini.

Bu yolda arzusu kadar yükseldi,
Nihayet Paris'ten Bakû'ye geldi.

...
İslam'ın ruhunu dahi öğrenmek
İçin çalışırdı, garba yeltenmek

Ona kafi gibi görünmüyordu:
"Şarkı da tanımak lazım." diyordu.
..."

In the poem *Kızılelma*, it is seen that Ay Hanım, after receiving education in Paris, came to Baku and tried to lay the foundations of modern education here. Ay Hanım; she is an intellectual who is devoted to her roots, traditions, loves his homeland, and tries to mix this education with the Turkish-Islamic culture to which she belongs, although she was educated in Europe. Considering the given part of the poem and the personality traits of Ay Hanım, the message that Gökâlp wants to convey through this poem is 'to ensure that they attach importance to national, moral, historical, cultural and social values, to strengthen their national feelings and thoughts', which is among the special purposes of teaching Turkish. It can be said that the article shows parallelism.

Findings and Comments on the "Altın Destan" Poem:

"Sürüden koyunlar hep takım takım
Ayrılmış, sürüde kalmamış bakım,
Asmanın üzümü dağılmış, salkım

Olmak ister; fakat bağban nerede?
Gideyim arayım çoban nerede?

...
Başları ağarmış ihtiyar dağlar,

Anar eski günü: Sel döker, çağlar,
Kırlangıç ah çeker, güvercin ağlar.

Uzak bir ses sorar: Turan nerede?
Gideyim arayım: Soran nerede?...

Yüce Türk Tanrısı! Gönder bir yalvaç,
Sürüne baş olsun, yasana dilmaç,
Türklüğe bir yeni Turfan nuru saç,

Anlasın Türk, milli irfan nerede?
Gideyim arayım: Turfan nerede?...
..."

Ziya Gökalp states in the Altın Destan poem that the Turks could not come together due to administrative errors. Turks are a nation that has trained soldiers and administrators with leading characters since prehistoric times. In these lines ‘Sürüde koyunlar hep takım takım / Ayrılmış sürüde kalmamış bakım / Asmanın üzümü dağılmış salkım / Olmak ister fakat bağban nerede? / Gideyim arayım çoban nerede?’ Gökalp emphasizes that the Turks need a new leader, and under the leadership of the leader, the people who were divided into groups and dispersed can come together. ‘Yüce Türk Tanrısı! Gönder bir yalvaç / Sürüne baş olsun, yasana dilmaç / Türklüğe bir yeni Turfan nuru saç / Anlasın Türk, milli irfan nerede? / Gideyim arayım Turfan nerede?’ The concept of unity is also emphasized in the lines of ‘Gideyim arayım Turfan nerede?’. In these lines, it is necessary to open a parenthesis for the city of Turfan. Turfan has been an important center for Turks in the East Turkestan Uyghur region since the first periods of history. Turfan is an important settlement in agricultural production thanks to its fertile lands and favorable weather conditions. When examined from this aspect, Gökalp emphasizes that when the Turks return to their essence and gather around 'national wisdom', their future will be as productive and livable as the city of Turfan. It has been stated that the same thinking and understanding under the umbrella of national culture is the most important condition for the Turks to live peacefully and fruitfully forever. It is possible to say that the findings obtained from this poem are in the same direction with the item 'to give importance to national, spiritual, moral, historical, cultural and social values, to strengthen national feelings and thoughts', which is among the special purposes of the Turkish curriculum.

Findings and Comments on the “Lisan” Poem:

“Güzel dil Türkçe bize,
Başka dil, gece bize.
İstanbul konuşması
En saf, en ince bize.

Lisanda sayılır öz
Herkesin bildiği söz;
Manası anlaşılın
Lügata atmadan göz.

Uydurma söz yapmayız,
Yapma yola sapmayız
Türkçeleşmiş, Türkçedir;

Eski köke tapmayız.

Açık söze kalmalı
Fikre ışık salmalı;
Müteradif sözlerden
Türkçesini almalı.

Yeni sözler gerekse
Bunda da uy herkese;
Halkın söz yaratmada
Yollarını benimse.

...
Arapçaya meyletme
İran'a da hiç gitme;
Tecvidi halktan öğren,
Fasihlerden işitme.

'Gayn'lı sözler emmeyiz,
Çocuk değil, memeyiz!
Birkaç dil yok Turanda
Tek dilli bir kümeyiz.

Turanın bir ili var,
Ve yalnız bir dili var.
"Başka dil var..." diyenin
Başka bir emeli var.

Türklüğün vicdanı bir,
Dini bir vatanı bir;
Fakat hepsi ayrılır,
Olmazsa lisanı bir."

Ziya Gökalp's thoughts on language can be seen in the Lisan poem. According to Gökalp, language reflects the character of the nation to which it belongs. This sense of belonging can be seen in the lines of 'Güzel dil Türkçe bize / Başka dil gece bize / İstanbul konuşması / En saf en ince bize'. In these lines 'Yeni sözler gerekse / Bunda da uy herkese; Halkın söz yaratmada / Yollarını benimse', it is argued that Turkish is a productive language, that it is necessary to follow the path produced and adopted by the people within this productivity, so that foreign dependency in the language will decrease, and the words and phrases produced by the people will be regular due to the nature of the language. In the lines of 'Arapçaya meyletme / İran'a da hiç gitme / Tecvidi halktan öğren / Fasihlerden işitme', Gökalp again referred to the foreign dependency in the language, and stated that the pronunciation features of Turkishized Arabic and Persian words should be found in Turkish, not in the language they belong to. According to Gökalp, the pronunciation and spelling of foreign words that have entered to Turkish should comply with Turkish rules. From this point of view, it can be said that in terms of the message it wants to convey, the poem 'Lisan' is in line with the item 'Ensuring that they use Turkish consciously, correctly and carefully in accordance with the rules of speaking and writing', which is among the special objectives of the Turkish teaching program.

Findings and Comments on the “Sanat” Poem:

“ ...
Aruz sizin olsun, hece bizimdir,
Halkın söylediği Türkçe bizimdir
‘Leyl’ sizin, ‘şeb’ sizin, ‘gece’ bizimdir.
Değildir bir mâna üç ada muhtaç.
...”

In this section taken from the poem, Ziya Gökalp emphasized that Turkish equivalents should be used instead of concepts that have been translated from foreign languages. He emphasized that in the lines of "Aruz sizin olsun, hece bizimdir / Halkın söylediği Türkçe bizimdir.", it would be appropriate to use a syllabic meter suitable for Turkish in poems instead of the aruz meter based on the Arabic language structure and literature, and that folk literature products are the strongest expression of Turkish. It can be said that Ziya Gökalp advocates that Turkish literature should be handled in accordance with Turkish and Turkish in terms of both form and content in these lines. In terms of the message it wants to convey, it can be said that the poem is in line with the item 'Ensuring that they use Turkish consciously, correctly and carefully in accordance with the rules of speaking and writing', which is among the special objectives of the Turkish teaching program.

Findings and Comments on the “Millet” Poem:

“Sorma bana oymağımı, boy’umu.
Beş bin yıldır millet gibi yaşarım,
Sorma bana ailemi, soyumu.
Soyum Türklük, soy büyüğüm hünkârım...”

Süngü beni ayırsa da vahdetimi unutmam,
Dilde, dinde müşterekiz, hep gelmişiz bir belden,
Devletimin kaygısıyla milletimi unutmam.
Anadolu bir iç ildir, ayrılamaz dış ilden...

Deme bana: «Oğuz, Kayı, Osmanlı...»
Türk’üm, bu ad, her unvandan üstündür...
Yoktur Özbek, Nogay, Kırgız, Kazanlı
Türk milleti bir bölünmez «bütün» dür.
...”

In these lines, Ziya Gökalp focused on the concepts whose debate continues even today. Studies on Turkish identity (Kara and Çatma, 2017; Gökalp, 2018; Zorlu, 2018) show that Turkish identity was examined and defined by many intellectuals during the collapse of the Ottoman Empire. In this respect, it is seen that in Ziya Gökalp's poem 'Millet', it is emphasized that Turkishness is not only composed of Anatolian geography, but is spread over a wide geography. In this respect, it is possible to say that the message that the poem wants to convey is in line with the special purpose of the Turkish curriculum, 'To ensure that they give importance to national, spiritual, moral, historical, cultural and social values, to strengthen their national feelings and thoughts'.

Findings and Comments on the “Din ile İlim” Poem:

İnsanların ilk mürşidi kimlerdir?..
Hiç şüphesiz peygamberler, velîler...
Bu devirde din, hikmete rehberdir;
Ahlâk, san’at hep o nurdan alır fer...

Fakat sonra din yerini ham zühde
Verir, artık coşkun vecdi azalır;
Velîlerin yeller eser yerinde,
Mürşîd adı fakîhlere irs kalır.

Fakîhlerin kılavuzu nakliyyât,
Dini zorla sürüklerler bu yola...
Hikmet der ki, «Bana rehber akliyyât;
O halde siz sağa gidin, ben sola!...»

Din mürebbî olur, hikmet muallim;
Her birisi çeker ruhu bir yana!
Savaşırken bunlar, çıkar meydana
Tecrübeden doğma müsbet bir ilim;

Bu son üstad der ki: «Nakil tarihtir,
Akıl yolu, bu tarihin usûlü;
İkisi de aynı şeyi gösterir,
Matlub olan: ruhun ona vusulü!»

O şey nedir? bir vecidli gönül mü?
Kudsî olan her şey ona dil midir?
Öyleyse al benim de son sözümü:
«Dîn kalpteki vecdin müsbet ilmidir!»

According to the TDK Contemporary Turkish Dictionary, laicism is defined as 'separation of state and religion, the state's neutrality in terms of realizing the freedom of religion and conscience'. When the literature is examined, it is seen that this definition is insufficient. Laicism is not only the separation of religion and state affairs, but also a rational practice that defends the freedom of religion and conscience (Dinç, 2004; Gülcan, 2015). It is necessary to open a separate parenthesis that laicism is a rational application. Considering that rationalism is a concept that includes the processes of inquiry, criticism and evaluation, the introduction of the principle of laicism into the constitution in 1937 shows that the Republic of Turkey will be governed with an understanding based on reason. In the third stanza of Ziya Gökalp's poem 'Din ile İlim', 'Fakîhlerin kılavuzu nakliyyât, / Dini zorla sürüklerler bu yola... / Hikmet der ki, «Bana rehber akliyyât; /O halde siz sağa gidin, ben sola!...», it is emphasized that the mind should replace memorization, and therefore it is not possible to proceed in the same direction as those who defend memorization. In the same poem, 'Din mürebbî olur, hikmet muallim; / Her birisi çeker ruhu bir yana! / Savaşırken bunlar, çıkar meydana / Tecrübeden doğma müsbet bir ilim' it is emphasized that different experiences will emerge within religious and philosophical discussions, and thus science will be produced, in the lines of a positive science born from experience. Discussing this information instead of memorizing information; Questioning, criticizing, evaluating the known and the unknown and reaching a conclusion constitute Ziya Gökalp's mentality. One of the special aims of the

Turkish 'teaching program is to understand what they read and to evaluate and question them with a critical point of view' is in line with this thought of Ziya Gökalp.

Discussion and Result

Ziya Gökalp is an important person who directs the world of Turkish literature and ideas, and has contributed to the founding philosophy of the new Turkish Republic with his nationalist mentality (Gürsoy and Çapcıoğlu, 2006; Tokluoğlu, 2013; Alkan, 2019). In this respect, Ziya Gökalp's influence is evident in the basic understanding of Turkish national education, as well as in economic, political and cultural fields.

When the literature is examined, it is seen that the necessity of national education is one of the issues that Ziya Gökalp emphasizes. It has been determined that his works "Kızıl Elma", "Yeni Hayat" and "Altın Işık" aim to bring national moral and moral values to children (Kıymaz, 2017; Özer, 2007). Similarly, it is known that Ziya Gökalp's poems are effective in students' value acquisition (Yılmaz, 2012; Eker & Yıldırım, 2017). In this respect, the results of this study show parallelism with the determination of Yılmaz (2012). When examined in terms of children's literature, it is seen that Ziya Gökalp's language works with a plain and perfect Turkish (Ateş, 2005). According to him, every word that Turkish people know and use is Turkish (Özdeniz, 1976). In these aspects, Gökalp is an important writer in helping children acquire the habit of reading and use Turkish correctly.

In this study, when Gökalp's poems are examined, it is seen that he often emphasizes "national, spiritual and moral" values. The emphasis on 'national unity, solidarity, national and common feeling' and 'serving the nation to which it belongs' in the poems of 'Kızıl Elma', 'Altın Destan' and 'Millet' is in line with the specific aims of the Turkish teaching program in this regard. In addition to this, Gökalp was able to convey the characteristics of the Turkish language through his poems. Gökalp, who started with the acceptance of Islam by the Turks and continued until the last periods of the Ottoman Empire, replaced the foreign words and language patterns that were embedded in the Turkish language with the Arab and Persian influence; he expressed in his poems "Lisan" and "Sanat" that the Turkish language should choose a way suitable for its essence. In this respect, Ziya Gökalp's thoughts expressed in his poems "Lisan" and "Sanat" exactly overlap with the item "ensuring that they use Turkish consciously, correctly and carefully in accordance with the rules of speaking and writing", which is among the specific objectives of the Turkish curriculum.

One of the most important problems that Gökalp identified about Turkish education is that the system raises individuals who are closed to criticism and questioning. This is the biggest obstacle to modern education. In his poem "Religion and Science", Gökalp opposed being a rote learner; He defended the view that scientific reason and criticism would be in place with experience. In this respect, it is seen that Gokalp's poem "Din ile İlim" overlaps with the special purpose of the Turkish teaching program, "raising individuals who understand what they read, criticize, question and evaluate".

As a result, it is possible to say that Ziya Gökalp's thoughts and the new educational structure in his mind are in line with the Turkish education system and therefore the special aims of Turkish teaching. Ziya Gökalp and his poems are of great importance at this point in reaching the special goals in the Turkish curriculum. For this reason, the special purpose of Ziya Gökalp's poems "Lisan" and "Sanat" "to ensure that they use Turkish consciously, correctly and carefully in accordance with the rules of speaking and writing", "Din ile İlim" poem "to raise individuals who criticize, question and evaluate by understanding what they read" found to serve its particular purpose. It is thought that poems should be included in secondary school Turkish textbooks with the necessary literary arrangements in accordance with today's Turkish structure.

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A Systematic Review of Graduate Thesis Studies on Coaching

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ABSTRACT

Research Article

The coaching concept has been used in different fields since its emergence in the 1550s. Today, it continues to be used in many areas such as sports, health, business, and education. Although the coaching approach has a long history in practice, its use as a concept and research is not very old. Academic studies in different fields contribute to the subject of coaching, and the field gains depth through new studies. In this study, postgraduate thesis studies on coaching conducted from 1999, when the first postgraduate study in coaching was born, to 2020 were examined by document analysis method. The findings showed that although the graduate thesis studies on coaching date to 1999, it has been carried out for 14 years without interruption since 2007. It was also found that the majority of the studies on coaching were carried out as part of master's theses. Besides, the study revealed that coaching was investigated in 23 different subjects, mainly in education followed by training and business. The other result indicated that postgraduate thesis studies on coaching were conducted in 46 universities. Anadolu University took first place, followed by Marmara University and third Gazi University.

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Introduction

The Turkish Language Institution (TDK) defined the word “coach” as “instructor,” based on the meaning of the word “trainer,” which is of English origin and is related to the field of sports (Özdemir, Yiğit Seyfi, and Cenat, 2016). In the Cambridge dictionary, the word “coach” stands for “a person whose job is to teach people to improve in a sport, skill or school lesson” (dictionary.cambridge.org). Coaching focuses on improving a person’s skills who receive the coaching service (Ives, 2008). Durkaya Özer (2016) describes the coaching concept as; companionship, a vital way used in raising motivation and raising awareness, the way to act comprehending the importance of the current situation and the future, and the route followed to reach the goals by revealing the strengths and the existing potential, and the application area where is acted upon according to the demand of the client. Esen and Kılıçkını (2019) define coaching as the process of creating awareness on the way to reach the desired life by encouraging the emergence of the potential of the client and supporting and encouraging them to take responsibility with this awareness.

Evered and Selman (1989) described the coaching concept as a well-known method to improve performance. Due to being used in many fields, the concept of coaching causes conceptual confusion. Even if there have been standardizations in coaching, especially in the last twenty years, people still cannot fully understand what coaching is (Yurdakul, 2010). There are also conceptual misconceptions on this subject. Many people have a coaching label, from leaders to consultants (Arisoy, 2017). Contrary to these conceptual misconceptions, coaching is not mentoring, counseling, leadership, or therapy. Mentoring is known as one of the most confusing concepts. In mentoring, the person receiving the service can have meetings when needed, is evaluated from the general point of view, and could be more experienced than the mentor. However, coaching practices take a certain period, include meetings as part of a structured program, and involve certain topics along with the person who takes coaching service. The coach is not required to have experience but professional coaching equipment. In mentoring, when considering the experience, being educated is not an obligation (Durkaya Özer, 2016). Compared to the mentors (Esen & Kılıçkını, 2019), coaches do not guide the client. They only ask questions and enable the person to set their own goals and find their way. Mentoring practices can help establish a pathway for coaching (Nash, 2008), but they do not necessarily correspond to coaching.

This coaching method has become used in education, health, management, sports, and many other fields. The scope of coaching is also related to the emergence of the word in another area. Another meaning of the word “coach” in dictionaries is “bus designed for long-distance travel” (dictionary.cambridge.org).

The word “coach” in English means the name given to the means of transportation used to transport valuables from one place to another in the 16th century for the first time (Özdemir et al., 2016; Barnıç, 2018; Çabuk, 2011; Ocak, 2020). When thinking about this usage of "coach" in the 16th century, it is seen that today's meaning of the word coaching has a close meaning. In other words, in today’s meaning, a coach aims to carry the individual from one place to another for various reasons. This process includes very valuable elements.

Although giving an approximate date is possible in terms of usage of coaching in the language, it is impossible to provide a date when its use in practice is considered. According to Sezer and Şahin (2015), the term coaching has been known since human history began. That old or well-equipped individuals convey to younger ones how to hunt and cook with cave paintings and that experienced individuals in the society teach others how to be more effective and valuable are considered the beginning of coaching practices. From this point of view, coaching can be said to have been practiced both consciously and unconsciously since the existence of humanity.

Coaching, which is used as a service today, was developed in New York in the 1960s by Winthrop Adkins M.D. and Sidney Rosenberg M.D., and it was used for anti-poverty group programs (Oruç, 2019). By the end of the 20th century, practice-based coaching decreased, and in the 1990s, with the economic crisis, companies began to use coaching services for individual practices (Sezer and Şahin, 2015). On those dates, the most comprehensive organization in the coaching field was founded. The International Coach Federation (ICF) is the largest coaching organization launched in the United States in 1995 and defines and supports professional coaching and inspects competencies (Siminovitch,2019). Although ICF is one of the most known institutions about coaching today, it is seen that there were other movements related to coaching before and after it. EMCC (European Mentoring and Coaching Council) was established in the European Union Countries in 1992, AC (Association For Coaching) was founded in England in 2000, and in 2012, the ICF above, AC, and EMCC came together and established GCMA (Global Coaching Mentoring Alliance) (Özdemir et al., 2016). According to Ocak (2020), a non-profit organization was established in London in 2001 under the title of “The International Coaching Community (ICC),” which organizes training in the coaching profession.

The word coach was recognized in Turkey by the TV series "The White Shadow," broadcasted in the 1980s (Barnic, 2018). The concept of coaching began to be recognized in Turkey with the coach of a basketball team in this television series produced by the USA. From this point of view, it can be said that coaching was first recognized in the field of sports in our country. However, it was recognized as a profession between the years 1995-2000. A small number of coaches started to announce the coaching service in 2000 (Oruç, 2019). The first area where coaching started to be used in our country was administration. With the emergence of concepts of total quality, leadership, and teamwork in administration, the value given to coaching practice has increased (Karabacak, 2010). In addition, with the increasing social awareness regarding the coaching profession and contributing to the development of its members, ICF Turkey was established in 2005. However, its official identity was given to it as the “International Professional Coaching Association” in 2009 (Özdemir et al., 2016; January 2020). Additionally, The Coaching Platform Association was established in 2010. VQA (Vocational Qualifications Authority), which was established in 2006, was renewed in 2011 according to EU standards (Özdemir et al., 2016). In the professional sense, the concept of “coaching” was officially recognized by the vocational qualification authority (VQA) in 2013 (myk.gov.tr; cited by Toker and Kılıç, 2019).

One of the most challenging situations in life is when people analyze themselves from a foreigner's eyes. Therefore, individuals find it difficult to explore their strengths and weaknesses. At this point, the professional process of “coaching” gets involved and allows individuals to analyze themselves (Barnic, 2018). Coaching can briefly be defined as “to be a mirror to a person” (Vardarlier, 2017). The first step of change is getting to know oneself well and adapting their life accordingly. Even reaching this first step facilitates an individual's life and makes a big difference for them to live a more qualified life (İdiguk,2015). The person who will help the individual to achieve this change is the coach who helps the client by analyzing them from a foreigner's eye. According to Çabuk (2011), the coach should help the client who receives coaching service to reach their goal with the questions s/he will ask. There are five basic characteristics that the target should have in this process. These characteristics coded as “SMART” in English are as follows:

1. Specific: The goal should be more specific and relevant to the topic, not general.
2. Measurable: Goal definitions should be made tangible and obvious, not “approximate” statements.
3. Achievable: An accessible target should be determined according to the current situation of the person receiving the coaching service.

4. Relevant: The goal should be related to the vision.
5. Time-bound: When setting goals, it is necessary to plan for a specific time.

Although these basic characteristics are the characteristics of the goal, they also reflect the basic characteristics of the coaching process. Similarly, Siminovitch (2019) has listed the responsibilities of a coach in 4 items. Accordingly, the responsibilities of a coach are discovering, revealing, and adapting to the client's success, supporting the client's self-discovery process, revealing the solutions and strategies created by the client, and keeping the client responsible and accountable for the process. These responsibilities attributed to the coaching person have explained the application area of the coaching concept.

Coaching is an ever-developing profession all over the world today, and it has become a communication method adopted by people in institutions such as leaders, teachers, and counselors (Whitworth et al., 2020). In addition to being a rapidly developing profession, coaching has also become a popular method that strengthens communication between individuals (Tuncel, 2017). This method has affected many fields and has been involved in the coaching process. Coaching has covered many different areas such as education, counseling, personal development, situation analysis, planned change, and behavior development (İşlek & Şarlayan, 2014). Professional fields and institutions that were not involved in the coaching process at first or even rejected it have participated in this transformation over time. Leaders need coaches if they want to effectuate change and build high-performing organizations. Businesses accepted coaching as an unnecessary expense in the past, but now it is seen as an investment. According to William Arruda, organizations with strong coaching cultures have reported their revenue to have been above average compared to their peer group (Williams, 2017). Naturally, other businesses that have witnessed this over time will also want to adapt to this transformation to have a coaching culture. Coaching mediates finding solutions to the new era in various areas of life, provides a high level of facilitation, and is supported by neurobiological findings. Therefore, it is a tool of development, change, and transformation, which is characterized as the profession of both the era and the future (Kaplan, 2019). The application of the concept of coaching, which is not very old in the literature, in many fields and its versatile benefits have increased its use and popularity. The expansion of its field has surely also affected academic studies on this subject.

A thesis is a scientific research process in which ideas are tried to be verified using scientific methods; the reality of the ideas has not yet been proven but does not also contradict the existing information. The hypotheses that have been introduced during the thesis study are tried to be proven with the information obtained, and the conclusions reached. Hundreds of theses in different fields have been conducted and are being conducted in Turkey. Thesis studies are also conducted on coaching in Turkey, which is a new research topic in the world.

It is known that prior studies play an active role in informing and guiding future studies. The review studies could be beneficial to the researchers to be aware of current trends in relevant research topics. Although many thesis studies have been made on coaching at master's and doctorate levels, no scientific research analyzes these studies from various aspects. Besides, there is a lack of research studies using the document analysis method to review the postgraduate thesis studies conducted in the field of coaching in Turkey. Therefore, this study fills a critical gap by reporting significant findings regarding the characteristics of graduate thesis studies conducted on coaching.

This study aims to examine the postgraduate thesis studies in the coaching field in Turkey. For this primary purpose, the answers to the research questions are sought to determine graduate thesis studies' characteristics and research tendencies. These questions are as follows:

1. What is the distribution of postgraduate theses in the coaching field by years?

2. What is the distribution of postgraduate theses in the coaching field by postgraduate education level?
3. What is the distribution of postgraduate theses in the coaching field by subject?
4. What is the distribution of postgraduate theses in the coaching field by universities?

Method

Qualitative research is an approach to discovering and understanding the meanings attributed to a social or human problem by individuals or groups (Creswell, 2017a). The qualitative research method was used in this study. After determining the research method, the study was designed with the most appropriate research technique. This study adopted the document analysis technique, one of the qualitative research methods. The document analysis method allows the researcher to collect public documents or private documents as data collection tools (Creswell, 2017b). The documents collected and inspected in this study are the graduate thesis studies (MS and Ph.D.) conducted in Turkey between 1999-2020.

Population and Sample

The study population consists of postgraduate theses conducted in the coaching field between the years 1999-2020. The relevant dates include all the years starting from the first thesis study in the coaching field until the time of this study. The sampling method has not been used in this study. The entire study population has been reached. All postgraduate theses in the coaching field were accessed from the thesis search centre of the Council of Higher Education (YÖK). The title and abstract sections of the theses in the database were examined. Thereby, the theses that were not in the coaching field have not been included in the scope of the study.

Data Collection

In the thesis title section of the search database of YÖK, the keyword “coach” was searched. Then, a data repository was created from the theses presented by the thesis search database. Theses that are not related to the coaching field were not included in the repository. A total of 100 postgraduate thesis studies related to the coaching field constitute the data repository.

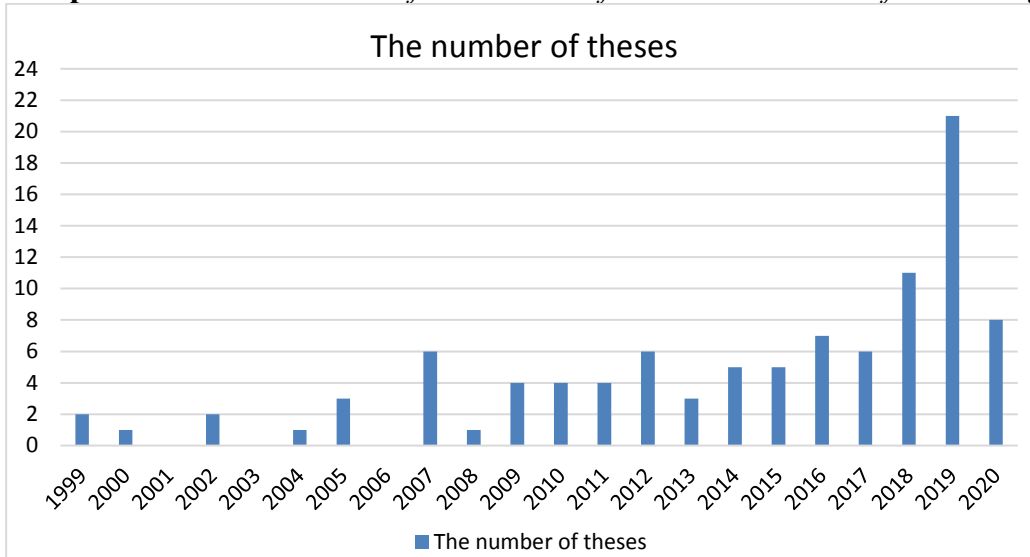
Data Analysis

In the study, postgraduate theses in the coaching field in Turkey were examined under various sub-headings. In this direction, the document analysis technique was used. Document analysis is a detailed scanning of the written materials related to the cases or events examined and it provides a holistic perspective in the light of the information obtained (Creswell, 2002). Interpreting in qualitative research includes the extensive abstraction of data beyond the codes created during the analysis process. The data found in the last stage is conveyed by texts, tables, or figures (Creswell, 2013).

Findings

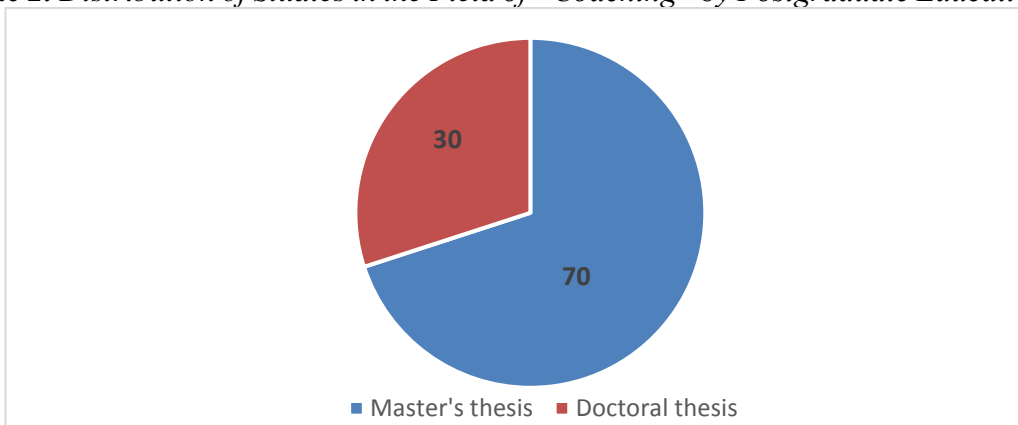
In this section, the findings of the postgraduate theses conducted in the coaching field in Turkey between the years 1999-2020 are included.

Graphic 1. *Data on the Year of Publication of Theses in the Field of “Coaching”*



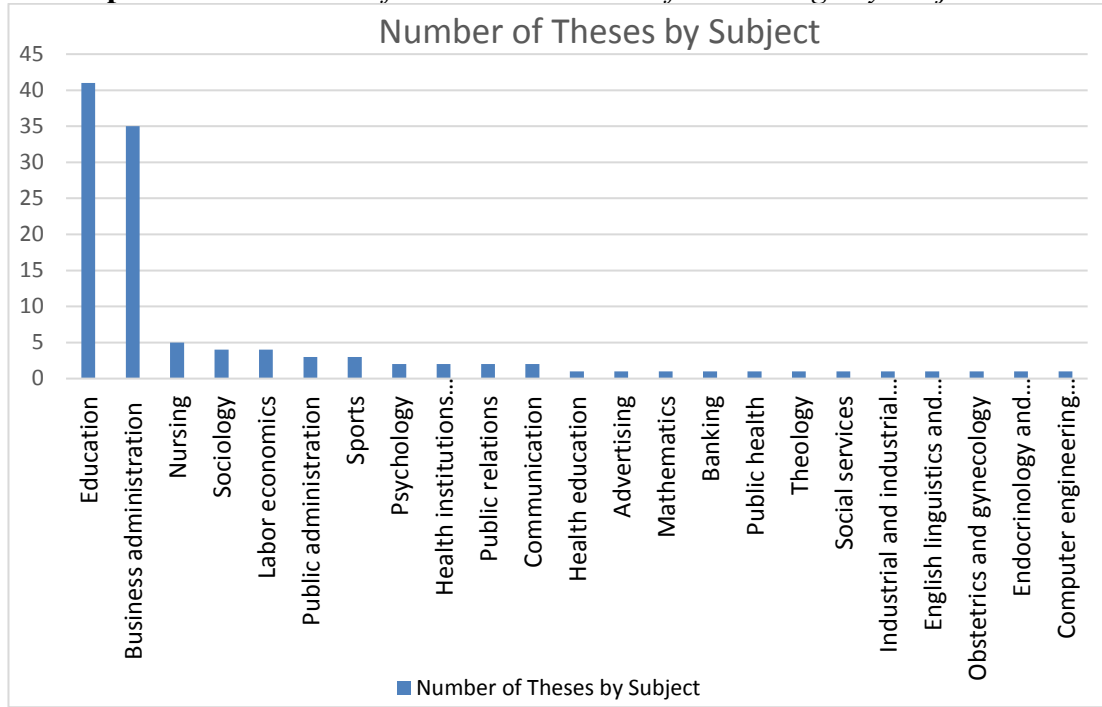
Graphic 1 shows the number of theses conducted between 1999-2020 on “coaching” in Turkey. Between these years, a total of 100 postgraduate studies were conducted in the coaching field. When the graphic is examined, it is seen that the thesis about coaching was first conducted in 1999 in two different studies. While only one thesis was conducted in 2000, it is seen that no thesis studies on this subject were conducted in 2001, 2003 and 2006. The fact that coaching is still a new field in Turkey is thought to be directly proportional to the small number of theses conducted at the beginning and changing the number of thesis studies in the field from year to year. Although the inconsistency in the sequence of postgraduate studies continued until 2007, theses on coaching were conducted each year from 2007 to 2020. From this point of view, it can be said that academic activities in the coaching field have increased in recent years. In particular, the fact that 11 studies were conducted in 2018 and 21 studies in 2019 reveals the rapid rise of coaching studies in the academic field. Although there was a decrease in 2020 compared to 2019, a total of 8 academic studies and theses were conducted and they contributed to the field.

Graphic 2. *Distribution of Studies in the Field of “Coaching” by Postgraduate Education Level*



When the data in Graphic 2 is examined, it is seen that 70% of the postgraduate studies in the coaching field are master’s theses. 30 of the 100 theses studied as doctoral theses. From this point of view, it can be said that the coaching field is mostly studied in master’s theses.

Graphic 3. *Distribution of Theses in the Field of “Coaching” by Subject*



Graphic 3 shows the distribution of postgraduate studies on coaching by subject. When the data is examined, it can be said that the most frequently studied subject is education, and a total of 41 postgraduate studies have been conducted on this subject. Although postgraduate studies on coaching started in 1999, thesis studies on education were first undertaken in 2007. The most studied thesis topic in coaching has been business administration following education. A total of 35 theses on the subject of business administration have been conducted. Considering that the main purpose of coaching is performance improvement and guiding towards the target, the fact that the most studied subject is education and business administration supports the result in the data. In Turkey, thesis studies on coaching have been conducted on nursing, sociology, theology, and mathematics. However, the number of thesis studies in these fields has not been as many as those in the fields of education and business administration. It can be thought that the diversity of the thesis topics is since coaching is a method that can be applied in many different fields. A total of 23 different postgraduate theses on coaching were conducted in 22 years. Based on this result, the thesis studies on coaching are expected to be carried out in different fields in the upcoming period.

Table 1. *Distribution of Theses in the Field of “Coaching” by Universities*

University	f
Anadolu University	10
Marmara University	9
Gazi University	6
Sakarya University	5
Çanakkale On sekiz Mart University	5
Bahçeşehir University	4

Dokuz Eylül University	4
İstanbul Aydın University	4
Ankara University	3
Middle East Technical University	3
Pamukkale University	3
Yeditepe University	3
Afyon Kocatepe University	3
Beykent University	2
Ege University	2
Hacettepe University	2
İstanbul University	2
Muğla Sıtkı Koçman University	2
Akdeniz University	1
Altınbaş University	1
Atatürk University	1
Atılım University	1
Balıkesir University	1
Bartın University	1
Boğaziçi University	1
Çukurova University	1
Dumlupınar University	1
Fırat University	1
Gaziantep University	1
Gebze High Technology Institute	1
Haliç University	1
İstanbul Şehir University	1
İstanbul Technical University	1
İstanbul Okan University	1
İzmir Kâtip Çelebi University	1
Kırşehir Ahi Evran University	1
Kocaeli University	1

Maltepe University	1
Necmettin Erbakan University	1
Niğde University	1
Health Sciences University	1
Selçuk University	1
Trakya University	1
Ufuk University	1
Uludağ University	1
Yıldız Technical University	1
Total	100

When looking at the data given in Table 1, it is seen that the thesis study on coaching is mostly conducted at Anadolu University and corresponds to 10% of the total number of theses. After Anadolu University, the university with the highest number of theses on coaching is Marmara University, with nine theses. After the 16 universities that followed them, one thesis study on coaching was conducted at the universities listed in the table. The list includes 46 universities. Thus, it can be said that only 46 universities have thesis studies on coaching in Turkey, and any thesis studies on coaching have not been conducted at universities other than these 46 universities.

Discussion and Result

In this study, the postgraduate education theses on coaching conducted in Turkey between the years 1999-2020 have been analyzed. When the distribution of 100 postgraduate theses in the coaching field is examined within the scope of the study, it is seen that there was an inconsistency between 1999, when the first thesis was conducted, and 2007. During these dates, any thesis study was conducted for three years at intervals, but after 2007, it was observed that the thesis studies were conducted, although they were at different rates. The reason for this is thought that coaching practices were not yet widespread at that time. The concept of coaching was seen as a profession in Turkey between the years 1995-2000. In the service sector, it was introduced in 2000 by a small number of coaches (Oruç, 2019). Therefore, the number of postgraduate thesis studies on coaching is expected to be lower until it gained an official status in 2009 (Özdemir vd., 2016; Ocak, 2020). However, in 2019, most theses were conducted in the coaching field, with 21 theses. The postgraduate thesis studies on coaching have been increased since 2013. The reason could be because Vocational Qualifications Authority (MYK) officially recognized the concept of "coaching" in 2013 (cited from myk.gov.tr, Toker and Kılıç, 2019). In other words, it is thought that the reason for the increase in thesis studies on coaching, especially since 2013, is because the concept has become more official and has the opportunity to take more place in life.

The fact that 70% of the theses examined within the scope of the study are master's theses shows that the rate of doctoral theses in the studies in the data repository is quite a few. It is thought that the reason for this is the fact that the number of doctoral graduates in Turkey is less than the number of master graduates. Günay (2018) stated in his study that the number of people who graduated from the master's education level is more than the number of people

who graduated from the doctoral level in 17 years in Turkey. Therefore, the fact that the number of master's theses is higher than the number of doctoral theses is seen as normal. This is also valid for the theses conducted in the coaching field. The fact that the number of master's theses on coaching is 40% more than the number of doctoral theses is thought to be related to this situation.

As a result of the research, it was determined that the most studied subject in 100 postgraduate thesis studies was education. Recently, there has been an increased emphasis on coaching practices in education across many countries, including the UK, USA, and Australia. The approach that coaching practices are beneficial in supporting students, teachers, and administrators has been adopted (Nieuwerburgh, 2012). While coaching practices are performed in different fields in our country, it can be said that coaching in education has gained more importance in recent years. One of the factors affecting this situation is the fact that the Ministry of National Education issued a circular in the 2011-2012 academic year, which requested that teachers working at middle schools and secondary schools (high schools) should perform coaching (Çam Tosun and Bayram, 2017). In the previous period, student coaching was conducted by psychologists, and this important task was attributed to teachers with this circular letter. In this case, it is inevitable to be tended towards an education-based approach in coaching practices. The development in coaching practices has led to a need to conduct more studies in this field. As a result, witnessing the increasing number of graduate thesis studies on coaching in the educational area has become inevitable. When the postgraduate theses studies that were conducted in the field of education are examined, it is seen that these studies focus on the subjects such as school administrators' coaching level, teachers' coaching skill level, and the effect of coaching practices on student success. Thus, as a result, the number of studies in education has started to escalate as of 2011. While 41 of the 100 studies in the coaching field are in the field of education and training, the second most studied subject is business administration, with 35 thesis studies. The coaching practices in Turkey started in the management field. Specifically, as the concepts such as total quality in management, leadership, and group work gain attention, the importance given to coaching practices has increased (Karabacak, 2010). The studying of 21 subjects other than these two subjects is only five theses. The attribution of coaching duties to teachers and administrators, and the fact that coaching practices are more common and crucial in these areas, have allowed these two areas to be studied primarily in theses.

It has been determined that a postgraduate thesis study in the coaching field was conducted in 46 different universities in Turkey between the years 1999 and 2020. The university where most studies were conducted in this field was Anadolu University. When the studies that were conducted at Anadolu University in the field of coaching are examined, it is seen that 5 out of 10 theses were carried out under the consultancy of Elif Tekin İftar. Most of the studies on coaching performed at Anadolu University could be due to the research areas of thesis consultants because it is believed that the thesis advisors play a crucial role in the development of theses (İşıksoluğu, 1994). Previous research studies show that thesis advisors tend to encourage their graduate students to do studies related to their research areas and, therefore, have an important influence on determining the thesis research topic (İpek Akbulut vd., 2013). Therefore, thesis advisors interested in coaching may have affected the distribution of graduate thesis studies conducted at Universities in Turkey.

Apart from Anadolu University, various studies have been conducted in different universities related to the coaching field. It is seen that one postgraduate thesis study has been conducted in each 28 of 46 universities where the theses were conducted in the coaching field. This situation could be related to the low tendencies of the faculty members towards the subject. As a result, it can be concluded that the interest in the field of coaching is not common in academic thesis studies in Turkey. However, when we look at the practices and studies in the

world and Turkey, it can be stated that change is expected in this situation. It is foreseen that the increasing prevalence of coaching will also be reflected in academic studies. According to Tiryaki (2015), coaching skills will be set as a standard expected from managers in the next ten years. As skills such as time and budget management are a natural expectation, coaching skills such as team management will become such a basic expectation.

Suggestions

In conclusion, this study aimed to examine the postgraduate education theses conducted between the years 1999-2020. Based on the results of the study, the following suggestions can be offered:

- It appears that master's students have more interest in coaching than doctoral students. Coaching is an essential component in education, deserving to be inspected and analyzed extensively. Therefore, this study suggests that more research studies should be conducted on coaching in different contexts.
- While many of theses conducted are on education and business administration, the number of theses on other subjects is very few. Conducting a thesis on the coaching field in different topics will ensure that the coaching field is supported by academic data.
- Thesis studies in the coaching field comprise 46 universities in total. If the relevant field studies are conducted in different universities, the scope of the research will expand, and this will bring new perspectives to the literature.

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An Evaluation on The Problem of Digital Addiction in Youth

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ABSTRACT

There are approximately 65.8 million internet users, 60 million social media, and 77 million mobile users in Turkey. The usage time of digital media connected to the Internet is increasing gradually. According to the research, the time that young people use these channels during the Covid-19 pandemic period has doubled. Some young people who use digital media can neglect their responsibilities and develop wrong attitudes and behaviors in online environments. As a result of this, material and moral damage may also occur. For this reason, strategies should be determined on the correct, limited, and beneficial use of online and offline digital environments. The purpose of this article is to explain the causes of digital addiction caused by excessive use of digital media, the risks it poses to young people, and some precautions that can be taken by examining previous studies. The study is a compilation study. First of all, by scanning the literature, it is focused on what are the inevitable situations of digital addiction in digital environments. The causes of addiction along with problematic internet use are discussed. In addition to making life easier, digital media also provides information about the negative effects of academic failure, loss of self-esteem, stress, depression, and anxiety on young people. Then, intervention studies aimed at preventing, protecting against, and getting rid of digital addiction are mentioned, which support the limited, useful, and productive use of digital media, and also support digital addiction prevention. It is thought that this study will be a study that will be applied to those who serve in the field such as teachers, sociologists, psychologists, media, marketing, and engineers who research useful, limited, productive use of digital platforms, especially to academics who research digital addiction.

Key Words: Digital addiction, youth, game, intervention

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Introduction

Throughout history, there are periods such as the development of agriculture, the invention of the wheel, the discovery of technology, and the Internet, which restructured the development of mankind. Human life, which changes individually and socially with technology, is pregnant with greater developments with the digital revolution. With this change, some devices become indispensable in our lives, while excessive use of devices such as computers, mobile phones, tablets, or televisions, which are especially used a lot, can negatively affect the lives of individuals. Even more interesting is that as a result of excessive use of digital media, addictions such as internet addiction, technology addiction, and mobile phone addiction occur, and every day new behavioral addictions such as social media addiction, Netflix addiction, Nomophobia, and Fomo are added to the literature.

The Covid-19 pandemic, which started in Wuhan, China in late 2019, has played a major role in changing habits at the same time as threatening the health and life of humanity. As with pandemics throughout history, it is known that the Covid-19 pandemic caused deaths, economic activities such as industry, agriculture to stop or slow down, and everyday life to be disrupted. To protect against the pandemic, individuals living in social isolation are using digital environments connected to the Internet more and more. In particular, during the pandemic period, education, work, entertainment, gaming, communication and interaction in digital environments connected to the Internet increase the behavioral addictions that develop due to these environments. Although their names are different, the causes, consequences, and solutions of digital addictions that develop in digital environments are usually similar to each other.

What is the predisposition of young people to digital addictions? How does digital addiction develop? What should be done to combat and protect digital addictions? What steps would be useful to take for young people who are the architects of the future to use digital platforms in a useful, productive, and limited way?

This study is a compilation study that seeks answers to these and similar questions by conducting a literature review. In the study, books and articles written primarily on the problem of digital addiction in young people were examined. After the studies on the problem of digital addiction in young people, digitalization, digital addiction, young people, and practices that keep young people in digital environments for a long time, the causes and consequences of digital addiction were focused on. Then, what has been done to solve the problem of digital addiction, what steps have been taken, digital environments are limited and studies aimed at using them productively that are beneficial to humanity have been examined. In this study, information about preventing and protecting against digital addiction, which is seen as a problem in the digitalizing world, is included. In addition, a review is also being made about the studies conducted on whether awareness training and activities that are an intervention for preventing digital addiction, and protecting against addiction contribute to awareness, awareness, and guiding an individual's life. It is thought that many people, including psychologists, sociologists, guidance counselors, teachers, and families, especially academics who are looking for solution to digital addiction, will benefit from this study.

Method

Children and young people use digital platforms a lot for many reasons, especially for education, entertainment, sports, and leisure activities. Along with digitalization, digital and online media are the new address of many preoccupations about life. This brings with it all kinds of threat that may occur online. In virtual environments, which are vulnerable environments, children and young people are a risk group because they do not take enough

security measures. Excessive use of digital platforms due to necessity can open the door to addiction. The risk of internet addiction is thought to be approximately 28.5%, while the Dec internet use rate varies between 17.4% and 26.4% in young people. It is found that the risk of Internet addiction is higher in middle school students with 30.07% (Bağatarhan, & Siyez, 2017, s.245).

Excessive use of digital platforms can cause young people to disrupt even activities that are important for their development, such as studying, self-education, playing sports, eating, and sleeping. In this study, identifying the problem of digital addiction and revealing the existing solutions has a very important place in terms of examining many related units such as family, children, youth, education, media, economy, and marketing. Increasing such studies and publications will also lay the groundwork for better and more productive studies. The study started with the examination of books, postgraduate theses, and articles written so far. During the study, theses other than printed books were accessed online from the National Dissertation Center, and articles were also accessed via Dergipark and google Academic. The sources reached are much more than the 67 sources given in the bibliography of the compiled research. Read the research obtained and analyzed after digitization, youth, touched on the issues of digital dependency after the digital addiction of the individual, social (family, friends), technical (social media, gaming, and online compilation about platform reviewed. Then, focusing on the recommendations of intervention studies conducted on ways to prevent, prevent and get rid of digital addiction, what needs to be done in this regard was discussed. This study is an original review.

Digitization

The concept of digital is the expression of data in an electronic environment by digitizing it with the help of electronic tools (Demircioğlu, 2016, s. 593). After the discovery of computers and digital technology, the acquisition, accumulation, and preservation of information have become both easier and have acquired a different character from traditional methods (Kıvanç, 2019, s. 92-93). Nowadays, it is both very easy and very important to access, transfer, control, and protect information about everything in digital environments. The content presented in digital environments provides individuals with information, persuasion, decision, acceptance, and approval stages quickly (Yengin, 2019, s. 137).

The founders of Internet-connected digital environments are trying to extend people's stay in these environments both by creating alternative applications continuously according to the wishes, expectations, and character of each person and by the system they have created in Silicon Valley. In addition, because they have designed these media to manage, direct and use the masses as an economic Sunday, they manage to reach the masses from the individual to the society, from the society with a special language that will serve this purpose. In these networks, the function of liking in body language, which is very important for humans, is used excessively and feelings of satisfaction are fed by algorithms (Aycanoğlu, 2017, s. 27; Türkyılmaz, 2015, s. 268). In social media environments, people are both the promoters of the content they produce and the consumers of the products they promote, by being guided by algorithms without being aware of it (Canbek, 2020, s. 3).

The effect, color, image, depth perception, movement, proximity, sincerity, curiosity, interest used in social media and mobile game applications, one of the most used platforms of the virtual world, has been used for a long time by keeping it constantly alive, and It's getting harder to leave these places (Sayar, 2019, s. 204). Individuals who use these media for a while can free up their time not only in their spare time, but also to stay in these environments. Online platforms that enter human life with technology are exploiting televisions in a more dangerous way than the siege of human time. The founders of these environments aim to attract the attention of individuals using virtual environments to the advertised products and

services. This is how capitalism is gaining strength in the virtual world (Yengin, 2019, s. 137). The innocent-looking leisure-filling tool of traditional media now comes across as digital leisure. The innocent-looking leisure-filling tool of traditional media now comes across as digital leisure. In addition to performing their daily activities in digital environments, individuals spend a very long time on pages that are entered on innocent grounds and clicked by saying “let me just look for five minutes. In digital environments, every moment of individuals is tracked with algorithms defined as footprints and the use of the individual in these media is guided by algorithms. Moreover, McLuhan claims that this technology replaces the central nervous system, which provides information by managing human perception (Yengin, 2019, s. 134; Sayar & Yalaz, 2019, s. 175). There are over 100 billion clicks per day on the Internet. In this system, the operation performed by the machine depending on the clicks is expected to exceed the processing capacity of all humanity in 2040. In addition, McLuhan thinks that technology will invade the inner world of people by penetrating every waking moment and people will look for a place to hide from technology (Yengin, 2019, s. 136).

According to Baudrillard, “real” is reproduced by technology and machines. In digital environments, which have a fast and fluid interface, many things related to social, political, cultural, and economic life, in short, can be simulated (fictional) and shown as real. Some people can produce personalities that they do not have in real life as they wish and present themselves as a different person on the internet. In addition to the fact that truth is mixed with forgery with such behavior, individuals who assume this fake identity can also be double-person and unreliable individuals (Karaduman & Acıyan, 2020, s. 455-458). Sim Parker, one of the founders of social media, expresses that the dopamine secretion secreted for the likes that social media users receive on a share is sufficient for addiction. Explained that this system, which was established to be socially approved or to receive feedback, is hacking a vulnerability. In addition, social media applications are designed as applications aimed at consciously consuming the maximum amount of human time and attention, and he also made statements that it is aimed to manipulate individuals with these devices (Sayar & Yalaz, 2019, s. 115).

Today, the digital world gives direction not only to individuals but also to history. The view put forward by Innis that “those who have the means of communication dominate the world” is seen in media environments connected to the Internet. Globalization, which starts with technology and accelerates with digital, shows that the dynamics of society will change (Kaya-Erdem & Kemiksiz, 2019, s. 322). This shows that McLuhan's "Global Village" discourse is justified. (Tiryaki, 2015, s. 100; Babacan, 2016, s. 58). There is such a problem as the invasion of world cultures by both traditional and new media and cultural industries. These developments, on the one hand, threaten local cultures and their values, and on the other hand, create new hybrid cultures (Çaycı & Karagülle, 2016). In addition to all these, a digital divide is created for those who cannot access digital environments in education, economy, business, and social life in social and global terms due to economic and political problems (Öztürk, 2002, s. 2). While technology creates a global culture on social media, real communities are declining and virtual societies are rising (Babacan, 2016, s. 65). In this context, all the structures related to life in the established new world order continue to be presented to people in the digital environment (Sucu, 2020, s. 565).

On online platforms, people are easily seen and monitored with their own digital identities. Is the digital world a transparent prison (Yengin, 2019, s. 143) or is it a Truman Show? (Yiğit, 2009, s. 262). Digital environments connected to the Internet; A digital interaction, hypertext model, being connected to the network and virtual, as well as being timeless and spatial, can capture the individual very easily. To understand whether an individual is in this captivity, he needs to look at the duration of use and constantly monitor

himself (Yengin, 2019, s. 137).

Youth

Addiction to digital environments seen in individuals of all ages is more common in young people and children, this prevents them from focusing on their personalities, planning their future, and training and activities that will raise them. Experts classify generations as X, Y, Z, and Alpha, taking into account the differences between generations with technology. Of these, the Y, Z, and Alpha generations, which have high compliance with technology, are also called the Millennium generation in general. Generation Z has been growing up in the internet and interactive digital environments since infancy, while generation Alpha is the generation that encounters mobile devices and technologies when they open their eyes to the world (Ertemel & Aydın, 2018, s. 669). Considering that 95% of young people, regardless of gender, adapt to digital gaming culture like all other digital environments, the impact of digitalization will be better understood (Bozkurt & Genç-Kumtepe, s.2). The next generation, also defined as the digital generation, can perceive digital environments as extreme needs such as air and water. Since the dates each society meets with the digital environment are different, the boundaries between generations are determined by the phases of that society with digital media (Kuyucu, 2014, s.63; Tuğyam-İlhan, 2018, s. 40).

The life of the new generation, which is highly compatible with digital, is shaped in a virtual environment that is individual in every sense and cares about the image excessively. With digitalization and the internet, similar generational characteristics are seen in most parts of the world and societies are becoming uniform (Kaya-Erdem & Kemiksiz, 2019, s. 318; Twenge, 2013). This new generation can do most of the activities such as shopping, having fun, having a discussion, being intellectual, playing games, flirting, and sharing emotionally in a virtual environment (Kaya & Kemiksiz, 2019, s. 319). In addition, gets bored with everything quickly, constantly wants to make changes, and can switch between platforms such as computers, television, tablet, smartphone, or game console twenty-seven times in an hour, reads a text randomly, plays games instead of doing serious studies prefers to communicate his needs through messages rather than talking to people. Even approximately 65% of young people use their smartphones without leaving their smartphones at home. It is predicted that addiction related to digital environments connected to the Internet will have more destructive and permanent effects on the individual and social sense in children and young people (Eşgi, 2013, s. 183-190).

In the studies conducted, it is seen that the use of digital environments has increased due to situations such as social isolation, staying at home, curiosity, fear, boredom, and uncertainty experienced due to the Covid-19 pandemic (Dikmen, 2021, s. 34).

The Digital Dimension of Addiction and Youth-Bağımlılığın Dijital Boyutu ve Gençler

“Bağımlılık özelemlerin öyküsüdür” (Rickmers).

Addiction is a state of cognitive, emotional and behavioral attachment in which a person obsessively, and uncontrollably engages with him in the action he performs or on the object he uses (Cengiz & Peker & Demiralp, 2020, s. 23). Addiction affects the individual's mental state, especially the environment in which he is connected with the political, economic, cultural, and other systems in which he is in, and the people with whom he has a close relationship. "Internet Addiction" is the fact when an individual loses control while using the Internet and uses digital environments connected to the Internet in a way that negatively affects his daily life, such as in impulse control disorder. and this is the inability to stop using (Tarhan & Nurmedov, 2017, s. 29). Among the digital addictions that develop in environments connected to the Internet, game addiction develops in online and offline

environments, while many others develop only in online environments. The first step that starts this addiction is that the emotions such as interest, curiosity, fear, and love, which occur in the inner world of the individual in digital environments, reach an uncontrolled level. For example, if a person looks at the notifications on the phone as soon as he opens his eyes in the morning if he is depressed when he stays away from the agenda, Fomo if he checks his phone frequently and constantly checks the notifications and cannot stay away from his phone in any way, Nomophobia, if he cannot be in the environment without internet, he may have Netlessphobia (Demircan-Uza, 2019, s. 35- 43; Özden, 2019, s. 19; Sayar & Yalaz, 2019, s. 127, ; Yengin, 2019, s. 139).

Individuals overuse devices such as the Internet, mobile phones, tablets, and computers for justifiable reasons such as education, work, and management. It is not correct to describe such mandatory use as an addiction. To talk about addiction, the duration of using the digital environment and the number of contacts with the phone are important, as well as the emotional connection and feeling of deprivation experienced with the digital environment. (Yengin, 2019, s.140). Therefore, the diagnosis and type of addiction vary depending on the platform and emotional state that the individual uses with intensity. Many people who show an addiction pattern related to digital-related activities do not realize that they are addicted, nor do they accept it. At the same time, many users are also uncomfortable with using their mobile phones and social media, which they use to a degree of addiction because it takes up a lot of their time and causes some negativity in their lives (Tutgun-Ünal, 2015, s. 1).

Turkey ranks 16th in the list of the longest daily time spent on the Internet worldwide. According to 2021, We Are Social report, the number of Internet users in Turkey is 65.8 million. This accounts for 77.7% of the population of Turkey. with 60 million social media users, 70.8% of the population uses social media channels. 97.7% of the population in Turkey uses mobile phones. Daily, Internet users spend an average of 7 hours and 57 minutes a day on the Internet in Turkey. It has been found that the average time spent online on mobile devices is 4 hours. It has been determined that about 3 hours of this time is devoted to social media, the average listening time to online music is 1.5 hours, and the game playing time on the game console is close to 1 hour (We-Are-Social-2021).

The internet industry requires all individuals from seven to seventy to stay connected to the Internet. The reason why you cannot stay away from digital environments even for a few minutes. This is the feeling of relaxation, happiness, and pleasure with the emotions experienced in the media and the anxiety felt when separated. (Sayar & Yalaz, 2019, s. 212).

Excessive use of digital media connected to the Internet has a psychological and biological impact on the individual; heart rhythm disturbance, dry eye, migraine, insomnia (Yengin, 2019, s. 139), posture disorders due to standing still can occur in various problems such as lumbar-neck hernia, aggression, aggression, rapid boredom, introversion, anti-social personality and anxiety disorder. In addition, attention deficit, learning disorders and decreased academic achievement also have a negative effect on mental health (Ertemel & Aydın, 2018, s. 670).

Causes of Digital Addiction in Young People

Nowadays, young people spend most of their time on the screen, the Internet, and at the beginning of the game. Even when they are at school, with friends, or while they are busy with another job, they think about the notifications coming from the internet, playing games, and social media. A Facebook-specific study found that excessive use of Facebook can cause academic failure, make people lonely, and the level of dependence on this social network also increases as the duration of being online on Facebook increases (Türkyılmaz, 2015, s. 268). In the studies conducted, it is seen that some young people cannot Decisively establish the connection between virtual and real in internet-connected environments and are not aware that

the virtual world is an extension of real life (Sayar & Yalaz, 2019, s. 11). In this context, it is very important how much time young people spend on these communication tools, which pages they enter, and the way they use them.

Individual Factors

Although the use of digital environments varies from society to society, from culture to culture, from individual to individual, psychological satisfaction lies at the heart (Babacan, 2016, s. 177-182). Especially in the most widely used social media environments within digital environments, the desired profile of the person, since it allows him to present the aspects he wants to highlight as he wishes, the individual can feel psychological satisfaction in the shares he makes (Tiryaki, 2015, s.23).

In an experiment with birds; In an assembly created for a pigeon in a box, the pigeon must peck a button to take the bait. The pigeon was fed randomly at the beginning and then fed every time the button was pressed. So instead of just pressing the button until it was full, the pigeon started pressing the button for much more feed than it needed, wondering if it would be rewarded again. In these and similar experiments, it is observed that as a result of the constant vigilance of the reward region in the brain, the expectation of a greater reward is formed. This, in turn, turns the repetitive routine in behavior into an endless cycle of habits (Ertemel & Aydın, 2018, s. 666). Companies that produce digital environments connect the human brain to themselves with the algorithms they create and provide an insatiable use by curiously triggering the inner world of the individual. Especially in social media environments, individuals are wondering who sees and comments on their shares after sharing or commenting. With curiosity, frequent shares, and comments are looked at, and notifications are followed. Looking at incoming notifications causes you to receive more notifications and stay on the network more. The process that starts with innocent reasons such as finding friends, following them, getting information, and spending time can turn into a habit first and then into addiction without realizing it. Interaction on social media and the continuity of streaming on the screen keep users in a loop (Ertemel & Aydın, 2018, s. 667). Every sharing made in online environments, every sentence searched in the search engine is recorded, and every second spent is given from the person's capital. Every sharing made in online environments, every sentence searched in the search engine is recorded, and every second spent is given from the person's capital. (Sayar & Yalaz, 2019, s. 237).

Everyone who uses these channels is waiting for algorithms to serve him, whether he shares or not. Algorithms make an individual stand out as they share or browse online pages. If an individual starts neglecting to share, he begins to disappear into the Internet like someone who disappears into the depths of space. In this way, he continues to stay online as a volunteer member of the virtual competition with the games he plays in the hope of producing or winning content by experiencing the feelings of being popular and discredited on social media (Sayar & Yalaz, 2019, s. 176).

Individuals can get likes from their social media accounts, get appreciated, prove themselves to a group or feel like they belong, etc. they can show themselves as very different, extravagant, knowledgeable, cultured, rich, beautiful handsome with needs and experience virtual satisfaction. Bauman refers to this change as a personal presentation culture, stating that social networks have become a fair of souls. The mentality of “publish yourself”, and “I am seen therefore I am” create a new generation of narcissists (Öz, 2018, s. 47). The American Psychological Association recognizes that self-attraction is a mental disorder. Narcissistic injury and depressive symptoms can be observed when a person does not reach the targeted popularity on social media (Sayar, 2019 s.170). However, to be visible is also to afford to be supervised by more eyes (Karabıyık-Barbarasöğlü, 2020).

In research, people with psychosocial problems such as loneliness and depression

consider themselves socially inadequate, it seems that they use these environments excessively and compulsively because being social on the internet is more risk-free and they can express themselves more easily. Excessive use increases the feeling of loneliness instead of solving the problem of loneliness (Tiryaki, 2015, s. 166).

Teenagers in adolescence may be unhappy due to the effect of identity search and they are at risk of digital addiction in the internet environments that they use more to eliminate this unhappiness. Chat rooms, news and magazine accounts and games play an important role in this addiction. A study conducted on students found that depression levels were higher in girls than in boys, and boys were at greater risk of internet addiction. On the Internet, boys often watch videos, play games and chat, while girls watch videos, surf and chat. Especially as a result of excessive use of digital media by young people in adolescence who are preparing for exams, their education is negatively affected and excessive use of digital prevents them from achieving their goals (Anlayışlı & Serin, 2019, s. 762-764). According to a study conducted on the level of success, it was found that those who enrolled in the course with smart devices had a low level of success by 11% compared to those who took notes by listening to the course classically. An effective solution is to leave social media and the phone while studying, reading a book, watching a movie, spending special moments with family or friends to experience the present moment and focus attention (Sayar & Yalaz, 2019, s. 102).

The problem of trust, which governs the risks and tensions of modern life, is increasing with the complexity of social media. As trust is essential for social life, it is formed in an environment of trust in new experiences and opportunities (Babacan, 2016, s. 111). In a study conducted in the USA, it is emphasized that some children who use the digital environment a lot cannot do many activities that require self-confidence, including obtaining a driver's license and lose their sense of trust in society (The Social Dilemma, Netflix, erişim tarihi:2.10.2021/ saat:08:30).

Family and Friend Environments

The family is the basic building block of society in which an individual experiences the first learning and experiences since humanity has existed, prepares for life, and continues his life. As the foundations of the individual being a free and self-confident solid personality have been laid in the family, the family is of indispensable importance in digital addictions as well as in all addictions. The education started in the family continues in the child's school, course and all social environments. The Covid-19 pandemic and the uncertain situation it brings with it have increased the importance of the family. The anxious situation during the pandemic process negatively affects the dynamics of children to stand up safely. Many young people are moving away from the meaning and purpose of life, thinking like 'we don't need to study anymore, we're going to die. In this way, for reasons such as mood disorders, mobile gaming uses virtual environments such as social media excessively (Kırmızıgül, 2020, s. 286-287). At an important stage of their development, parents have great responsibilities regarding the pages they enter on the Internet, the platforms they use, mobile game habits, and useful content for young people who are at an important stage of their development (Yiğit & Günüş, 2020, s. 146-162).

Friends are very important in their teenage years, and teenagers often acquire new behaviors with friends. All digital addictions connected to the Internet can cause addiction due to the ability to play together for hours and stay in touch. Teenagers are ready to spend hours on the screen to have the strongest character in the sandbox game, to become the most popular person on social media. In this context, it is the duty of educators and policymakers, especially families, to create physical games, trips, and friend environments for young people to balance between real-life and virtual life (Sayar & Yalaz, 2019, s. 391).

Virtual Environments: Gaming and Shopping

The fact that almost all kinds of real-life activities can be carried out in digital environments connected to the Internet increases the usage time. According to a study, it was found that 40% of teenagers and 21% of adults use their mobile phones even in the toilet (Doğan-Keskin, 2019, s.30). It is a great convenience for a person to make purchases from where they are sitting. Companies can influence the consumer with versatile digital advertising methods to increase consumption whether people need it or not, and it can ensure the continuity of consumption. Individuals exposed to advertising in the first place “do I need it? “What, in what quantity, where, and how should I buy it?” in fact, when looking for answers to questions such as " can often also be convinced to buy (Karatay, 2018, s. 44-45).

The game, which has an important place in the daily activities of young people, is also being carried to these media along with digitalization. Every teenager who spends time playing games in the virtual world, and not in real life, is a volunteer employee of the gaming and entertainment industry (Cengiz v.d, 2020, s. 30). Teenagers get into a simulation with a virtual game (Karaduman & Acıyan, 2020, s. 459). Entertainment industry young people can connect them to the screen by taking their most productive time with a computer, tablet, smartphone, or game console. Individuals whose feelings of excitement, competition, and anger remain alive as they play can go into the addiction process without being aware of it. (Karaduman & Acıyan, 2020, s. 464; Yalçın-Irmak & Erdoğan, 2016, s. 129).

Digital gaming is an individual's addiction, excessive play despite experiencing social and emotional problems, and the individual's mind is busy with the game (Ögel, 2012, s. 51-52). In countries such as Japan, South Korea, the USA, Malaysia, and China, the rate of digital addiction is very high in young people. According to a study conducted in South Korea, 2.4% of individuals aged 9 to 39 years (about 546 thousand) Dec treatment for Internet addiction (Aydoğan, 2017, s. 105-107). According to 2019 data, 2.5 billion people in the world, that is, about one in every three people, play digital games (Küçük & Çakır, 2020, s. 135). The age range with the highest computer and internet usage rates in Turkey is the 16-24 age group. These rates are higher in men of all age groups ([www//tuik.gov.tr](http://www.tuik.gov.tr)). Especially those who receive their income from children and young users (Aydoğan, 2017, s. 105) the digital game Dec is among the fastest-growing sectors in the world. In some games, especially the presentation of the female body through advertisements and other pornographic posts, it can negatively affect both the psychology of the user and the perspective of individuals toward women. (Yücel & Şan, 2018, s. 92).

Digital games, it is criticized that it deters children from physical game culture, expose children to various stimuli, draw children to an isolated life away from society, does not reflect real life (Göldağ, 2018, s.1289). However, children's excesses in playing digital games can be overcome by family communication. In a study conducted on children whose parents are particularly concerned, in the comparison of children whose game content and duration were followed with children who were not followed; It is seen that the level of addiction is high in children who were not followed (Göldağ, 2018, s.1304). It has been found that digital addiction or problematic use has decreased in young people who have increased social support around them, such as family, friends, and teachers (Nergiz Fidan-Nergiz, 2021, s. 62).

The vast majority of digital games are based on content such as competition, ambition, violence, lust, and greed (Douglas & Gentile & Ronald-Gentile 2007, s.21) instead of being formed, they should be designed to develop curiosity, research, thinking, and bonding abilities according to the developmental levels and needs of children and should be able to contribute to their development (Alexiou & Schippers & Oshri, 2012, s.1246).

In addition, there are studies showing that games have negative aspects on children and adolescents, as well as studies showing that they are an important tool for strengthening the social aspect, increasing attention, relaxation, and individual well-being (Akbulut, 2013,

s.54).

Social Media

Nowadays, there are many social media sites with different application varieties. The content of sharing on these platforms can be anything that concerns everyday life, from clothing to decor, sports to art, education to cosmetics, food, shopping, travel, entertainment, religion and politics, psychological situations (Yılmazsoy & Kahraman, 2017, s. 9).

Young people spend more time on social media and the internet than they think, social media, when he wants to get off the Internet, he says to themselves “a little more” and extends the usage time; they couldn't stop using social media and the internet for a long time and stayed on social media more than he planned; it is observed that he cannot control the use of social media and the Internet (Babacan, 2016). Children's daily use of social media has almost doubled during the pandemic process, while on average it was three hours before the pandemic (Keskin & Özer Kaya, 2020, s. 66). This is because the life that young people are used to suddenly capsizes the obscurity continues for a long time and with their anxiety for their loved ones, it is the simultaneous development of excessive Internet use (Cengiz vd. 2020, s. 30). Although the reading rate is low in Turkey, Facebook and Twitter are ranked in the top 10 in the world and the top 5 on Instagram. That person walking, talking, and sitting on the street are following the phone in their hands, it can be seen that even people sitting next to each other on the same bank do not take their eyes off their phone instead of seeing eye to eye with the people around them (Sayar & Yalaz, 2019, s. 126).

The stance that an individual takes in social media applications shows his/her personal image, and social status, or introduces the image he/she wants to show and the social class he/she wants to belong to. For this reason, social media shares are becoming competitive (Tuğyam-İlhan, 2018, s. 52-53). Niedzwiecki asked, "why are hundreds of people from seven to seventy trying to get attention in the online world?" by asking the question, he draws attention to the culture of peeping with a new definition (Öz, 2018, s. 83-84). As the number of likes and applause increases, the stones of the path to selfishness continue to be knitted with praise, likes, comments and applause (Arğın, 2019, s. 170). In addition, the excessive internalization of social media platforms by young people and the fact that he considers the information obtained from the virtual media sufficient to achieve his personal goals is considered an important problem in the sense of obtaining false information (Yengin, 2019, s. 138). If what is written in a virtual environment is wrong, it can be seen as true by millions until it is noticed and corrected by an expert. In addition, raw and superficial information about a subject can be reached on the internet. In addition, viral news can be spread on the Internet for commercial purposes to generate significant advertising revenue from users. For example, some young people admit to creating and sharing content just to make money in favor of political leaders they don't support. To prevent this, many confirmation platforms such as "teyit.org", a member of the "International Fact-Checking Network", have been created recently (Aydın, 2020, s. 78).

Young people with goals and plans for their lives spend more measured time on social media. Some young people lag behind students who set goals and focus on their goals in terms of preparation for the lesson, doing homework and working in a planned manner. Son sınıf öğrencilerinin, diğer sınıf düzeyinde okuyan öğrencilere göre ders çalışmama (Gürültü, 2016, s. 7-45) The inability of senior students to study compared to students studying at the other grade level the high level of their behavior and the fact that they fill the time they need to devote to preparing for a number of exams that will shape their future lives with games, entertainment, communication and interaction on social media reduces their academic success (Tutgun-Ünal, 2015, s. 115).

Negative Effects of Digital Environments on Children and Young People

Children experience conflict in their inner world during adolescence and try to establish their own identities. During these periods of development, when they strive to get rid of tensions and unhappiness, the free and unchecked environments of the virtual world are very attractive to them. Even some young people can easily show themselves as a different person with fake accounts in these environments. In addition, privacy and respect are very important during the development stages of children. Nowadays, conversations conducted on social media for young people are environments where they can comfortably share or see all kinds of intimate conversations, and behaviors, including private life (Tutgun-Ünal, 2015, s. 114). S. Garfinkel (2000) "21. the century is the century of the death of privacy" he says. Mark Zuckerberg, the founder of Facebook, stated in a speech in 2010 that privacy is no longer the norm. (Öz, 2018, s. 78). The value judgments of society are changing very rapidly with the internet and the virtual world.

There is also a risk that children and young people may be deceived, abused, or involved in virtual crimes in online environments that are an unsupervised environment (Tutgun-Ünal, 2015, s. 114). Some digital games can harm children with suggestions and subconscious methods and even lead them to commit suicide. The game "Blue Whale", which caused the suicide of many children and teenagers in different countries, is known to lead its users to digital addiction, violence, self-harm and even suicide (Karaduman & Acıyan, 2020, s. 469). In Turkey, there are records that the family filed a criminal complaint saying "The Blue Whale took our son" in the suicide of a child in 2017. (Yücel&Şan, 2018, s. 93).

Along with the devastating effect of the Covid-19 pandemic on health, behavioral problems such as stress, panic, anxiety (Dönmez & Gürbüz, 2020, p. 2169), and it has been found that young people question the meaning of life, become hopeless, and worry about the future increases (Karataş, 2020, s. 15). According to some experts, children will remember the feelings they felt rather than what they learned during the crisis. During this period, young people need attention, understanding and empathy the most. (Bozkurt, 2020, s.127).

Cyberbullying is also a situation where young people are harmed. Cyberbullying is more dangerous than face-to-face peer bullying. Because an individual who is bullied in cyberbullying cannot prevent attacks related to himself in a virtual environment, even though he turns off the Internet and mobile phone (Horzum & Ayas, 2014, s.24; Baştürk-Akca & Sayımer, 2017, s. 27). While legal boundaries should be drawn on their negative sides, internet law has not yet fully protected human dignity, dignity and rights (Baştürk-Akca & Sayımer, 2017, s. 27). Besides cyber bullying faced by children and young people in online environments, they may also face risks such as cyber sex, cyber fraud, illegal criminal organizations, verbal harassment, identity theft (Soyöz Semerci, 2020, s.37).

Discussion and Result

Nowadays, when the digital revolution is rapidly settling down, the phenomenon of family, wife, and friend is changing every day, age and without boundaries in the search for happiness of a person who becomes unhappy by becoming lonely, without any ethnic and gender discrimination, alternatives that will provide useful, limited and productive use of digital environments by the younger generations have an important place. Because individuals try to be online with the perception of "you are not in the virtual, you are not in reality", what is happening on social media? Recent Tweets, retweeting tweets ... Who looked at it, who commented on it? Likes, stories, comments on Instagram, Facebook ... Digital environment, especially social media, negatively affects the reading ability of individuals. This situation leaves no doubt about the accuracy of the information it constitutes a non-in-depth reading audience.

In the literature review of the study, individuals use online and offline when using devices that they use digitally, their use time, how they feel when using it, the emotional states they experience when using it, what level of deprivation they feel after leaving digital environments, whether they buy game content while playing digital games, it is seen that there are studies conducted on whether they are subjected to bullying while they are online on social media or other platforms. However, these studies are not sufficient considering that the number and duration of people using digital media connected to the Internet are increasing every day. In order to become an informed user of digital environments, it may be useful to develop digital literacy education as well as the ability to think critically in young people. It is believed that a number of adaptation programs that will harmonize real life and online life will make a significant contribution to solving the problem (Ertemel & Aydın, 2018, s.681). Along with producing alternative activities awareness of the young people who participate in these activities what they gain after training and activities, considering issues such as the change in digital game times in detail, who plays games without being dependent on the digitalized world, a high level of self, it is also considered important to conduct studies on whether it guides the upbringing of young people who know their duties and responsibilities. Teachers, doctors, pedagogues, engineers, sports, media psychologists and sociologists on gaming addiction in the literature (Nergiz & Fidan-Nergiz, 2021, s. 59) studies are being carried out, but these studies are considered to be incomplete in terms of solutions and alternative methods. In their article, Nergiz, who examined the theses made on this topic, emphasize that he considers it a problem to limit dissertation work to certain samples and that there are psychoeducational types of studies in a very small number of dissertation studies (Nergiz & Fidan-Nergiz, 2021, s. 60). According to some studies, for example, in-game addiction, the level of addiction increases as the educational level of the family increases, in some studies, it is also found that the level of dependence decreases as the educational level of the family decreases (Nergiz & Fidan-Nergiz, 2021, s. 61). The fact that there are such contrasting have results shows that it is also important to increase the quality, quantity, and number of research. Additionally in the current research conducted on adolescents, as anxiety increases and psychology the level of dependence increases as robustness decreases therefore, studies are needed on what should be done to regulate the anxiety levels of young people and increase their psychological well-being (Nergiz & Fidan-Nergiz, 2021, s. 62). There is also an occurrence of gaming addiction in teenagers who smoke in adolescents, considering that all kinds of addictions are a threat, related to addiction is necessary to focus on permanent solutions (Nergiz & Fidan-Nergiz, 2021, s. 63). In addition, according to the findings obtained in the studies, the problematic use of digital media or encountering attention deficit, and hyperactivity disorder problems in young people, shows how important it is to take measures to protect the generations. Although the benefits of individual and group intervention programs in the fight against digital addiction have been revealed, it is also noteworthy that there is little research on these issues (Nergiz & Fidan-Nergiz, 2021, s. 64).

In the studies conducted, it is seen that addiction to digital platforms has increased, triggering many problems such as family, friends, work, education, and career, but the recommendations for dealing with this problem are very limited. Although there is an increase in cases at the clinical level and individual and social problems related to digital environments are encountered every day, studies on the limited, beneficial, and productive use of digital-connected media are insufficient. On this subject. Newport's Digital Detox, Sayar & Yalaz, (2019)'s Staying Real in a Networked Virtual World, Ögel (2020)'s Internet Addiction, Tarhan & Nurmedov's (2017)'s 'Virtual or Real Addiction Coping studies have a very important place in both understanding internet-based addictions and creating solutions. However, a general point of view is formed in these works, and while there is a general focus on game addiction and its solutions, there is not enough focus on concrete solutions. Quite a

lot of work is also being done on game addiction, especially from digital environments. However, because the games are constantly updated, the work done cannot keep up with the speed of the updated games. The Professional Manifestation of Online Transformation by Kaya Erdem, & Civan Kemiksiz (2019): A study titled "Digital Players Generation" with E-Sports Activities, League of Legends, referred to as e-sports in Turkey suggests that the players of the game can be called the "digital players generation". In a study titled Technology Dependence and Solution Suggestions in Digital Economy in Ertemel & Aydın (2018), considers it from a different perspective, suggesting that technology addiction is a natural consequence of the attention economy on which the digital ecosystem is built.

In addition to general assessments, preventive and preventive intervention studies for digital addictions or addictions that develop on online platforms are also included in the literature. In children participating in Dogan-Keskin's intervention program on game addiction, which is among the digital addictions, while there was no change in digital game motivation, internet gameplay disorder score and powers difficulties scores, The mothers of the children who participated in the experiment in the Game Addiction Intervention Program stated that there were positive changes in the social relations and communication of the children after the Game Addiction Intervention Program (Doğan-Keskin, 2019, s.145). In the psychoeducational studies of Berdibayeva and her colleagues in order to prevent digital addiction. In the psychoeducational studies of Berdibayeva, and her colleagues in order to prevent digital addiction; after training aimed at improving communication skills, increasing self-esteem and reducing anxiety, it was observed that the level of aggression that triggers digital environments in young people decreased (Berdibayeva, Garber, Ivanov, Massalimova, Kukubayeva & Berdibayev, 2016, 988). In a study conducted by Berber Çelik (2016), in order to reduce internet addiction by increasing academic motivation and effective use of time, the topics of "conscious use of the Internet, effective use of time, academic motivation, efficient study" are discussed it is known that he applied a psychoeducational program to a group of students within the scope of research and received positive results (Berber-Çelik, 2016, s. 373). In another study, students in the sample group were asked to "create a supportive group climate, understand internet addiction, to get to know their own strengths, to make positive self-assessments, to develop problem-solving skills, and to inform students about internet addiction together with the objectives of" summarizing the program assessment. In the study conducted by Shek et al. (2016), a program with the content of "cognitive, emotional, social and behavioral competence with information about the nature of addiction" was conducted in the "life education" courses. In a similar study, such as "brainstorming, creating group time for finger games, role-playing, mentoring and peer support" in order to prevent peer education and internet addiction, in which the group members are active, programs have been made in which a video has been prepared for other students to watch (Bağatarhan & Siyez, 2017, 251).

Recommendations

The issue of digital addiction is now seen as a problem that the whole world is focusing on. It is transmitted to everyone like a virus, and this transmission is not noticed at all. Awareness has been raised for the virus, as well as studies should be conducted on the impact of the Internet and digital media on children, the style of manipulation, and the fight should be developed. The fact that digital platform owners design habit-forming applications, systems, and games related to the functioning and behavior of the human brain is seen as an important reason for the increasing amount of time spent at the beginning of the screen. Comprehensive studies should be carried out by children, families, institutions, and policymakers individually to combat technology addiction.

The individual needs to monitor and regulate his/her digital use and make it a principle

not to use surpluses. In addition, whether alone or with groups of friends, virtual environments should be able to acquire new habits for conscious use by applying the correct and limited use detox (Newport, 2019, s. 75). Blending real-life with a maximum level of production use and a minimum level of consumption use according to the length of time young people use digital environments is an important parameter in the correct use process (Sayar & Yalaz, 2019, s. 391).

As the use of digital media increases, depression, obesity, and antisociality increase. For young people to make the right connection between digital life and real-life and to Decouple these two, policies containing education and guidance are required. In educational studies, social content studies are important in many areas such as personal development, awareness, and adaptation. “An hour/ a day/a week without a screen” (Ertemel, 2018, s. 681) along with special moments and special areas such as hashtag studies, short films, animation, video, seminars, conferences, books, magazines, such as printed materials such as useful and correct use will be able to spread. In particular, the security of personal information, efforts to protect personal data and determine ethical rules should be accelerated, to integrate into the digitalizing world, new policies and strategies should be developed (Bozkurt, 2020, s. 121-122).

Preparation of roadmaps with digital literacy, conducting studies for the development of digital skills, and starting the digital transformation with mental transformation, it is necessary to carry out studies in the context of social equality and social justice by paying attention to the fact that those who cannot reach digital environments equally are not left behind (Bozkurt, 2020, s. 129; Erten, 2019, s. 22).

It is thought that face-to-face communication and the socialization process are negatively affected by COVID-19. 93% of Internet users watch online videos on the Internet, and 45% spend time with vlog posts. The more time individuals spend in these environments, the more data they are exposed to. In this way, a new problem defined as digital obesity is encountered (Bayrak, 2021, s. 93). The mind performs and develops learning in the accompaniment of the five senses. In environments where the five senses are not used, the retention time of information in the mind is shortened. Therefore, a person must observe, and wonder in natural environments, and experiential learning processes with mind-developing activities. Young people will be able to be protected from digital opposite and addiction by participating in daily or weekly social activities, acquiring new habits, and doing physical exercises with programs such as (Duhigg, 2012).

The family has been continuing its duty to protect social values since ancient times. In this context, the primary roles of parents who will guide young people are to respond to the physical and emotional needs of their children. Instead of parents trying to understand the storms they are experiencing, leaving them unattended in the vast dervishes of the Internet, they should know these environments so that they can navigate safely, and guide them on the way to becoming good internet users. Every individual who does not Decently step into digital environments is a candidate to drown in the waves of the Internet. Teenagers are able to plunge fearlessly into the waves of the Internet. In this context, several studies should also be carried out outside the family environment for children of all ages to use these environments safely. The game changes when the music changes” As zeybek cannot be played in Black Sea music, alternatives should be produced in the digital age and instead of imposing previous habits on the new generation that has grown up intertwined with this digital. For this reason, studies that have been produced as an alternative to digital addiction prevention, preventive, and especially positive results have been obtained (Bağatarhan & Siyez, 2017, 252) the groundwork for new studies should be prepared by spreading it. offline digital media to useful, accurate, and productive use, increasing the motivation of young people towards their goals, especially academic motivation, gaining time management skills,

developing communication skills, increasing self-esteem and self-efficacy, reducing anxiety, positive öz değerlendirmeyi geliştirme, and In addition to improving problem-solving skills, information on different types of addiction, symptoms, consequences of addiction and how to stay away from addiction, it is understood that there is a focus on a large number of themes, such as developing interpersonal skills by noticing peer influences (Bağatarhan & Siyez, 2017, 253).

Programs designed to protect against digital addiction, prevent While the studies conducted found that the reasons such as the search for identity, the desire to get rid of depression, and the feeling of loneliness experienced by young people during adolescence pushed them to overuse digital environments, solving these problems shows that there is a need for programs that will replace the use of non-necessary digital platforms. Although studies aimed at preventing addiction without it are very important, they are not enough (Bağatarhan & Siyez, 2017, 256).

Young people spend time with their friends and families during special sharing times such as meals without a screen without internet and digital devices. However, they should remove some apps from the phone's home screen, such as games or social media that are on their mobile phone and keep them busy. By moving the phone menu to the back pages, they will be able to be more conscious users by limiting their digital use.

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Book Review: Austria and Turkey: Historical Friendship: Eine Historisch Verankerte Freundschaft

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ABSTRACT	Book Review
<p>The book titled, Austria and Turkey: Historical Friendship, was prepared and published in 2014 by a delegation formed under Klaus Wölfer, the Austrian Ambassador to Ankara. This study presents a broad and detailed perspective on Austria-Turkey relations, the cultural heritage of Austria-Turkey, immigration and integration issues, art, culture, economy, trade, architecture and the promotion of Austria as a travel country. In this context, this book can be assumed a reference study on the ancient and contemporary relations between the two countries. As a consequence of historical bilateral relations between the Republic of Turkey and Austria, the friendship and solidarity established between the two countries are relatively ancient and deep-rooted when compared to the bilateral relations developed by the Republic of Turkey with other European states. In this respect, it is appreciated that this study has significant importance in order to preserve and develop bilateral cooperation between the two countries. That's why this book review is prepared.</p> <p>Keywords: Turkey and Austria Relations, Historical perspective, cultural perspective</p>	<p><i>Received:</i>06.08.2021 <i>Revision</i> <i>Received:</i>20.03.2022 <i>Accepted:</i> 30.05.2022 <i>Publishedonline:</i> 30.05.2022</p>

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Introduction

The book which is titled, *Austria and Turkey: Historical Friendship*, was prepared and published both in Turkish and German languages in 2014 by a delegation, formed under the auspices of Klaus Wölfer, Ambassador of Austria to the Republic of Turkey. The Turkish translation of the book was carried out by Austrian Embassy translators Funda Yılmaz and Aylin Şen. That's why it can be said that the authors of the book are the staff of the Austrian Embassy to the Republic of Turkey in Ankara. The content of the book was prepared by Ambassador Klaus Wölfer and the Ambassador-Undersecretary Sabine Kroissenbramer. In the preparation of the book, Professor Doctor İlber Ortaylı, Professor Doctor Ernst Petrisch from the Austrian State Archives, Professor Doctor Christian Örtner from the Vienna Military History Museum, Architect Brigitta Weber, Sports Reporter Tom Schaffer and Embassy Migration Specialist Nalan Gündüz had also contributed.

The study begins by drawing attention and appreciation to Turkey's, great economic development and potential with its yearly growth rate, as a G-20-member country and also its highly commercial and cultural heritage. In this context, long and detailed praise is being given upon to Turkey's regional importance. In addition to these issues, the importance of immigrants of Turkish origin, who are residing in Austria and their significant contributions to Austria are also recorded with respect. Also, the ancient socio-cultural relations between the two countries are referred to. In this context, Sankt Georg Austrian High School and St. George Austrian Hospital in Istanbul, which are representing critical importance in building bridges between the two countries, are highlighted as perfect proofs and successful examples of conventional cooperation between the two countries. In addition to these practices, the partnership and joint working ability, which is realized during the ancient excavations and archaeological research carried out by Austria in the ancient city of Ephesus are given as an example of the extensive cooperation between the two countries.

Review and Analysis

The part of the book that gives information about Austria as a tourism country contains titles and contents that can be found in any tourism book. Regarding the integration of the Turkish immigrant population in Austria, the Austrian Turks, who are particularly prominent in the fields of sports, culture and art, are mentioned. In this context, a large space is reserved for biographies and successes about these persons in the book. In this aspect, it can be stated that the more interesting and important part of the book is the section upon Turkey-Austria relations, in which it is discussed the bilateral relations from a historical perspective.

At the beginning of the book, brief but concise and comprehensive information about Austrian history is given. As conveyed in the study, the roots of today's Austria go back to prehistory. The first state entity was the Celtic Kingdom, which was largely integrated into the Roman Empire at the time of Jesus' birth. Many Roman settlements were built at that time, such as Vienna (formerly Vindobona) or Salzburg (formerly Luvavum). With the influence of Atilla Hun State's occupation of today's Hungarian geographies and the resulting Tribal Migration, the Roman State was disintegrated and turned into thousands of city-states. Thus, with the spread of Germanic tribes into present-day Bavaria, the Danube and the Alpine regions, Austria lost its Roman lands. As a result, the core lands of Austria (formerly Ostarrichi) as it is used today are occupied and exploited. Along with these developments, the Austrian State took its place on the stage of history with its current name, only in 996 (Stevens and Abbot, 2007).

In the work, it is noted that the siege of Vienna, which is considered as one of the most important events between the two countries regarding the relations between Turkey and Austria, comes to mind, and in this context, the siege of Vienna by Sultan Suleiman, the Magnificent, is remembered by many. At this point, it is reported that the Ottoman Empire's

siege of Vienna was accompanied by fear and admiration against the Turks. From this perspective, it is useful to stress a few points about the siege of Vienna by the Ottoman Empire. The date of the first siege carried out by Suleiman, the Magnificent, is 1529, and in fact, the siege operation was more of an attack of opportunity than a classical siege, perhaps an operation in order to exploit success. The siege of Vienna by Suleiman the Magnificent is in fact, essentially an operation carried out as an instrument of coercive diplomacy and intimidation, rather than a military operation to seize Vienna. Therefore, the gains of the operation carried out by Suleiman the Magnificent are rather diplomatic. In fact, it was the siege where the majority of the society knew the story, and the heroes were Mustafa Pasha and the Crimean Khan Giray Khan. This siege caused a socio-cultural and socio-economic accumulation that brought about the formation of the United European Union in terms of its process and result, rather than the losses of the Ottoman Empire.

From any point of view, the years 1529 and 1683 are two important historical periods for Turks and Austrians (Matzka, 2009). As of 1529, in Austria, like all other European states, the Turkish paradigm was coded as fear and threat. This paradigm continued until the European Allied Command, under the command of Prince Sobiensky, broke the Turkish siege and started the operation to push back the Ottoman Empire after its military success on Kahlenberg Hill, in September 1683. That's why September of 1683 represents a critical date when it was understood that the Ottoman Empire, which was called invincible, could be defeated and all the secrets against the Ottoman Empire were accidentally solved. As a matter of fact, with the Treaty of Karlowitz in 1699, the Great Turkish War came to an end for the Austrians. In concluding this issue, it should be stated that the Sieges of Vienna carried out by the Ottoman Empire are remembered in the first stage, for some reason in the relations between Austria and Turkey. However, unfortunately, it is not taken into account that Austria and the Ottoman Empire were allies in the First World War and that the elite soldiers of the Ottoman Empire fought on the Galician front and the Austrian side in the First World War. More importantly, the significant impact of Turkish fashion, architectural art, palace ceremonies, and Ottoman dramas and operas on Austria immediately after the 1699 Treaty of Karlowitz is hardly remembered or cited.

The study in question also emphasizes that archaeological studies have an important place in the relations between Austria and Turkey. Archaeological research and excavations have been carried out in Turkey since 1893 under the Directorship of the Austrian Archeology Institute. The most important of these were the excavations and research carried out in Ephesus. Some artifacts brought from Ephesus are exhibited in the Ephesus Museum in Hofburg Helden Platz in Vienna. In addition to this, one hundred and fifty-two pieces of originally painted relief plates exhibited in the Kunsthistorisches Museum in the MuseumQuarter in Vienna should also be mentioned. The artifacts in question belong to the Hero of Trysa, a unique tomb in Lycia, in southwestern Turkey. In this context, with the approval of the Turkish authorities, approximately one hundred and fifty-two original painted relief plates were transferred to Vienna and are exhibited in the Kunsthistorisches Museum in Vienna.

In the aforementioned study, regarding the diplomatic relations between Austria and Turkey; it is stated that since the second half of the 18th century, diplomatic representations were permanently established between Austria and the Ottoman Empire. It is reminded that the Ottoman Empire has been represented by a permanent embassy in Vienna since 1798 (Kasaba, 2008: 192) and that the first diplomatic representation of the Ottoman Empire at the level of the Embassy in a European country was established in Vienna. As a matter of fact, the Vienna Diplomatic Academy was established in 1754 by Empress Maria Theresia as the "Eastern Academy". The Vienna Diplomatic Academy is the oldest diplomatic academy in the world. What makes the Vienna Diplomatic Academy special for Turkey is the fact that the

Ottoman Turkish language was accepted as the first foreign language in the Academy at its establishment and it contributed to the deepening of relations with the Ottoman Empire in particular.

In the integration part of the study, it is stated that Islam has been recognized as an official religion in Austria since 1912 and in fact, Islam has been recognized as a religious society by the Austro-Hungarian Monarchy since 1874. Austria has a special position among other European countries in terms of the recognition of Islam. Also, Islam religion has been accepted as a religion and institutionalized in Austria. Legal recognition of Islam as a religious community dates back to the 19th century. With the annexation of Bosnia-Herzegovina to the Austro-Hungarian Monarchy in 1878, approximately one million Muslims were included in the Austro-Hungarian Empire. It is significant that along with the ethnic Turkish under Austrian rule at that time, the entire Muslim population was also described as ethnic Turkish. These facilities are maintained and staffed only by the Turkish state. Today, in addition to the religion of Islam, Alevism is officially recognized in Austria.

Conclusion

Today, every year, more than a thousand Turkish young people come to Vienna and other cities of Austria in order to get a university education. More than five hundred thousand Australians spend their holidays in Turkey each year, and many of them own homes on Turkey's south and west coasts. In the meantime, it should be noted that the Ottoman Empire and Austria fought as two allies in the First World War. In this context, hundreds of thousands of Ottoman soldiers were martyred, wounded or taken prisoner in the battles on the Galician front. A significant part of the wounded soldiers were transferred to the allied hospitals in Austria for treatment, and many soldiers died in the hospitals they were transferred to for treatment (Öndeş, 1973:44). In the post-war period, based on various international agreements, especially the Treaty of Lausanne, various Turkish martyrdoms were built both in war zones and in countries where Turkish soldiers were taken to prison camps. However, there is still no martyrdom for the Ottoman soldiers buried in the Vienna Central Cemetery, among the Turkish soldiers who were wounded in the Galician Front in the First World War for the aforementioned reasons and lost their lives in the Austrian military hospitals where they were brought for treatment (Dönmez, 2014: 137-162). Undoubtedly, it is a shortcoming that these issues are not mentioned in the book in question. In conclusion, this book is valuable in terms of emphasizing the importance of relations and cooperation between the two countries and contributing to its rhetorical development.

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