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Nesibe Aydın Eğitim Kurumları tarafından yayımlanan *Eğitim ve Gelecek Dergisi* yirmi üçüncü sayısında sizinle buluşuyor. Dergimizin yirmi üçüncü sayısında yer alan çalışmaları siz değerli okurlarımıza sunuyoruz.

21. yüzyıl ile ortaya çıkan muazzam teknolojik değişim ve buna bağlı olarak gelişen sosyolojik değişim, toplumların bu süreci yaratmasını ve buna uyum sağlamasını zorunlu kılmıştır. Bu süreçte yaşanan değişimin bir sonucu olarak öğretmenler, değişen niteliklerin topluma aktarılmasında önemli bir role sahiptir. **Dila Nur Yazıcı, Berrin Akman, Mine Canan Durmuşoğlu, Nuri Doğan, Haydar Karaman ve Sümeyra Soysal** tarafından hazırlanan *“Türkiye Okul Öncesi Öğretmenleri Profili Araştırması”* başlıklı çalışmada, Türkiye’de çalışmakta olan okul öncesi öğretmenlerinin profilinin belirlenmesi amaçlanmıştır. Bu doğrultuda bu çalışma betimsel araştırma ile desenlendirilmiştir. Çalışma grubu 652 öğretmenden oluşmaktadır. Araştırmaya katılan öğretmenlerin çoğunu kadın katılımcılar oluşturmuştur. Öğretmenlerin çoğu okul öncesi eğitimi mezunudur. Bununla birlikte çocuk gelişimi ve diğer alanlardan mezun olan öğretmenler de mevcuttur. Erkan ve diğerleri tarafından 2001 yılında geliştirilen “Türkiye’de Okul Öncesi Eğitim Öğrenci Profiline Ait Anket” araştırmacılar tarafından uyarlanarak öğretmen profili için uygun hale getirilmiştir. Bulgular incelendiğinde öğretmenlerin %86’sının eğitsel aktivitelere katıldığı, bu eğitsel aktivitelerin genellikle bakanlığa ait hizmet içi eğitimler, bilimsel konferanslar ve kültürel etkinlikler olduğu; bu etkinliklere genellikle fırsat bulduklarında katıldıkları; eğitsel etkinliklere katılma nedenlerinin genellikle zaman bulma sıkıntısı ve ailesel durumlardan kaynaklı olduğu; öğretmenlerin hobilerinin kitap okuma, müzik, film, tiyatro ve sosyal medya şeklinde sıralandığı belirlenmiştir. Ayrıca öğretmenlerin birçoğu isteyerek okul öncesi eğitimi seçtiğini, bunun nedeni olarak da genellikle çocukları ve öğretmeyi sevmelerini belirtmiştir.

Melehat Gezer tarafından hazırlanan *“Sosyal Bilgiler Dersinde Akademik Risk Alma ve Sınıf İklimi Arasındaki İlişkinin Analizi”* başlıklı çalışmada, sosyal bilgiler dersinde akademik risk alma ile sınıf iklimi arasındaki ilişkinin incelenmesi amaçlanmıştır. Çalışma grubunda 148’i kadın, 145’i erkek olmak üzere toplam 294 ortaokul öğrencisi bulunmaktadır. Veriler, Sosyal Bilgiler Dersinde Akademik Risk Alma Ölçeği (SOARTS) ve Öğrenciler Tarafından Algılanan Sınıf İklimi Ölçeği (ÇKPSS) ile toplanmıştır. Çalışmada, Akademik Risk Almaya Yaklaşma (ARAY) ve Akademik Risk Almaktan Kaçınma (ARAK) değişkenlerinden oluşan SODARAÖ veri seti ile Akran Desteği (AD), Öğretmen Desteği (ÖD), Memnuniyet (M) ve Akademik Yeterlilik (AY) değişkenlerinden meydana gelen Sınıf Ortamı Ölçeği (SOÖ) veri seti arasındaki ilişki kanonik korelasyon analizi yoluyla test edilmiştir. Sosyal bilgiler dersinde akademik risk alma ile öğrenciler tarafından algılanan sınıf iklimi ölçeği arasındaki ilişki için iki kanonik fonksiyon elde edilmiş ve bu iki kanonik fonksiyondan biri istatistiksel olarak anlamlı çıkmıştır. Kanonik fonksiyonların kümülatif değerlerinden oluşan kanonik modelde, sosyal bilgiler dersinde akademik risk alma ve öğrenciler tarafından algılanan sınıf iklimi değişkenlerinin paylaştığı ortak varyans %23 bulunmuştur.

Küreselleşme, bilim ve teknoloji alanlarında yaşanan gelişmeler ile ortaya çıkan belirsizlik, rekabet ve ihtiyaçların değişmesi kâr amacı güden örgütleri etkilediği kadar eğitim hizmeti sunan okulları da etkilemektedir. Bu zorlu durumda okulların etkili olması istendiğinden okul müdürlerinin çevik liderlik özelliklerine sahip olması beklenmektedir. **Filiz Çalışkan Yılmaz ve Mustafa Özgenel** tarafından hazırlanan *“Okul Etkinliğinin Bir Öncülü Olarak Çevik Liderlik: Öğretmenler Üzerine İlişkisel Bir İnceleme”* başlıklı çalışmada, okul müdürlerinin çevik liderlik özelliklerinin okul etkililiğini yordayıp yordamadığı incelenmiş ve araştırma ilişkisel tarama modeline göre gerçekleştirilmiştir. Araştırmadaki veriler, İstanbul’da devlet/ kamu okullarında 2020-2021 eğitim-

öğretim yılında görev yapan 605 öğretmenden, Okul Etkililiği İndeksi ve Marmara Çevik Liderlik Ölçeği yardımıyla toplanmıştır. Araştırmada elde edilen bulgulara göre, öğretmenlerin cinsiyetlerine, eğitim düzeylerine, kıdemlerine ve yaşlarına göre çevik liderlik algılarında anlamlı bir farklılık oluşturmazken, okul kademelerine göre anlamlı farklılık oluşturmaktadır. Öğretmenler tarafından algılanan okul etkililiği öğretmenlerin cinsiyetlerine, eğitim seviyelerine göre anlamlı bir farklılık göstermezken; öğretmenlerin görev yaptığı okul kademelerine, yaşlarına ve kıdemlerine göre anlamlı farklılık gösterdiği belirlenmiştir. Okul müdürlerinin çevik liderlik özelliklerinin okul etkililiğini olumlu yönde ve önemli ölçüde yordadığı tespit edilmiştir.

İkramettin Daşdemir tarafından hazırlanan “*Üniversite Öğrencilerinin Toplumsal Duyarlılık Projeleri Hakkındaki Görüşleri*” başlıklı çalışmanın amacı, toplumsal duyarlılık projesi hazırlayan üniversite öğrencilerinin bu projeler hakkındaki görüşlerini ortaya çıkarmaktır. Çalışmada nitel araştırma deseni içinde yer alan özel durum çalışması yönteminden faydalanılmıştır. Araştırmada amaçsal örnekleme türlerinden ölçüt örnekleme kullanılmıştır. Çalışmanın katılımcılarını 2021 yılında lisans, yüksek lisans ve doktora eğitimine devam eden 20 üniversite öğrencisi oluşturmaktadır. Çalışmanın verileri araştırmacı tarafından hazırlanan beş adet açık uçlu sorudan oluşan anket formu aracılığıyla toplanmıştır. Verilerin analizinde içerik analizi yöntemi kullanılmıştır. Çalışma sonunda toplumsal duyarlılık projelerinde rol alan üniversite öğrencilerinin çalışmalarının, öğrencilere, çocuklara, hayvanlara, yaşlılara ve çevreye yönelik çalışmalar olduğu, projelerin bireylere eğitim, sosyal, sosyo-ekonomik, duygusal ve bireysel olarak katkılar sağladığı belirlenmiştir. Ayrıca bireylerde toplumsal duyarlılık bilincinin eğitim, sosyal medya, sorumluluk ve aile aracılığıyla gerçekleşebileceğini, projelerin bireylere sorumluluk alma, duyarlı olma ve geniş düşünme gibi katkılar sağladığı ortaya çıkarılmıştır. Katılımcıların toplumsal duyarlılık kavramını farklı şekillerde ifade etmelerine rağmen aynı anlamlarda kullandıkları tespit edilmiştir.

Eğitim ve Gelecek Dergisi olarak gösterdiğiniz ilgi ve değerli katkılarımız için teşekkür ediyorum.

Gelecek sayıda buluşmak üzere...

Prof. Dr. Erten GÖKÇE

Eğitim ve Gelecek Dergisi Baş Editörü

Editorial

Journal of Education and Future published by Nesibe Aydın Education Institutions, meets you with the twenty third issue. We present the studies in the twenty third issue of JEF to our valuable readers.

The significant technological advances observed in the 21st century and resulting sociological changes require social adaptation. These changes created an essential role for the teachers to instruct the changing qualifications. The article titled *“The Profile of Turkish Pre-School Teachers”*, which is prepared by **Dila Nur Yazıcı, Berrin Akman, Mine Canan Durmuşođlu, Nuri Dođan, Haydar Karaman and Sümeyra Soysal**, aimed to determine the profile of preschool teachers in Turkey. Thus, this research was designed as a descriptive study. The study group included 652 teachers. Most of the teachers participating in the research were female participants. When the findings were examined, it was found that 86% of the teachers participated in educational activities, and these educational activities generally participated in in-service trainings, scientific conferences and cultural events belonging to the ministry; they usually participate in these activities whenever they have the opportunity; the reasons for participating in educational activities are usually due to the lack of time and family situations; It has been determined that the hobbies of teachers are reading books, music, movies, theater and social media. In addition, it was determined that most of the teachers willingly chose pre-school education, as the reason for this, they generally showed that they love children and love to teach.

In the article titled *“An Examination of the Relationship between Intellectual Risk-Taking in a Social Studies Course and Classroom Climate”*, which is prepared by **Melehat Gezer**, the relationship between intellectual risk-taking in social studies and classroom climate was examined. The study group consisted of 294 middle school pupils, 148 of whom were female and 145 were male. Intellectual Risk-Taking in Social Studies Course Scale (IRTSCS) and Classroom Climate Perceived by Students Scale (CCPSS) were utilized as data collection instruments. In the research, the canonical correlation analysis was implemented to scrutinize the relationship between the IRTSCS data set composed of the Approach to Taking Intellectual Risk (APTIR) and the Avoidance from Taking Intellectual Risk (ATIR) variables and the CCPSS data set consisted of the Peer Backing (PB), Teacher Backing (TB), Gratification (G), and Intellectual Proficiency (IP) variables. Two canonical functions were obtained from the analysis, and one of them was statistically significant. The shared variance between intellectual risk-taking in social studies course and students' views about classroom climate was 23% in the canonical model composed of the cumulative values of the canonical functions.

Uncertainty, competition, and changes in needs arising from developments in the fields of globalization, science, and technology affect not only for-profit organizations but also schools providing education services. Since schools are expected to be effective in this challenging situation, agile leadership characteristics are searched on school managers. The purpose of the article titled *“Agile Leadership as An Antecedent of School Effectiveness: A Relational Investigation on Teachers”*, which is prepared by **Filiz alıřkan Yılmaz and Mustafa Özgenel**, is to see if school administrators' agile leadership attributes predicted school effectiveness, and it was conducted using the relational survey model. Data is collected by 605 public school teachers in Istanbul from 2020 to 2021 with School Effectiveness Index and Marmara Agile Leadership Scale. While the prominent findings do not create a significant difference in agile leadership perceptions according to teachers' gender, education level, seniority, and age, they create a significant difference according to school levels. While school effectiveness perceived by teachers does not show great differences based on their gender or amount of education. It has been determined that there are considerable differences

according to the school levels, ages, and seniority of the teachers. Finally, it was found that school administrators' agile leadership characteristics predicted school effectiveness in a positive and significant way.

The article titled “*The Views of University Students about Civic Involvement Projects*”, which is prepared by **İkramettin Daşdemir**, aimed to reveal the views of university students who conduct civic involvement projects about these projects. The case study research method, which is a qualitative research approach, and criterion sampling, a purposive sampling type, were used in the study. The participants were 20 university students from undergraduate, graduate, and doctorate education programs in 2021. The data for the study were collected through a questionnaire with five open-ended questions prepared by the researcher. Content analysis was used to analyze the data. At the end of the study, it was revealed that the studies of university students who conduct civic involvement projects are for students, children, animals, the elderly, and the environment; the projects provide educational, social, socio-economic, emotional, and individual contributions to individuals; the awareness of social sensitivity in individuals can be realized through education, social media, responsibility, and family; the projects contribute to individuals such as taking responsibility, being sensitive, and thinking broadly; and the definitions of social sensitivity are the same although they are expressed in different ways.

Thanks for your interest and valuable contributions for *Journal of Education and Future*.

Look forward to meeting in the next issue...

Prof. Dr. Erten GÖKÇE
Editor in Chief of
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The Profile of Turkish Pre-School Teachers

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Abstract

The significant technological advances observed in the 21st century and resulting sociological changes require social adaptation. These changes created an essential role for the teachers to instruct the changing qualifications. The present study aimed to determine the profile of preschool teachers in Turkey. Thus, this research was designed as a descriptive study. The study group included 652 teachers. Most of the teachers participating in the research were female participants. Most of the teachers are graduates of pre-school education. However, there are also teachers who have graduated from child development and other fields. The "Turkish Preschool Education Student Profile Questionnaire" developed by Erkan et al. (2001) was adapted by the authors to research the teacher profile. When the findings were examined, it was found that 86% of the teachers participated in educational activities, and these educational activities generally participated in in-service trainings, scientific conferences and cultural events belonging to the ministry; they usually participate in these activities whenever they have the opportunity; the reasons for participating in educational activities are usually due to the lack of time and family situations; It has been determined that the hobbies of teachers are reading books, music, movies, theater and social media. In addition, it was determined that most of the teachers willingly chose pre-school education, as the reason for this, they generally showed that they love children and love to teach. Teachers stated that they volunteered to be a preschool teacher and that they love and care about children. The findings are discussed in the light of the relevant literature. Then recommendations are given.

Keywords: Early childhood education, preschool teacher, profile, Turkey.

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Öz

21. yüzyıl ile ortaya çıkan muazzam teknolojik değişim ve buna bağlı olarak gelişen sosyolojik değişim, toplumların bu süreci yaratmasını ve buna uyum sağlamasını zorunlu kılmıştır. Bu süreçte yaşanan değişimin bir sonucu olarak öğretmenler, değişen niteliklerin topluma aktarılmasında önemli bir role sahiptir. Bu araştırma, Türkiye'de çalışmakta olan okul öncesi öğretmenlerinin profilini belirlemeyi amaçlamıştır. Bu amaçla bu araştırma, betimsel araştırma ile desenlendirilmiştir. Çalışma grubu 652 öğretmenden oluşmaktadır. Araştırmaya katılan öğretmenlerin çoğunu kadın katılımcılar oluşturmuştur. Öğretmenlerin çoğu okul öncesi eğitimi mezundur. Bununla birlikte çocuk gelişimi ve diğer alanlardan mezun olan öğretmenler de mevcuttur. Erkan ve diğerleri tarafından 2001 yılında geliştirilen "Türkiye'de Okul Öncesi Eğitim Öğrenci Profiline Ait Anket" araştırmacılar tarafından uyarlanarak öğretmen profili için uygun hale getirilmiştir. Bulgular incelendiğinde öğretmenlerin %86'sının eğitsel aktivitelere katıldığı, bu eğitsel aktivitelerin genellikle bakanlığa ait hizmet içi eğitimler, bilimsel konferanslar ve kültürel etkinlikler olduğu; bu etkinliklere genellikle fırsat bulduklarında katıldıkları; eğitsel etkinliklere katılma nedenlerinin genellikle zaman bulma sıkıntısı ve ailesel durumlardan kaynaklı olduğu; öğretmenlerin hobilerinin kitap okuma, müzik, film, tiyatro ve sosyal medya şeklinde sıralandığı belirlenmiştir. Ayrıca öğretmenlerin birçoğu isteyerek okul öncesi eğitimi seçtiğini, bunun nedeni olarak da genellikle çocukları ve öğretmeyi sevmelerini belirtmiştir. Öğretmenler, okul öncesi öğretmenliğini isteyerek yaptıklarını, çocukları sevdiklerini ve önemsediklerini belirtmişlerdir. Bulgular ilgili alanyazın ışığında tartışılmıştır. Ardından önerilere yer verilmiştir.

Anahtar Sözcükler: Erken çocukluk eğitimi, okul öncesi öğretmeni, profil, Türkiye

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Introduction

As reported by international educators, researchers and policy makers, the support and improvement of child development in early years maximizes academic achievement (Collie, Shopka, Perry, & Martin, 2015). Furthermore, it contributes to training individuals competent in social requirements. It is known that the quality and quality of educational activities conducted in educational institutions are important to meet competent human resource requirements. One of the most critical factors in this process is the teachers. Instructional strategies, materials, and activities employed by the teachers in the classroom are also significant factors (Erkan et al., 2002). Teacher experiences and beliefs also play a key role (Collie, Shopka, Perry, & Martin, 2015).

Concerns about teacher competencies, behavior, and traits have not been resolved or described. Teachers belong to a diverse, heterogeneous, contradictory, and changing professional group (Fernandez-Berruero & Sanchez-Taragaza, 2014). The significant technological advances of the 21st century and resulting sociological changes require social development and adaptation. Due to these requirements, teachers should play a key role in the transfer of these new requirements to the society (MEB, 2017). A review of the "General Teaching Profession Competencies" published by the Ministry of National Education (2017) would reveal that these competencies are categorized into three fields: professional knowledge, professional skills, attitudes, and values. Vocational knowledge includes field content, field education, legal knowledge, vocational skills such as education planning, development of instructional environments, management of the instruction and learning processes, and measurement and evaluation, attitudes and values include national, spiritual, and universal values, attitudes towards the students, communication and cooperation, and personal and professional development. Recent literature reviews and meta-analyses demonstrated that high-performance schools include professional learning communities, which are important for the development and achievements of the children (Fulton & Britton, 2011; Lomos, Hofman & Bosker, 2011; Scheerens, 2014; Warwas & Helm, 2018). Thus, it is essential to determine the current status of the teachers.

Profile research describes the current status of the target audience, which includes the research population, based on various variables. The required data on the cultural context, socio-demographic factors, and individual traits are collected in all educational fields (Erkan et al. 2002). The review of the profile studies on education revealed that these studies were conducted with teachers in different branches such as physics and geography (Abazaoğlu, Yıldızhan & Yıldırım, 2012; Abazaoğlu & Yıldızhan, 2012; Aladağ, 2003; Tufan 2006), pre-service teachers (Altunoğlu et al., 2006; Orhan et al. Akkoyunlu, 2003; Çevik & Yiğit, 2009; Erkan et al., 2002; Kızılcıoğlu, 2003; Onural, 2005), and academic staff (Karakütük et al., 2008; Mercan Uzun, Akman, Akgül & Yazıcı, 2017). However, no study that specifically investigated the profiles of preschool teachers could be identified. The review of the 11th Development Plan revealed that preschool education was compulsory for five years or older children as of 2023. Thus, preschool education is mandatory in Turkey. It is known that early childhood education programs are also early intervention programs. The inclusion of socio-culturally and socioeconomically disadvantaged children in preschool education is vital for the child and the society. It was determined that every dollar spent on Head Start, one of the oldest early childhood intervention programs in the United States, returns nine dollars to the state. It was determined that the number of participating children who completed their education was higher than those who did not, these were less driven to crime, and used less social assistance. This revealed the significance of quality early childhood education. The functions of the teacher are indisputably one of the most critical factors to achieve quality education. It is essential for teachers to constantly self-renew and follow the current literature and current knowledge on all related fields such as technology and literature. Thus, the present study aimed to investigate the profile of preschool teachers and the following research questions were determined.

1. What is the participation level of preschool teachers in educational activities?
2. What are the hobbies of preschool teachers?
3. What are the views of preschool teachers on preschool instruction?

Method

Research Design

The present study employed the descriptive research method. The method aims to describe a given situation as precisely as possible. In this method, researchers attempt to describe and summarize various group characteristics (skills, preferences, demographics, tendencies, etc.) (Fraenkel & Wallen, 2006).

Study Sample

Turkish preschool population includes individuals associated with education. The study data were collected from teachers employed in seven geographical regions and selected with the convenience sampling method. The authors controlled the data, and the teachers who did not respond to more than one section of the data collection questionnaire were excluded from the study, and the study sample included 652 teachers. The basic participant demographics are presented in Table.

Table 1.
Participant demographics

Variable		
Gender	N	%
Female	606	92,94
Male	43	6,60
No response	3	0,46
Total	652	100,00
Marital Status		
Married	415	63,65
Single	236	36,20
Total	652	100,00
Age		
21-25	143	21,9
26-2	142	21,8
30-34	191	29,3
35-39	110	16,9
40-44	42	6,4
45+	16	2,5
No response	8	1,2
Total	652	100,0
Geographical Region	N	%
Black Sea	40	6,1
Central Anatolia	118	18,1
Aegean	95	14,6
Mediterranean	41	6,3
Eastern Anatolia	152	23,3
Southeastern Anatolia	41	6,3
Marmara	131	20,1
No response	34	5,2
Total	652	100,0
Family	N	%
Nuclear	516	79,1
Extended	29	4,4
Living alone	67	10,3
Living with friend(s)	47	3,7
Other	22	2,1
No response	2	0,3
Total	652	100,0
Monthly income	N	%
Less than TL 2500	36	5,52
TL 2500-3999 TL	95	14,57
More than TL 4000	445	68,25
No response	76	11,66
Total	652	100

Residence	N	%
Self-owned	300	46,01
Rental	348	53,37
No response	4	0,61
Total	652	100,0

As seen in Table 1, about 93% of the participants were female, and about 64% were married. Most teachers were 21-34 years old. 79% lived in a nuclear family. 462% owned their homes, while 53% were tenants. Educational level and employment status of the participants are presented in Table 2.

Table 2.

Educational level and employment status of the participants

Variable	N	%
Educational Level	N	%
Girls' vocational school-child development	7	1,1
Associate degree- child development	28	4,3
Bachelors' degree- child development	20	3,1
Early childhood education	528	81,0
Master/PhD	55	8,4
Other	7	1,1
No response	7	1,1
Total	652	100,0
School type	N	%
Kindergarten	274	72,7
Private kindergarten	54	8,3
Private nursery school	10	1,5
Institutional kindergarten	48	7,4
Other	53	8,1
No response	13	2,0
Total	652	100,0
Seniority (year)	N	%
1-5	270	41,4
6-10	120	18,4
11-15	34	5,2
16-20	13	2,0
21-25	11	1,7
No response	55	8,5
Total	652	100,0
Current residence	N	%
Urban center	386	59,2
Township	192	29,4
Village	58	8,9
No response	16	2,5
Total	652	100,0

As seen in Table 2, 81% of the preschool teachers were preschool teaching department graduates. Most worked in kindergartens. About 60% had 1-10 years of experience. 59% worked in urban centers, 29% worked in district centers, and about 9% worked in villages.

Data Collection Instruments and Procedures

The study data were collected with the "Turkish Preschool Education Student Profile Questionnaire" developed by Erkan et al. (2001) and adopted by the authors to include the field teachers. The questionnaire includes 24 questions. The draft questionnaire items were reviewed by 2 measurement and 5 field experts, and the questionnaire was finalized after revisions conducted to implement the reviewer comments.

Data Analysis

The study data were analyzed on the SPSS software. The data collection instrument aims to describe individual behavior, beliefs, living conditions, or attitudes. The data collection instrument was free and could be applied to large groups quite easily. The questionnaire allows the collection of data on more than one property of an individual or group (Büyüköztürk, 2005; Erkuş, 2010). Thus, frequency and percentage analysis was conducted.

Ethical Procedures

Ethics committee approval was obtained from Ondokuz Mayıs University for this research. Decision number: 2018/293.

Findings

1. Participation of the Teachers in Educational Activities

Participation of the teachers in educational activities is presented in Table 3.

Table 3.

Participation of the teachers in educational activities

	N	%
Yes	563	86,3
No	72	11,0
No response	17	2,6
Total	652	100,0

As seen in Table 3, 86.3% of the participating teachers participated in educational activities, while 11% did not. Table 4 presents the educational activities that teachers participated.

Table 4.

Distribution of the Activities that Preschool Teachers Participated

Activity	N	%
MONE in-service training seminars	398	70,7
Scientific conferences, seminars, and workshops organized by universities	265	47,1
Cultural events	260	46,2
Scientific conferences, seminars, and workshops organized by publishing houses	236	41,9
Artistic events	209	37,1
Training seminars organized by NGOs	207	36,8
Distance education seminars	114	20,2
Educational trips on alternative educational approaches organized by the private sector	100	17,8
Other	12	2,1

As seen in Table 4, preschool teachers mostly participated in in-service training courses organized by the Ministry of National Education. This was followed by scientific activities organized by universities, cultural events, scientific activities organized by publishing houses, artistic events, training seminars organized by NGOs, distance education seminars, and educational trips. The frequency of the participation in educational activities by the preschool teachers is presented in Table 5.

Table 5.
The participation frequencies of Preschool Teachers in Educational Activities

Frequency	N	%
When I can find time	290	51,5
Rarely	159	28,2
At every opportunity	107	19,0
Usually	58	10,3
No response	1	0,2
Total	563	100,0

As seen in Table 5, 51.5% of the teachers participated in educational activities whenever they could, followed by rarely, at every opportunity and usually. The reasons for non-participation are presented in Table 6.

Table 6.
The reasons for non-participation in Educational Activities

	N	%
I do not have time	18	25,0
I have no one to take care of my child while I participate	14	19,4
I have no financial means	9	12,5
Not enough activities are available	8	11,1
Transportation problems	7	9,7
I do not want to participate	5	6,9
I consider myself adequate, I do not need training	2	2,8

As seen in Table 6, 25% of the preschool teachers did not participate in educational activities due to lack of time, followed by reasons such as no one to take care of the child, lack of financial means, lack of activities, transportation problems, lack of willingness to participate, and self-sufficiency.

3. Teachers' Hobbies

The hobbies of the preschool teachers are presented in Table 7.

Table 7.
The Hobbies of Preschool Teachers

Hobby	N	%
Reading books	438	67,2
Music/concert	359	55,1
Movies	352	54,0
Theatre	258	39,6
Social media	226	34,7
Sports	196	30,1
Handicrafts	189	29,0
Photography	102	15,6
Folk dances	86	13,2
PC Games	40	6,1

As seen in Table 7, most of the participating teachers liked to read (67.2%), listen to music / attending concerts (55.1%), and watching movies (54%). These hobbies were followed by theater /

drama (39.6%), social media (34.7%), sports (30.1%), and handicrafts (29%). It was observed that only 6.1% of the teachers played computer games.

4. Teacher Views on Preschool Instruction

The views of preschool teachers on preschool instruction are presented in Table 8.

Voluntary selection of Preschool Instruction		
Voluntary	N	%
Yes	550	84,4
No	89	13,7
No response	13	2,0
Total	652	100,0
Reason	N	%
I love kids	365	56,0
I love teaching	362	55,5
Easy employment	170	26,1
Parental recommendation	95	14,6
Graduation from a vocational high school	73	11,2
Adequate grades for the department	76	11,7
University education in the same field	44	6,7
Professional willingness of Preschool Teachers		
Willingness	N	%
Yes	616	94,5
No	22	3,4
No response	14	2,1
Total	652	100,0
Reason	N	%
Caring about and love for the teaching profession	506	82,1
Love for children	358	58,1
Patriotic reasons	336	54,5
Professional development via higher education at an university during employment	43	7,0
Prestige of the profession	36	5,8
Adequate salary	26	4,2
Education opportunities abroad	9	1,5
Employment opportunities abroad	8	1,3

As seen in Table 8, about 85% of preschool teachers voluntarily selected preschool education positions. It was observed that the reasons for this selection were love for children and teaching, easy employment, parental recommendation, graduation from a vocational high school, adequate grade for admission to the department, and to continue tertiary education during employment. Table 8 demonstrated that about 95% of the teachers loved the profession. They cared about the profession and loved the teaching profession, loved children, wanted to be useful for the country and the society, desired professional development by continuing higher education, considered teaching a prestigious profession, their salaries adequate, thought that they would have education and employment opportunities abroad.

Discussion, Conclusion and Recommendations

Since children are the most important element in a society, the individuals who educate them are also quite important. Especially preschool teachers play a key role in the child's love for education. The present study aimed to determine the profile of preschool teachers. 93% of the participating teachers were female, which was an expected findings based on the HEC Atlas data on Turkey. According to the

Higher Education Atlas, individuals who prefer preschool teaching in Turkey were predominantly women. Coral Long et al. (2017) investigated the distribution of pre-service preschool teachers in Turkey, and reported that the majority were women. However, the number of male pre-service preschool teachers has been on the increase. For example, only two male students attended Hacettepe University Preschool Education Department in 2007, the same number was 16 in 2019.

It was determined in the study that 86% of the participating preschool teachers participated in educational activities. This was a positive finding. Furthermore, the participant responses revealed that teachers usually responded each question with 2-3 answers, demonstrating that they preferred more than one method of self-improvement. Based on the educational activities preferred by the teachers, 71% of the teachers preferred in-service training courses organized by the Ministry of National Education, followed by cultural activities, scientific events, workshops, and seminars organized by universities and publishing houses. Literature review demonstrated that previous studies reported similar findings. In a study conducted by Fernandez-Berrueco and Sanchez-Taragaza with secondary education teachers in 2014, it was determined that teachers worked for professional development. The study was conducted before the pandemic. This could explain why the responses on online education was only 20%. Before the pandemic, conferences, workshops and training courses were generally conducted face to face. After the pandemic, all educational and scientific activities were conducted online. A pre-pandemic study conducted by Ally (2019) interviewed 34 experts in six countries. These experts stated that they considered online education important for the education of all individuals, their access to educational materials and knowledge. After the pandemic, information needs have been provided with online training.

The analysis of the reasons for not participating in educational activities demonstrated that the responses included the lack of time, lack of caregivers for their children during their absence, and lack of financial means. Only one international conference on preschool education was organized in Turkey. The International Preschool Conference is held every two years and the last was organized online in 2021. The student conference has been organized every year and the last one was organized in Istanbul in 2019. The student conference that was planned for 2020 in Antalya was postponed due to the pandemic. The fact that conference were not held continuously in provinces such as Ankara and Istanbul, which are relatively easy to access, could be the reason why teachers could not attend conferences.

The preschool teacher responses on voluntary selection of the profession revealed that 84% attended the preschool education department willingly. The reasons for the selection of preschool teaching undergraduate programs included the love of the participants for children and the profession. It was a satisfactory finding that teachers selected the undergraduate school consciously and willingly. 95% of the preschool teachers stated that they loved their profession, they cared about their profession, loved children, and wanted to be useful for their country. In a study conducted by Su (1996) in the USA, it was determined that the reasons for pre-service teachers' career choice were job satisfaction, love for children, social participation, and to help children. Similarly, in a study conducted by Erkan et al. (2002) with pre-service preschool teachers, it was determined that the participants preferred preschool teaching mostly because they loved children and teaching. In a study conducted by Çetin (2012), it was determined that pre-service teachers selected the department primarily due to their love for the profession. Thus, the present study findings were consistent with the literature.

The following could be recommended based on the present study findings:

Participant demographics demonstrated that the sample included only a few male teachers. MNE, YOK, NGO seminars on preschool education in high schools could explain the reason for female dominance in the profession.

Participant responses revealed that not all teachers participated in in-service training. However, in-service training could allow the teachers to learn about new techniques and developments. Thus, MEB could require attendance in in-service training and control attendance.

The teachers mentioned lack of financial reasons for unattendance in educational activities. Teacher quotas for free attendance in certain conferences, symposiums etc. could be increased.

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An Examination of the Relationship between Intellectual Risk-Taking in a Social Studies Course and Classroom Climate

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Abstract

This research examined the relationship between intellectual risk-taking in social studies and classroom climate. The study group consisted of 294 middle school pupils, 148 of whom were female and 145 were male. Intellectual Risk-Taking in Social Studies Course Scale (IRTSCS) and Classroom Climate Perceived by Students Scale (CCPSS) were utilized as data collection instruments. In the research, the canonical correlation analysis was implemented to scrutinize the relationship between the IRTSCS data set composed of the Approach to Taking Intellectual Risk (APTIR) and the Avoidance from Taking Intellectual Risk (ATIR) variables and the CCPSS data set consisted of the Peer Backing (PB), Teacher Backing (TB), Gratification (G), and Intellectual Proficiency (IP) variables. Two canonical functions were obtained from the analysis, and one of them was statistically significant. The shared variance between intellectual risk-taking in social studies course and students' views about classroom climate was 23% in the canonical model composed of the cumulative values of the canonical functions.

Keywords: Intellectual risk-taking, social studies course, classroom climate, canonical correlation, secondary school students

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Sosyal Bilgiler Dersinde Akademik Risk Alma ve Sınıf İklimi Arasındaki İlişkinin Analizi

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Öz

Bu çalışmada sosyal bilgiler dersinde akademik risk alma ile sınıf iklimi arasındaki ilişkinin incelenmesi amaçlanmıştır. Çalışma grubunda, 148'i kadın ve 145'i erkek olmak üzere toplam 294 ortaokul öğrencisi bulunmaktadır. Veriler Sosyal Bilgiler Dersinde Akademik Risk Alma Ölçeği (SOARTS) ve Öğrenciler Tarafından Algılanan Sınıf İklimi Ölçeği (ÇKPSS) ile toplanmıştır. Çalışmada, Akademik Risk Almaya Yaklaşma (ARAY) ve Akademik Risk Almaktan Kaçınma (ARAK) değişkenlerinden oluşan SODARAÖ veri seti ile Akran Desteği (AD), Öğretmen Desteği (ÖD), Memnuniyet (M) ve Akademik Yeterlilik (AY) değişkenlerinden meydana gelen Sınıf Ortamı Ölçeği (SOÖ) veri seti arasındaki ilişki kanonik korelasyon analizi yoluyla test edilmiştir. Sosyal bilgiler dersinde akademik risk alma ile öğrenciler tarafından algılanan sınıf iklimi ölçeği arasındaki ilişki için iki kanonik fonksiyon elde edilmiş ve bu iki kanonik fonksiyondan biri istatistiksel olarak anlamlı çıkmıştır. Kanonik fonksiyonların kümülatif değerlerinden oluşan kanonik modelde, sosyal bilgiler dersinde akademik risk alma ve öğrenciler tarafından algılanan sınıf iklimi değişkenlerinin paylaştığı ortak varyans %23 bulunmuştur.

Anahtar Sözcükler: Akademik risk-alma, sosyal bilgiler, sınıf iklimi, kanonik korelasyon, ortaokul öğrencileri

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Introduction

We have to make various decisions in almost every area of our lives (medicine, economy, management, politics, human relations, education, etc.), and these decisions sometimes bring along certain risks. Our attitude towards events determines whether we can take these risks or not. Sometimes we prefer to take possible risks, and sometimes we prefer to do nothing, that is, we remain passive. We can give many examples of risk-taking behavior from daily life. An athlete's aim to specialize in a dangerous sport essentially requires taking a risk; Similarly, the behavior of an individual who invests a significant portion of her/his saving in virtual money currency on the advice of a financial expert carries several risks. The possibility of losing vision as a result of laser treatment is one of the risks that a patient with an eye problem may encounter when he/she wants to have this problem treated.

We might encounter risk-taking behavior in daily life as well as in educational processes. For instance, a student who wants to stand at the blackboard in the social studies lesson and show the location of a mountain on the physical geography map is faced with a risk, even if it is not very big. The student may not want it at the blackboard, worrying that if he/she gives a wrong answer, he/she may be ridiculed in the class. That's such risks in the field of education are discussed differently from other risk types and are called intellectual risk-taking in the literature. Intellectual risk-taking is described as the willingness to share ideas that are not to be sure of their trueness, ask questions, and try out new and alternative solutions (Beghetto, 2009). According to Clifford and Chou (1991), intellectual risk-taking behavior refers to students' willingness to sharing their ideas about the issues that students are unsure of, ask questions, and try new, different solutions despite the possibility of failure. Korkmaz (2002) characterizes intellectual risk-taking as pupils' grittiness and willingness/unwillingness to challenge the problems or situations they encounter in the learning environment. Robinson (2012), as for that, conceptualizes intellectual risk-taking as the student's evaluation of known/unknown results related to the learning activity and making a decision about participating in the learning activity by considering the possible consequences.

As it is understood from these definitions, when students encounter an educational situation that requires them to take risks, they first evaluate various forms of action and the possible consequences of these actions. They do not develop a motivation for behaviour that they predict will not benefit or may be harmful according to their evaluation, so they do not take risks for these goals. In other words, for risk-taking behavior, the expectation about the goal must be positive. However, this is not enough. In addition, the goal to be reached should have a meaning for the student, and the student should believe that he can reach the goal and have the necessary motivation. In this respect, intellectual risk-taking is related to self-efficacy belief and motivation. In many studies in the literature, the relationship between intellectual risk-taking behavior and various variables regarding the learning-teaching process has been revealed. Anxiety (Akça, 2017), motivation (Akdağ, 2020), metacognitive awareness (Çakır & Yaman, 2015), self-efficacy (Clifford, 1988; Clifford, et al., 1989; House, 2002; Uysal & Bingöl, 2014), problem solving (Korkmaz, 2002; Tay, Özkan & Akyürek Tay, 2009), epistemological belief (Özbay & Köksal, 2021), learning environment (Lee, 2005; Sharma, 2015), learning approaches (Ames, 1992), and academic success (Gezer, 2016) are among the variables in significant relationship with intellectual risk-taking.

Intellectual Risk-Taking in Social Studies Course

The concept of intellectual risk-taking entered the literature as a general structure related to the learning-teaching process, and then it started to be discussed as a field-specific, that is, discipline-oriented. According to İlhan and Çetin (2013), just as a field-based approach is adopted when examining attitudes, motivation, and self-efficacy, intellectual risk-taking should be examined with a field-oriented approach. Because of the unique nature of different fields, a student who is willing to take intellectual risks in one course may avoid taking intellectual risks in another course. This idea laid the groundwork for discipline-based studies on intellectual risk-taking. For example, Beghetto (2009) examined intellectual risk-taking as a science-focused, and İlhan and Çetin (2013) focused on mathematics. On the other hand, Gezer et al. (2014) examined intellectual risk-taking behavior with a focus on social studies and revealed that intellectual risk-taking behavior generated a conflict between approach (hope of success) and avoidance (fear of failure) tendency. They explained the tendency to stay away from the target due to fear of failure as avoiding taking intellectual risk, and the tendency to

accept the possible risks related to the target and take action despite these risks as approaching intellectual risk-taking (Gezer et al., 2014). Pupils with an advanced disposition to avoiding academic risk have low achievement motivation and these students choose learning tasks according to the difficulty level of the task; namely, since they think that they can perform easy learning tasks with a little effort, they tend to take risks in the face of such tasks. On the contrary, they believe that they cannot be successful in difficult tasks even if they try hard, and they abstain from taking intellectual risks. Pupils who have tendency to approaching intellectual risk-taking have upper achievement motivation and these students are relatively less affected by the difficulty level of the task when choosing learning tasks (Gezer, 2016). Furthermore, they do not hesitate to take intellectual risks even when faced with a challenging task.

Promoting intellectual risk-taking behaviors is very considerable in the sense that such a behaviour contributes to academic success of students. Therefore, it is noteworthy to investigate the traits that influence pupils' risk-taking behaviors. Classroom climate is one of the determinants of students' intellectual risk-taking behavior (Carfley, 2021; Clifford, 1988; Clifford & Chou, 1991; Sharma, 2015). Classroom climate can play a supportive or obstructive role on learning (Lee, 2005). There is no single definition for classroom climate as it is also referred to with different terms such as learning atmosphere, learning environment culture, classroom atmosphere, social and psycho-social atmosphere, environment, ambiance, and atmosphere (Adelman & Taylor, 2005; Dorman, 2002; Dorman, et al., 2006). In this present study, classroom climate term is preferred. According to Dorman (2002), classroom climate is the general opinions of students regarding the quality of the learning environment. Similarly, Lee (2005) defined classroom climate as the perceived quality of classroom environments. Besides the general atmosphere of the classroom, multiple communication/interaction between student-teacher and student-student in the learning environment is also considered within the scope of classroom climate (Gazelle, 2006; Pianta, et al., 2005). As a matter of fact, Açıkgöz (1998) stated that the classroom climate consists of the psychological, social, and physical effects created by the relations between pupil-pupil and teacher-pupil within the classroom rules that must be adhered to and the physical conditions of the classroom. In this respect, although there is no consensus on how it should be named, it can be said that researchers agree that the classroom climate has a multidimensional structure (İlhan, 2017).

In parallel with its multidimensional structure, classroom climate significantly affects many cognitive and emotional learning outcomes (Afari, et al., 2013; Dadabo, 2014; Davis, 2003; Dorman, 2009; Fraser, 1998; Lee, 2005). A favorable classroom environment is positively related by the variables of teacher-student relationship (Howes, 2000; Meyer et al., 1993), quality of classroom learning activities (Brown et al., 2003), student achievement (Howes, 2000; Peisner-Feinberg et al., 2001), and achievement orientations (Church et al., 2001; Mucherah, 2008; Midgley, et al., 1998). Moreover, research has shown that while students' shyness (Gazelle, 2006; Gazelle & Rudolph, 2004; Pianta, et al., 2002) and aggression (Anderson, et al., 2012) levels are lower, their risk-taking tendencies are higher in a positive classroom climate (Budge & Clarke, 2012; Sharma, 2015). In this sense, environments where the learning atmosphere is flexible, student participation is supported, positive teacher-student relationships are established, students can receive necessary feedback, expectations are met, and they experience the sense of achievement can contribute to students' intellectual risk-taking behavior.

Purpose and importance of the research

In the present paper, the purpose is to analyze the relationship between middle school pupils' intellectual risk-taking in social studies course (IRTSCS) behaviors and their perceptions of classroom climate. There is a restricted number of research studies in the literature reviewing the IRTSCS of secondary school pupils. The first of such research is the study of Karademir and Akgül (2019) in which they scrutinized the relationship between IRTSCS of secondary school pupils and their autonomous learning abilities. The second one is Gezer's (2016) study in which she examined the relationships between secondary school students' attitude, learning approach, intellectual risk-taking behavior, goal orientation, classroom assessment atmosphere, perceptions of classroom atmosphere, and their academic success within the scope of social studies course. In the last study, Üztemur et al., (2020) explored the relationship between secondary school students' social studies-oriented epistemological beliefs, learning approach, intellectual risk-taking, and academic success. No research has been found in the literature on the relationship between intellectual risk-taking and classroom

climate. In this context, this study, in which the relationship between intellectual risk-taking behaviours and perceptions of classroom climate of secondary school pupils will be scrutinized with canonical correlation, is anticipated to contribute to the literature.

Method

Research Model

Correlational research model was utilized in the research. In correlative research, it is aimed to detect the relationship between two or more quantitative variables (İlhan & Gezer, 2021). Since the relationship between IRTSCS and classroom climate variables is examined in this study, the study is in the type of correlative research.

Participant Group

The study was performed with a total of 294 pupils, whose 148 were female and 145 were male students, studying at a secondary school in the centered district of Diyarbakır, Türkiye in the spring term of 2021-2022 academic year. 149 of the students were in the 7th class and 145 were in the 8th class. With a purpose to obtain accurate estimates in canonical correlation analysis (CCA), it is proposed that the number of participants in the study group should be at least 20 times the total number of factors in the variable-sets (Stevens, 2009). In this research, there are two dimensions in the intellectual risk-taking data set: approach to taking intellectual risk (APTIR) and avoidance from taking intellectual risk (ATIR). The classroom climate dataset, on the other hand, is composed of four variables: Peer Backing (PB), Teacher Backing (TB), Gratification (G), and Intellectual Proficiency (IP). That's to say, there are six variables in total. Accordingly, 120 participants are necessary to achieve reliability of the results acquired from CCA. So, it can be expressed that the sample was sufficient in this study.

Data Collecting Tools

Data of this research was collected by means of Intellectual Risk-Taking in Social Studies Course Scale (IRTSCS) and Classroom Climate Perceived by Students Scale (CCPSS). IRTSCS was developed by Gezer et al. (2014) and has a five-point Likert-type rating. There are 21 items in the scale form. It has a two-dimensional structure, namely APTIR and ATIR. Table 1 shows the example items for each factor, along with the reliability coefficients estimated in the research in which the scale was developed, and calculated in this research.

Table 1.

Internal Consistency Coefficients for the IRTSCS and Sample Items from the Scale

Dimension	Sample Items	Cronbach's alpha	
		Gezer's et al. study (2014)	Present Study
Factor 1: APTIR (16 items)	I think the mistakes I make in the social studies class are an opportunity to learn.	.81	.77
Factor 2: ATIR (5 items)	I worry about making mistakes in social studies homework.	.68	.70

As seen in Table 1, the internal consistency coefficients calculated in this study were found to be .77 and .70 for the APTIR and ATIR subscales, respectively. Instruments with a reliability coefficient of .70 and above are considered reliable (Tezbaşaran, 1999). The subscales of the IRTSCS meet this requirement.

On the other hand, CCPSS was developed by Çengel and Türkoğlu (2015) and has a five-point Likert-type rating. CCPSS involves 29 items and the items are grouped under four factors: Peer backing, teacher backing, gratification, and intellectual proficiency. Table 2 displays the number of items in each dimension of the scale as well as sample items from each dimension, and the internal consistency coefficients calculated for these dimensions.

Table 2.*Internal Consistency Coefficients for the CCPSS and Sample Items from the Scale*

Dimension	Sample Items	Cronbach's alpha	
		Çengel & Türkoğlu study (2015)	Present Study
PB (10 items)	My classmates help me solve my problems.	.90	.87
TB (9 items)	My teachers listen to me.	.88	.89
G (5 items)	I am proud of my class.	.86	.74
IP (5 items)	I like to learn new things in the classroom.	.78	.64

As can be seen in Table 2, the internal consistency coefficients calculated in this study for the CCPSS are over .70 in subscales other than SC. Instruments with a reliability value of .70 and above are considered reliable (Tezbaşaran, 1997). Subscales other than SC in the CCPSS meet this requirement. However, it can be said that the SC subscale is also reliable, considering that values of .60 and above are considered adequate for the reliability of scales with fewer items (İlhan & Çetin, 2021).

Data Analysis

Data attained from the study were scrutinized through the SPSS software. The relationship between intellectual risk-taking and classroom climate was examined by CCA. Before the analysis, the data set was scanned for missing values, outliers, and distribution properties. First, the data set was tested for missing values, and no missing values were encountered. Afterwards, Z-values were checked over total scores to detect univariate outliers. The data of four students whose Z-score was outside the range of ± 3 was deleted from the data file. Following the testing univariate normality, the Mahalanobis distances was inspected to detect multivariate outliers and it was found that there were no multivariate outliers in the intellectual risk-taking data. On the other hand, a case whose Mahalanobis distance coefficient was above the critical value of 18.47 was excluded from the classroom climate dataset. Thereby, 289 participants remained in the data file. Table 3 displays the skewness and kurtosis coefficients for the dataset with 289 participants.

Table 3.*The Skewness and Kurtosis Coefficients for the CCPSS and IRTSCS*

Dimension	Skewness	Kurtosis
Approach to taking intellectual risk	-.39	.00
Avoidance from taking intellectual risk	-.12	-.65
Peer backing	-.47	-.31
Teacher backing	-.71	.03
Gratification	-.46	-.56
Intellectual proficiency	-.46	-.52

Büyüköztürk (2010) states that the skewness and kurtosis coefficients which are within ± 1 is acceptable for normal distribution. So, the skewness and kurtosis statistics in Table 3 indicate the presence of normality in the data.

Ethical Procedures

Ethical committee consent for current research was obtained from the Ethics Committee of Dicle University (Num: 216876; Date: 21/01/2022).

Results

This section presents the outputs of the CCA. Prior to analysis, the first thing is to look into the results of the multivariate tests of significance that indicate whether the canonical model is statistically significant or not. Although there are four different significance tests, comments were made based on the Wilks λ , since it is more common (Sherry & Henson, 2005). Table 4 displays the outputs of the multivariate significance test concerning the canonical model.

Table 4.

Multivariate Significance Test

Test Name	Value	Approx. <i>F</i>	Hypothesis df	Error df	Significance of <i>F</i>
Pillai's	.23676	9.29850	8	554	.000
Hotelling's	.30288	10.41155	8	550	.000
Wilk's	.76567	9.85495	8	552	.000
Roy's	.26603				

S = 2, M = 1/2, N = 137

Table 4 illustrates that the canonical model is statistically significant [Wilks's $\lambda = .75567$, $F(8,552) = 9.85495$, $p < .001$]. Wilks λ value demonstrates the unexplained variance among the canonical variables in the model attained. Therefore, the value of "1- λ " indicates the amount of common variance shared by the canonical variables and can be interpreted as the R2 coefficient in the regression analysis (Sherry & Henson, 2005). Wilks λ value for the relationship between intellectual risk-taking and classroom climate was estimated as .2343. From the point of this value, it can be said that the amount of variance shared between intellectual risk-taking and classroom climate datasets is 23%.

Besides the statistical significance of the canonical model, the significance of each canonical function in the model should be tested respectively. While deciding on which of the canonical functions was significant, the eigenvalues and canonical correlation values of the canonical functions were examined (Sherry & Henson, 2005). In the research, two canonical functions were attained. Table 5 shows the eigenvalues and canonical correlation values of these functions.

Table 5.

Eigenvalues and Canonical Correlations

Root No.	Eigenvalue	Percentage	Cumulative Percentage	Canonical Correlation	Canonical Correlation Squared
1	.29203	96.41808	96.41808	.47542	.22603
2	.01085	3.58192	100.00000	.10360	.01073

Table 5 exhibits that the canonical correlation value for the first canonical function is .47542. Therefore, intellectual risk-taking and classroom climate data sets share a variance of 22.603% in the first canonical function. In the second canonical correlation, the correlation value which is not taken into account in the first canonical function is calculated. The value of the second canonical function is .01073. This value means that intellectual risk-taking and classroom climate data sets share a variance of 1.07% in the second canonical function. Dimension reduction analysis results of the relationship between intellectual risk-taking and classroom climate datasets are shown in Table 6.

Table 6.

Dimension Reduction Analysis

Roots	Wilk's L.	<i>F</i>	Hypothesis sd	Error sd	Significance Value of <i>F</i>
1 to 2	.76567	9.85495	8.00	552	.000

2 to 2	.98927	1.00172	3.00	277	.392
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Table 6 demonstrates that the first canonical model is statistically significant [Wilk’s $\lambda=.762567$, $F(8,552) =9.85495$, $p<.001$]. However, there is no statistically significant relationship between intellectual risk-taking and classroom climate data sets for the remaining second canonical function [Wilks’s $\lambda=.98927$, $F(3,277)= 1.00172$, $p>.05$].

Other issue to be answered in CCA is about how the variables in the data sets contribute to the relationship between canonical variables. In order to answer this question, standardized and structural coefficients are utilized. In this study, standardized and structural coefficients of the first canonical function among canonical variables were examined in order to designate how much the APTIR and ATIR variables in the intellectual risk-taking data set and the PB, TB, G and IP variables in the classroom climate data set subscribe to the relationship between the canonical variables. Table 7 illustrates the results obtained.

Table 7.

Canonical Analysis for the First Canonical Functions regarding the Correlation between Intellectual Risk-Taking and Classroom Climate

Variable	1 st Canonical Function	
	Sc	r _s
Approach to Taking Intellectual Risk	.989	<u>.67</u>
Avoidance from Taking Intellectual Risk	-.033	<u>.54</u>
R_c²		.23
Peer Backing	.055	<u>.53</u>
Teacher Backing	.283	<u>.72</u>
Gratification	-.304	.45
Intellectual Proficiency	.945	<u>.95</u>

r_s values higher than |.45| are underlined.

Intellectual risk-taking and classroom climate data sets make a significant contribution to the canonical model and to all the dimensions above the criterion value of .45 (Table 7). In accordance with Table 7, the Rc2 coefficient for the initial canonical function is .23. This value reveals that the shared variance between intellectual risk-taking and classroom climate datasets in the first canonical function is 23%. Furthermore, the intellectual risk-taking and classroom climate datasets for this function are shown in Figure 2.

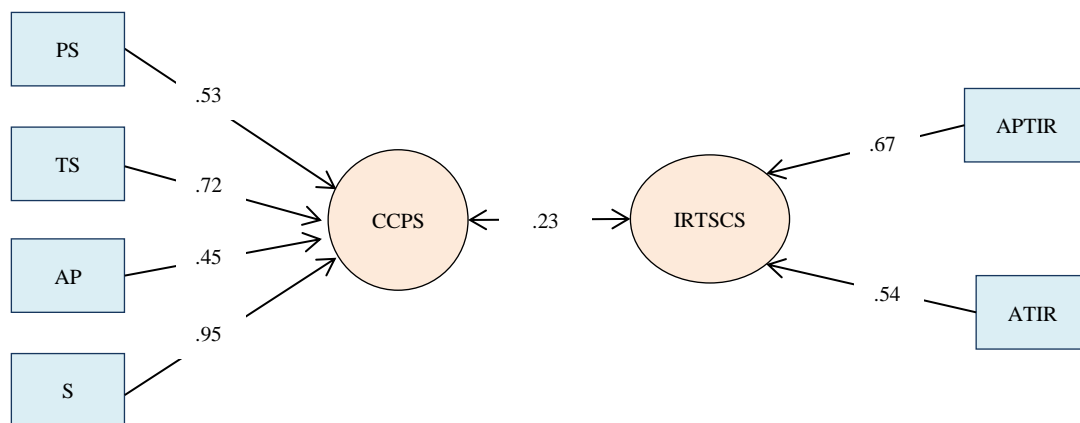


Figure 2. *The Correlation between Classroom Climate and Intellectual Risk Taking*

Discussion, Conclusion and Recommendations

In the present research, the relationship between secondary school pupils' academic risk-taking in social studies course tendencies and classroom climate perceptions was examined by CCA. As a result of the analysis, only one canonical function was obtained as significant for the relationship between academic risk-taking and classroom climate. In the canonical function, which was calculated to maximize the relationship between academic risk-taking and classroom climate data sets, the correlation between data sets was calculated as .47542. Accordingly, in the initial canonical function, intellectual risk-taking, and classroom climate data sets shared a variance of 22.60%.

Intellectual risk-taking and classroom climate variables are correlated structures in the literature. However, this overlap can be characterized as a partial similarity because there is no study in the field that completely deals with the relationship between intellectual risk-taking and classroom climate. In other words, studies that can be stated to be in parallel with the results of the research examine either the relationship between the learning environment and intellectual risk-taking, or the effects of intellectual risk-taking on other affective characteristics such as self-efficacy and motivation. For example, intellectual risk-taking relationship with learning environment (Akdağ, 2020), achievement orientations (Church, et al., 2001; Lau & Lee, 2008; Phan, 2008; Popilskis, 2013), self-efficacy (Anderman & Midgley, 1997; Haydel, et al., 1999), and motivation (Köse & Küçükoğlu, 2009) studies show parallelism with the research results in terms of providing evidence that there is a significant relationship between classroom climate and affective learning outputs.

Our research results are in line with the theoretical background in that the characteristics of the classroom climate affect the pupils' characteristics. Sharma (2015) and Clifford's (1988) studies can be cited as examples of this theoretical background that is compatible with our research results. Clifford (1988) stated that the classroom environment affects students' risk-taking behaviors while Sharma (2015) reported that a carefree, supportive, and democratic classroom environment will help students take intellectual risk. In addition, Carfley (2021) stated that the creation of a safe and interesting learning environment will serve to eliminate the stress in the learning environment and make students feel safe, valuable, and comfortable, thus eliminating the obstacles to risk-taking behavior. Drawing caution to the physical characteristics of the learning ambience, Cervantes (2013) emphasized that designing the classroom environment by using furniture, decorations, and visual clues suitable for the physical arrangement of the classroom would allow students to share their opinions comfortably in the classroom and make the learning environment suitable for taking risks. Also, Clifford and Chou (1991) emphasized that creating alternative classroom environments will encourage students to take intellectual risks by encouraging them. Based on the theoretical information listed, it can be said that pupils' intellectual risk-taking behavior cannot be handled independently of the classroom environment. In this context, teachers should organize the learning environment as environments where students share their knowledge willingly and without hesitation. For this, teachers should eliminate all possible risk factors in the classroom and students should be willing to join in learning activities by eliminating the anxiety of negative evaluation. In addition, methods such as creative thinking, reflective thinking, and problem-solving skills that will increase students' willingness to take intellectual risks should also be employed.

This research is of a correlative design. Correlative studies limit the interpretations that can be made about the cause-effect relationship between the variables (McMillan & Schumacher, 2010). In order to eliminate this limitation, it can be recommended to conduct experimental studies to determine how different learning environments affect students' intellectual risk-taking behaviors. The fact that the data were gathered only from a sample of 7th and 8th level pupils is the second limitation of the study. In future studies, data can be collected from other grade levels and various education grades. Thus, the generalizability of the results obtained from the study to different age groups may increase. The last limitation of the study is that the data were obtained with self-report measurement tools. In order to overcome this limitation, various data collection methods such as making in-class observations on teacher-student and student-student relations and conducting interviews with students for perceived teacher support can be used in future studies.

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Agile Leadership as An Antecedent of School Effectiveness: A Relational Investigation on Teachers*

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Filiz Çalışkan Yılmaz**

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Abstract

Uncertainty, competition, and changes in needs arising from developments in the fields of globalization, science, and technology affect not only for-profit organizations but also schools providing education services. Since schools are expected to be effective in this challenging situation, agile leadership characteristics are searched for in school managers. The purpose of the study was to see if school administrators' agile leadership attributes predicted school effectiveness, and it was conducted using the relational survey model. Data is collected by 605 public school teachers in Istanbul from 2020 to 2021 with the School Effectiveness Index and Marmara Agile Leadership Scale. While the prominent findings do not create a significant difference in agile leadership perceptions according to teachers' gender, education level, seniority, and age, they do create a significant difference according to school levels. While the effectiveness of school as perceived by teachers does not show great differences based on their gender or amount of education. It has been determined that there are considerable differences according to the school levels, ages, and seniority of the teachers. Finally, it was found that school administrators' agile leadership characteristics predicted school effectiveness in a positive and significant way.

Keywords: Leadership, Agility, Agile Leadership, School Effectiveness

* This paper was produced from the master's thesis of the first author conducted under the supervision of the second author.

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Okul Etkinliğinin Bir Öncülü Olarak Çevik Liderlik: Öğretmenler Üzerine İlişkisel Bir İnceleme*

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Öz

Küreselleşme, bilim ve teknoloji alanlarında yaşanan gelişmeler ile ortaya çıkan belirsizlik, rekabet ve ihtiyaçların değişmesi kâr amacı güden örgütleri etkilediği kadar eğitim hizmeti sunan okulları da etkilemektedir. Bu zorlu durumda okulların etkili olması beklendiğinden okul müdürlerinin çevik liderlik özelliklerine sahip olması beklenmektedir. Araştırmada okul müdürlerinin çevik liderlik özelliklerinin okul etkililiğini yordayıp yordamadığı amaçlanmış ve araştırma ilişkisel tarama modeline göre gerçekleştirilmiştir. Araştırmada veriler İstanbul'da devlet/ kamu okullarında eğitim öğretim 2020-2021 yılında görev yapan 605 öğretmenden Okul Etkililiği İndeksi ve Marmara Çevik Liderlik Ölçeği yardımıyla toplanmıştır. Öne çıkan bulgular göre öğretmenlerin cinsiyetlerine, eğitim düzeylerine, kıdemlerine ve yaşlarına göre çevik liderlik algılarında anlamlı bir farklılık oluşturmazken, okul kademelerine göre anlamlı farklılık oluşturmaktadır. Öğretmenler tarafından algılanan okul etkililiği öğretmenlerin cinsiyetlerine, eğitim seviyelerine göre anlamlı bir farklılık göstermezken; öğretmenlerin görev yaptığı okul kademelerine, yaşlarına ve kıdemlerine göre anlamlı farklılık gösterdiği belirlenmiştir. Son olarak okul müdürlerinin çevik liderlik özelliklerinin okul etkililiğini olumlu yönde ve önemli ölçüde yordadığı tespit edilmiştir.

Anahtar Sözcükler: Liderlik, Çeviklik, Çevik Liderlik, Okul Etkililiği

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Introduction

The institutions that provide formal education services are schools. According to Şişman (2020), schools are social education institutions created to ensure the continuity and stability of countries, social integration, and the transfer of cultural and social heritage within the education system. In this sense, schools as an organization are expected to reach their desired goals and be effective. In other words, effectiveness can be defined as the ability to achieve the desired result in general terms. A successful school is one that contributes to all aspects of student development (Özdemir, 2000). The view that an effective school has a great contribution to student achievement (Weber, 1971) allows the development of education policies (Edmonds, 1979). The “Coleman Report” is based on an examination of the inputs and outputs that exist in the education process and draws attention to the importance of the link between school inputs and student performance (Coleman et al., 1968; Hanushek, 1979). School effectiveness research has focused on the process and examined the examples of small schools in more depth (Brookover, 1978; Edmonds, 1979; Rutter, 1980). Later research involves pilot applications with developed training programs (Hanushek, 1979; Miller et al., 1985). Effective schooling, conceptually, can be defined as the outcomes that reflect the teaching, demonstrate the availability of quality (acceptably high levels of achievement) and equality (Lezotte, 1989).

There are many studies determining the characteristics of an effective school. For example, Weber (1971) identified the most prominent features of an effective school as strong leadership, high expectations, a positive atmosphere, a strong emphasis on reading, use of phonetics, individualization, and careful evaluation of student development as school success factors. Strong instructional leadership, high expectations of student achievement, stress on basic skills, a secure and good school climate, and regular evaluation of student growth are the five most critical features of an effective school, according to Scheerens and Creemers (1989). As emphasized in the examples, “leadership” is a common variable that should be examined for an effective school (Hallinger & Heck, 1996; Harris, 2004; OFSTED [Office for Standards in Education], 2000). There are many studies proving that an effective leadership is a necessary and important variable for an effective school, and that leadership plays an important role in school, teacher performance and student success/outcomes (Cameron, 2003; Cerit & Yıldırım, 2017; Ellet & Teddlie, 2003; Eker & Özgenel, 2021; Ermeydan, 2019; Hallinger, 1998; Kazan & Özgenel, 2021; Leithwood & Jantzi, 1999; Leitwood et al., 2004; Louis, 2007; Mert & Özgenel, 2020a; Mert & Özgenel, 2020b; Mert et al., 2021; Murphy, 2007; Murphy et al., 2007; Namlı, 2017; Özgenel & Karsantik, 2020; Özgenel & Ankaralıoğlu, 2020; Özgenel & Dursun, 2020; Özgenel & Hıdıroğlu, 2019; Özgenel, 2020; Özgenel & Aksu, 2020; Özgenel & Aktaş, 2020; Özgenel & Canuylasi, 2021; Özgenel & Canuylasi, 2021; Özgenel et al., 2020; Şahin & Özgenel, 2020). In summary, the leadership styles, characteristics, or behaviors exhibited by school administrators have an impact on school management processes, staff, and student outcomes.

Flexible and agile leaders are needed to support organizational change, increase productivity, adapt to change, and overcome inertia (Boyer & Robert, 2006). In other words, for organizational success to be sustainable, organizations need to reach a level of agility. It seems possible for organizations to reach this level of agility, and it seems only possible with the existence of agile leaders (Joiner & Josephs, 2007). Agile leadership, volatility, uncertainty, complexity, and ambiguity (VUCA), are the abilities to provide a fast and effective solution to situations, to adapt their skills to different situations, and to show flexible behaviors (Joiner & Josephs, 2007; Joiner, 2009). Researches that peruse the effects of agile leadership qualities of managers on the institution and its employees support these claims (Abbasi & Ruf, 2020; Joiner & Josephs, 2007; Klopper & Pendergast, 2017; Özdemir, 2019; Parker et al., 2015; Swisher, 2013). Because agile leaders have an intellectual mindset (McPherson, 2016) to understand complex problems, benefit from the ideas of others, see the bigger picture, and have the ability to handle tensions caused by needs (McKenzie & Aitken, 2012). Agile leaders approach problems with creative solutions and are very effective at managing conflicts. They are individuals who can learn from challenging work experiences, embrace change, motivate, and inspire employees easily (Swisher, 2013).

Agile leadership, as a leadership approach based on teamwork and team learning, where they can get rapid feedback, and where quality and perpetual learning continue, are among the characteristics

of this type of leadership (Breakspear, 2017). The dimensions of (i) interaction style, (ii) innovation/exploration tendency, (iii) change approach, (iv) knowledge acquisition, and (v) visionary abilities were determined regarding the leadership roles of agile managers. (Bonner, 2010). Joiner and Josephs (2006) stated that managers have achieved agile leadership by mastering the areas of (i) expert, (ii) successful, (iii) catalyst, (iv) co-creator, and (v) synergist. According to Breakspear (2017), agile leadership is very beneficial in making changes in the education process. It creates dynamism in the education process with a repertoire beyond both technical knowledge and other change approaches.

The most important factor affecting a school's efficacy and performance is the school principal's leadership and the way he or she displays it. In other words, it has been detected that managers' leadership styles play a crucial role in school effectiveness (Tatlah & Iqbal, 2012). It is accepted that school principals' being creative, innovative, and entrepreneurial is necessary for increasing the effectiveness and development of schools and that the leadership styles displayed by school principals determine school success. (Day & Sammons, 2016; Hung & Ponnusamy, 2010). The importance of leadership in school effectiveness has brought up the investigation of the effect of agile leadership, which emerged as a new leadership approach, on school effectiveness. For example, the agile leadership characteristics of school principals affect teachers' professional development, performance (Yalçın & Özgenel, 2021), organizational justice, job satisfaction (Özgenel, Şebnem, & Asmaz, 2022) and emotional professional commitment (Yazıcı, Özgenel, Koç, & Baydar, 2022). These findings have given an idea about examining the agile leadership approach with school effectiveness. From this perspective, the goal is to see if the agile leadership traits of education administrators predict school effectiveness based on educator perceptions. In addition to this primary purpose, "(i) Do school principals' agile leadership characteristics perceived by teachers differ significantly according to teachers' gender, age, graduation level, school level and professional seniority? (ii) Do teachers' perceptions of school effectiveness differ significantly according to their gender, age, graduation level, school level and professional seniority? (iii) Is there a correlation between school principals' agile leadership characteristics and school effectiveness? (iv) Do school principals' agile leadership characteristics predict school effectiveness in a significant way?" sub-objectives were sought to be answered.

Method

Research Model

As a research method, quantitative research was preferred, and a relational survey design was applied. In the relational survey design, the change in more than one variable, the degree of this change is determined, and the research design's goal is to uncover the link between the variables (Sönmez & Alacapınar, 2011).

Study Group

In the academic year 2020-2021, the study's population consisted of 168,165 teachers working in Istanbul's public schools. Since it is not possible to reach the whole universe, 605 teachers participated with an easily accessible sampling method from the universe. Easy-to-reach sampling methods are defined as saving time, effort, and money for information and reliability by choosing the easy one. (Baltacı, 2018). The size of the sample can be said to represent the universe. There were 356 female instructors (58.8%) and 249 male teachers (41.2%) among the participants. 71 of the teachers are under the age of 30, 238 are between the ages of 31 and 40, 238 are between the ages of 41 and 50, 207 are between the ages of 41 and 50, and 89 are between the ages of 51 and 50. (14.7%) years old. Of the teachers, 243 (40.2%) work in primary schools, 174 (28.8%) in secondary schools and 188 (31.1%) in high schools. Of the teachers, 480 (79.3%) graduates, and 125 (20.7%) graduates. 77 of the teachers are 5 years and below (12.7%), 105 of them are 6-10 years (17.4%), 104 of them are 11-15 years (17.2%), 116 of them are 16-20 years (19.2%) and 203 of them (33.6%) have a seniority of 21 years or more.

Research Tools and Process

The research data were obtained by applying the Information Form (gender, educational status, age, professional seniority, education status, school level), the "School Effectiveness Index (SE-INDEX)" and the "Marmara Agile Leadership Scale".

School Effectiveness Index: The index was first created by Mott (1972) to measure the efficacy of hospitals and was then extended to measure the effectiveness of schools with the help of several researchers (Miskel et al., 1979; Hoy & Ferguson, 1985; Hoy & Miskel, 1991; Hoy et al., 1991, cited Hoy, 2022). It was translated into Turkish by Yıldırım and Ada (2018). The index includes a 6-point Likert type, is one-dimensional, and has total of 8 items. It contributes to the determination of school effectiveness according to teacher perceptions. A score between 0 and 136 is obtained from the scale.

Marmara Agile Leadership Scale: Yazıcı and Özgenel (2020) established the Marmara Agile Leadership Scale to define the agile leadership traits of school administrators. The scale, which is a 5-point Likert scale (Never=0; Rarely=1; Sometimes=2; Often=3; Always=4), consists of 3 factors and 34 items. A score between 0 and 136 is obtained from the scale.

Analysis of Data

Kurtosis, skewness, and reliability values were examined before the data were analyzed (Table 1).

Table 1

Kurtosis and Skewness Values and Confidence Coefficients of the Scales

	N	Mean	Kurtosis	Skewness	Cronbach Alpha
School Effectiveness	605	4.10	.09	.77	.94
Agile Leadership	605	2.56	.57	.67	.99

The kurtosis and skewness values of the data are between 1 and demonstrate a normal distribution, according to Table 1, and the dependability coefficient is quite high. Because the data had a normal distribution, parametric tests were used. The groups of data independent from parametric tests were analyzed by t-test, ANOVA (Post-hoc Sheffe after Anova), correlation, and regression analysis.

Ethical Procedures

Necessary permissions were obtained from the relevant authorities in the study (Istanbul Sabahattin Zaim University Ethics Committee, approval dated January 28, 2021, and numbered E-20292139-050.01.04-2007).

Results

The t-test findings for the comparison of teachers' perceptions of school effectiveness and agile leadership based on their gender and education level are presented in Table 2.

Table 2

T- Test Results According to Teachers' Gender and Seniority

Variables	Groups	N	M	ss	t	sd	p
School Effectiveness	Female	356	4.10	1.13	-.002	603	.998
	Male	249	4.10	1.24			
Agile Leadership	Female	356	2.59	1.09	.67	603	.498
	Male	249	2.52	1.18			
School Effectiveness	Undergra-	480	4.13	1.16	1.28	603	.198
	Graduate	125	3.98	1.21			
Agile Leadership	Undergra-	480	2.60	1.13	1.67	603	.095
	Graduate	125	2.41	1.12			

When Table 2 is examined, teachers' perceptions of school effectiveness and agile leadership vary by gender ($t[603]=-0.002$; $p<.05$; $t[603]=.67$; $p<.05$) and education level ($t[603]=1.28$; $p<.05$; $t[603]=1.67$; $p<.05$).

Table 3 presents the ANOVA findings for the comparison of teachers' perceptions of school effectiveness and agile leadership based on their school levels.

Table 3

The ANOVA Test Results According to the School Levels of the Teachers

	Type of School	N	M	SD	F	p	Sig.
School Effectiveness	A-Primary	243	4.27	1.13	8.45	.000	A>C; B>C
	B-Secondary	174	4.18	1.12			
	C-High	188	3.82	1.23			
	Total	605	4.10	1.17			
Agile Leadership	A-Primary	243	2.71	1.05	7.47	.001	A>C; B>C
	B-Secondary	174	2.64	1.11			
	C-High	188	2.30	1.20			
	Total	605	2.56	1.13			

According to Table 3, the instructors' assessed school effectiveness varies significantly depending on the school levels where they work at ($F=8.45$; $p<.01$). According to the Scheffe test results, teachers working at primary schools ($M=4.27$) and secondary schools ($M=4.18$) perceive their schools as more effective than teachers working at high schools ($M=3.82$). Similarly, it was shown that teachers' perspectives of agile leadership vary greatly with the school levels they were assigned to ($F=7.47$; $p<.01$). According to the results of the Scheffe test, teachers ($M=2.73$) working at primary schools ($M=2.73$) and secondary schools ($M=2.64$) think that school principals display agile leadership characteristics higher than teachers working at high schools ($M=2.30$).

The ANOVA findings for the comparison of teachers' school effectiveness and agile leadership perceptions by age are presented in Table 4.

Table 4

The T-Test Results According to the Ages of the Teachers

	Okul Türü	N	M	SD	F	p	Sig.
School Effectiveness	A-age 30 and under	71	3.77	1.22	4.33	.005	D>A
	B-age 31-40	238	4.02	1.20			
	C-age 41-50	207	4.18	1.07			
	D-age 51 and over	89	4.39	1.23			
	Total	605	4.10	1.17			
Agile Leadership	A-age 30 and under	71	2.48	1.20	1.19	.310	---
	B-age 31-40	238	2.53	1.16			
	C- age 41-50	207	2.53	1.08			
	D-age 51 and over	89	2.77	1.11			
	Total	605	2.56	1.13			

According to Table 4, teachers' views on school effectiveness varied significantly depending on their age ($F=4.33$; $p<.01$). In the Sheffe test, the perceptions of school effectiveness of teachers aged 51 and over ($M=4.39$) are higher than the perceptions of school effectiveness of teachers aged 30 and younger ($M=3.77$).

Table 5 shows the ANOVA results for comparing teachers' perceptions of school effectiveness and agile leadership based on their seniority.

Table 5
T-Test Results According to the Seniority of the Teachers

	Seniority	N	M	SD	F	p	Sig.
School Effectiveness	A- 5 years and under	77	3.81	1.20	4.76	.001	E>A; E>C
	B- 6-10 years	105	4.13	1.16			
	C- 11-15 years	104	3.91	1.24			
	D- 16-20 years	116	3.99	1.16			
	E- 21 years +	203	4.36	1.10			
	Total	605	4.10	1.17			
Agile Leadership	A- 1-5 years	77	2.55	1.12	.53	.713	
	B- 6-10 years	105	2.55	1.11			
	C- 11-15 years	104	2.50	1.22			
	D- 16-20 years	116	2.48	1.14			
	E- 21 years +	203	2.65	1.09			
	Total	605	2.56	1.13			

According to Table 5, when the perceived school effectiveness of teachers is compared with their seniority, the difference is not significant ($F=4.76$; $p<.01$). According to the Scheffe test results, the perceived school effectiveness ($M=4.36$) of teachers with 21 or more seniority is higher than the perception of school effectiveness of teachers with 5 or less seniority ($M=3.81$) and 11 to 15 ($M=3.91$). In other words, teachers with 21 or more years of experience perceive schools as more effective than teachers who have worked for 1 to 5 and 11 to 15 years. When teachers' perceptions of agile leadership are compared to their seniority, there is no significant difference ($F=.53$; $p>.05$).

Table 6 displays the results of the correlation study between teachers' perceptions of school effectiveness and agile leadership.

Table 6
Correlation Analysis Results

Variables	School Effectiveness	
Agile Leadership	r	.588**
	p	.000
	N	605

Table 6 shows that there is a positive, moderate, and significant relation between teachers' agile leadership characteristics as school principals and their perceptions of school effectiveness ($r=.588$; $p<.01$).

The simple regression analysis findings, which were conducted to determine the level of predictability of school effectiveness based on school principals' agile leadership characteristics, are shown in Table 7.

Table 7
Regression Analysis Results

Independent variable	Dependent variable	B	Std. Error	(β)	t	p
Constant		2,537	,096		26,411	,000
Agile Leadership	S. Effectiveness	,612	,034	,588	17,854	,000

$R=.558$; $R^2=.346$; $F=318.77$; $p<.001$

Table 7 reveals that teachers' perceptions of school administrators' agile leadership traits strongly predicted school effectiveness ($r^2=.346$; $p<.001$). The agile leadership characteristics of school principals explain approximately 35% of the total variance in teachers' perceptions of school ethics ($\beta=.558$; $r=.558$; $r^2=.346$; $F=318.77$; $p<.001$). In other words, the more school principals exhibit their agile leadership characteristics, the more effective the school becomes.

Discussion, Conclusion and Recommendations

Agility is seen as the ability to detect emerging problems quickly, to be sensitive to stakeholders and the environment, to evaluate opportunities, to adapt in a short time, and to learn quickly. Changes in the structure and purpose of schools necessitate greater adaptability (Caldwell & Spinks, 2013; Hannon & Peterson, 2017; Walsh, 2015). In this sense, agile leadership can adapt to new competitive environments with the individual's ability and willingness to learn and gain new experiences in various conditions (Saputra et al., 2018). Therefore, agile leadership has an important role in enhancing management effectiveness (Yadav & Dixit, 2017). In this study, which was carried out to discover the level of predicting school effectiveness of school principals' agile leadership characteristics, it was found that while the agile leadership of school principals does not change significantly based on teachers' gender, education level, seniority, or age, primary school teachers and secondary school teachers consider school principals to be more agile than high school teachers. Özdemir (2020) in a study comparing teachers working in Turkey and England, found that the gender of the teachers did not make a difference in their perceptions of agile leadership; he reported that there is a significant difference in favor of undergraduate teachers in Turkey, but that there is no significant difference according to the education level of teachers in England. Again, Özdemir (2020) stated that there is no significant difference in the perceptions of agile leadership according to the seniority and age of the teachers in Turkey; however, it was found that as the seniority and age of teachers in England increased, their perceptions of agile leadership decreased. Yazıcı et al. (2022) stated that the agile leadership characteristics of school principals do not make any difference to the genders and educational levels of teachers, and the agile leadership perceptions of teachers with 5 years or less seniority and teachers 30 years of age or younger are more positive than those of teachers with more seniority and age. In addition, it was revealed that the agile leadership perceptions of the teachers at the primary and secondary school levels were higher than those of the teachers working at the high school level. Yalçın and Özgenel (2021), on the other hand, determined that male teachers, undergraduate and primary school teachers, have higher agile leadership perceptions than female teachers, graduate and secondary school teachers, and high school teachers. According to the same research, school principals' agile leadership abilities are unaffected by the age or seniority of the teachers. When the research findings in the literature are considered together, it can be thought that consistent results have not been achieved in teachers' perceptions of the agile leadership characteristics of school principals, and the concept of agility, which is a new concept in the literature, does not make any difference on teachers. We suggest that more studies be conducted in this area.

Teachers' perceptions of school effectiveness are unaffected by their gender or educational degree. Teachers in primary and secondary schools deem their schools to be more effective than teachers working at the high school level; teachers over the age of 51 compared to teachers aged 30 and below, and teachers with 21 or more years of seniority compared to teachers with 15 years or less seniority. When studies on school effectiveness are examined; teachers' *gender* (Çevrik, 2022; Çiftçi, 2019; Çobanoğlu Kasap, 2008; Koç, 2019; Karabeke, 2022; Küçük, 2020; Namli, 2017; Özgenel & Mert, 2019; Şişman, 1996), *ages* (Karabeke, 2022; Özgenel & Koç, 2020; Özgenel & Topal, 2019), *seniorities* (Çevrik, 2022; Koç, 2019; Karabeke, 2022; Namli, 2017; Özgenel & Mert, 2019; Mert et al., 2021), *education levels* (Çevrik, 2022; Karabeke, 2022; Koç, 2019; Küçük, 2020; Namli, 2017) and *the school levels they work* (Mert et al., 2021) are studies reporting that there is no variable that makes a difference in their perceptions. Contrary to these findings, male teachers school effectiveness perception is higher than female teachers' (Akan, 2007; Kanmaz & Uyar, 2016; Kuşaksız, 2010), female teachers perceive their school more effectively than male teachers (Özgenel & Topal, 2019), the effectiveness of a school decreases as it progresses from kindergarten to primary school to high school (Çevrik, 2022; Gökmen, 2011; Tural, 2019; Turgut, 2021); bachelor's degree (Özgenel & Koç, 2020; Ontai-Machado, 2016) and teachers with higher seniority perceive their schools more effectively (Akan, 2007; Ayık, 2007; Küçük, 2020; Ontai-Machado, 2016; Sivri, 2019; Şahin Dinçsoy, 2011) research can be found. The reason for the inconsistency between the findings of the studies may be the difference between the sample groups in which the studies were conducted and the data measurement tools used in the studies.

In general, the leadership roles and styles of school principals affect the happiness of schools (Şahin & Özgenel, 2020), school development (Kazan & Özgenel, 2021), teacher performance (Mert & Özgenel, 2020; Özgenel & Aktaş, 2020), learning culture at school (Özgenel, 2020b); it has been determined that the effect of different leadership styles and behaviors displayed on school effectiveness also differs (Turgut, 2021; Yumaşak & Korkmaz, 2021). In particular, there are studies reporting that agile leadership increases teachers' organizational commitment (Özdemir, 2021), supports their professional development, and affects their performance positively (Yalçın & Özgenel, 2021). A similar finding was obtained in this study as well. The agile leadership characteristics of school principals affect school effectiveness both positively and significantly. These results point out the importance and necessity of the role played by agile leaders for organizational effectiveness and organizational life. It is stated that agile leaders increase organizational effectiveness (Joiner, 2019) and have the power to lead organizations (Parker, Holesgrove, & Pathak, 2015), have a positive perspective, manage time effectively, work for continuous improvement, and aim to make change meaningful (Breakspear, 2017). In this context, it can be said that as school principals develop their agile leadership characteristics and exhibit them in school management, they will provide an important transformation and contribute to increasing the effectiveness of schools. The positive increase in school effectiveness with school principals fulfilling their agile leadership roles can be considered a promising result for the Turkish education system, which can make education staff happy. In this respect, our research findings support the general belief that school principals contribute to school effectiveness and development. Ultimately, the effectiveness of schools means the success of the education system. Although this study provides significant and strong evidence for the relationship between school principals' agile leadership characteristics and school effectiveness, there are some limitations. Even though school principals' agile leadership characteristics significantly predict school effectiveness, this finding does not provide us with an idea of how school principals' agile leadership characteristics affect school effectiveness. In addition, research data were obtained from teachers and collected cross-sectionally. Evaluation and generalization of the findings reached in the research should be done within these limitations.

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The Views of University Students about Civic Involvement Projects

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İkramettin Daşdemir*

Abstract

The aim of this study was to reveal the views of university students who conduct civic involvement projects about these projects. The case study research method, which is a qualitative research approach, and criterion sampling, a purposive sampling type, were used in the study. The participants were 20 university students from undergraduate, graduate, and doctorate education programs in 2021. The data for the study were collected through a questionnaire with five open-ended questions prepared by the researcher. Content analysis was used to analyze the data. At the end of the study, it was revealed that the studies of university students who conduct civic involvement projects are for students, children, animals, the elderly, and the environment; the projects provide educational, social, socio-economic, emotional, and individual contributions to individuals; the awareness of social sensitivity in individuals can be realized through education, social media, responsibility, and family; the projects contribute to individuals such as taking responsibility, being sensitive, and thinking broadly; and the definitions of social sensitivity are the same although they are expressed in different ways. As a result of the study, some suggestions are proposed, such as obtaining the opinions of instructors who conduct civic involvement projects and the individuals who apply to participate in these projects.

Keywords: Civic involvement, Projects, University students, Opinions, Qualitative study

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Üniversite Öğrencilerinin Toplumsal Duyarlılık Projeleri Hakkındaki Görüşleri

Makale Türü	Başvuru Tarihi	Kabul Tarihi
Araştırma	29.03.2022	16.12.2022

Ikramettin Daşdemir *

Öz

Bu araştırmanın amacı, toplumsal duyarlılık projesi hazırlayan üniversite öğrencilerinin bu projeler hakkındaki görüşlerini ortaya çıkarmaktır. Çalışmada nitel araştırma yaklaşımı içinde yer alan özel durum çalışması yönteminden faydalanılmıştır. Araştırmada amaçsal örnekleme türlerinden ölçüt örnekleme kullanılmıştır. Çalışmanın katılımcılarını 2021 yılında lisans, yüksek lisans ve doktora eğitimine devam eden 20 üniversite öğrencisi oluşturmaktadır. Çalışmanın verileri araştırmacı tarafından hazırlanan beş adet açık uçlu sorudan oluşan anket formu aracılığıyla toplanmıştır. Verilerin analizinde içerik analizi yöntemi kullanılmıştır. Çalışma sonunda toplumsal duyarlılık projelerinde rol alan üniversite öğrencilerinin çalışmalarının, öğrencilere, çocuklara, hayvanlara, yaşlılara ve çevreye yönelik çalışmalar olduğu, projelerin bireylere eğitim, sosyal, sosyo ekonomik, duygusal ve bireysel olarak katkılar sağladığı belirlenmiştir. Ayrıca bireylerde toplumsal duyarlılık bilincinin eğitim, sosyal medya, sorumluluk ve aile aracılığıyla gerçekleşebileceğini, projelerin bireylere sorumluluk alma, duyarlı olma ve geniş düşünme gibi katkılar sağladığı ortaya çıkarılmıştır. Katılımcıların toplumsal duyarlılık kavramını farklı şekillerde ifade etmelerine rağmen aynı anlamlarda kullandıkları tespit edilmiştir. Çalışma sonucunda toplumsal duyarlılık projeleri yapan öğretim elemanlarının ve toplumsal duyarlılık projelerinin uygulandığı bireylerin görüşlerinin alınması gibi bazı öneriler sunulmuştur.

Anahtar Sözcükler: Toplumsal duyarlılık, proje, üniversite öğrencileri, görüşler, nitel çalışma

Introduction

Technology, which is developing very rapidly, has a significant impact on the society we live in, as it does in every field. In order to increase the peace and welfare of society, individuals must be sensitive to all kinds of events that occur in the society. These sensitive individuals should think about the benefits to the society they live in, keep up with social changes, and maintain the feelings of coexistence and solidarity, which are disappearing (Akkocaoğlu, Albayrak & Kaptan, 2010; Yanık, 2019). The purpose of this situation, which we call social sensitivity, is to establish a relationship between the world that we live in and the events that we experience and take responsibility in this regard. The main purpose of social sensitivity is to show a considerably positive reaction that can meet the priorities and expectations of the society, to be willing to take necessary measures, to balance the interests of the stakeholders against the benefits of the society, and to take social responsibility to be a good citizen (Özgener, 2000). Individuals must be educated, internalize responsibility, and gain awareness of responsibility in the direction desired by the society so that social sensitivity can be permanent (Yanık, 2019). Civic involvement projects are needed to develop social sensitivity effectively. In fact, civic involvement projects have been implemented in the USA and European countries from elementary education to university education at all levels (Saran, Çoşkun, Zorel and Aksoy, 2011). In addition, civic involvement projects are carried out in universities abroad in master's and doctoral level programs (Saran et al., 2011). Indeed, a specialization course at master's and doctoral levels is provided at Nottingham University Business School's International Centre for Corporate Social Responsibility (Url -1). The George Warren Brown School of Social Work at Washington University in the USA offers social work, public health, and social policy graduate education (Url- 2). In addition, the School of Social Service Management at the University of Chicago in the USA offers not only master's and doctoral education in social service but also field training (Url -3). In this country, in 2005, the curriculum of education faculties was updated by the Council of Higher Education (YÖK), and the "Community Service Practices" course was implemented in all education faculties. In addition, YÖK includes social awareness projects in the monitoring and assessment general report of universities. In fact, according to the "University Monitoring and Assessment General Report" published by YÖK in 2020, Atatürk University ranks first with 475 projects, Sakarya University ranks second with 456 projects, Selçuk University ranks third with 382 projects, Pamukkale University ranks fourth with 322 projects, and Gaziantep University ranks fifth with 322 projects (YÖK, 2020). In line with these decisions taken by YÖK, some universities have made social awareness courses compulsory in all their faculties, and some universities in a few faculties (Saran et al., 2011). Social awareness studies are carried out through various clubs established in universities outside the curricula of universities. In addition, social awareness projects that require a budget are supported by the rectors of the universities and the health, culture, and sports departments. Thanks to these contributions, students conduct many social awareness projects. It is important to determine these students' opinions about the social awareness projects they have conducted in terms of ensuring the participation of both the society and the students who are not involved in social awareness projects in this field. According to our literature review, there are both international and national studies carried out on social sensitivity. The following studies revealed the following results: Yates and Younnis (1997) determined that the awareness of students who cared for homeless individuals raised awareness about their problems; Payne (2000) stated that learning via community services changed students' participation preferences; Johnson and Bozeman (1998) pointed out that the students who encountered people who are needy realized the problems and thus developed social responsibility awareness; Sönmez (2010) stated that social awareness projects developed students' social skills; Küçüköğlü and Kaya (2009) stated that some positive changes occurred in students who took part in community service practices in terms of skills, attitudes, and values; Küçüköğlü and Koçyiğit (2015) in their study carried out with pre-service teachers revealed that pre-service teachers developed their skills in empathy, critical thinking, problem-solving, and democratic attitudes; Akkocaoğlu, Albayrak, and Kaptan (2010) determined as a result of their study with pre-service teachers that community service practices caused positive changes in individuals' social awareness levels; and Özgan and Külekçi (2015) stated that the students who worked in the field of social responsibility developed themselves in both the field and social area. According to our literature review, there was no study that examined the opinions of students who conducted social awareness projects. The present study aimed to fill the gap in this field in the literature.

Method

Research Design

The aim of our study was to reveal the views of university students who participate in civic involvement projects about these projects. The case study research method is a qualitative research approach. With this method, a group of people, a subject, a problem, or a program can be examined closely, or the qualities of an educational program can be explored specifically in terms of the subject, content, and character (Marrais & Lapan, 2004). Case studies can be used in some overly complex situations to inform decision-making mechanisms or to explain cause–effect relationships (Yin, 2003).

The ethics committee report of the study was obtained in accordance with the decision of the Educational Sciences Unit Ethics Committee in Atatürk University Social and Human Sciences Ethics Committee dated 06.01.2022 and numbered E-17114001656-2100344345

Participants

The study was carried out with 20 university students from undergraduate, graduate, and doctorate education programs in 2021. The participants were chosen by convenience sampling, a purposeful sampling method. The reason for using this method is that it provides an opportunity to easily reach participants who are convenient to the researcher due to the disruption of education by the schools. Convenience sampling allows quick data collection and it is practical (Büyüköztürk, Kılıç-Çakmak, Akgün, Karadeniz and Demirel, 2014). Qualitative research does not require large samples as it will start to repeat itself after a certain stage (Morse, 2016; Shenton, 2004).

The study involved 12 undergraduate, 4 graduate, and 4 doctoral students receiving education in different departments and they had taken part in at least one social awareness project. Thirteen of these students are female and 7 of them are male. Information about the participants is given in Table 1.

Table 1.
Information about the participants

Education status	Codes	Gender	Section
Undergraduate	U1	female	Science teaching
Undergraduate	U2	female	Science teaching
Undergraduate	U3	female	Theology
Undergraduate	U4	female	Science teaching
Undergraduate	U5	female	Science teaching
Undergraduate	U6	female	Theology
Undergraduate	U7	female	Theology
Undergraduate	U8	female	Fashion design
Undergraduate	U9	female	Theology
Undergraduate	U10	female	Theology
Undergraduate	U11	female	Public relations
Undergraduate	U12	female	Theology
Graduate	G1	male	Science teaching
Graduate	G2	female	Science teaching
Graduate	G3	male	Science teaching
Graduate	G4	male	Theology
Doctoral	D1	male	Education programs
Doctoral	D2	male	Mathematics
Doctoral	D3	male	Mechanical engineering
Doctoral	D4	male	Mechanical engineering

Data Collecting Tool and Data Collection Process

The data for the study were gathered via a questionnaire consisting of open-ended questions. The questionnaire was developed by the researchers and consisted of five open-ended questions. The questions are as follows:

1. What is social sensitivity? How would you describe it briefly?
2. Can you briefly state your aims in the projects you have taken part in regarding sensitivity?
3. Can you state your opinions about the contribution of social sensitivity projects to you?
4. Can you state your opinions about what to do to raise social sensitivity in individuals?
5. Could you please state your opinions about the changes in your perspective towards social events caused by the social awareness projects you have taken part in?

The questions were edited in line with the views of two academics who are experts in qualitative research design and they were presented to three university students before the study to determine whether they were clear and understandable. After the three students confirmed that the questions were clear, the questionnaire was distributed to all university students included in the study by the researchers.

Validity and Reliability

In qualitative research, credibility, transferability, reliability, and verifiability strategies are used to ensure reliability and validity (Lincoln & Guba, 1985). In the present study, the opinions of qualitative research experts were sought throughout the study for credibility (internal validity) and corrections were made accordingly. Purposive sampling and detailed description were used for external validity (transferability). While the analysis of the research data for internal reliability (reliability) is conducted by different experts in qualitative research, the data collection and analysis process for external reliability (verifiability) is explained in detail.

Data Analysis

The data obtained in the present study were analyzed via content analysis by the researchers. Content analysis is described as a systematic and replicable technique for summarizing certain words in a text into much smaller categories via specific rule-based coding (Büyüköztürk et al., 2014). Before the analysis was performed in our study, two researchers chose three school administrators randomly, read their papers separately, and analyzed them. As a result of the comparison of analyses, it was revealed that out of seven codes, six were similar. The codes created were given to an academic, an expert on qualitative research, to obtain his opinion. The reliability analysis formula given by Miles and Huberman (1994) was used to calculate the reliability of the analysis results. Using Miles and Huberman's formula $\text{Reliability Percentage} = \frac{\text{Agreement}}{\text{Total Agreement} + \text{Disagreement}} \times 100$, $(6/7) \cdot 100 = 86\%$ was obtained. A score of at least 80% is considered to indicate reliability for the research (Büyüköztürk et al., 2014, 192; Miles and Huberman, 1994). After that, the other participants' responses to the open-ended questions were analyzed one by one. The school administrators participating in the study were coded according to the types of schools. The undergraduate university students were coded as U1–U12, the graduate university students as G1–G4, and the doctoral students as D1–D4.

Results

In the present study, the opinions of university students who took part in social awareness projects were examined, and codes, categories, and themes were created based on their responses to the research questions in line with the findings and they are presented below. The university students participating in the study were asked the following questions: *What is social sensitivity? How would you describe it briefly?* The results obtained are as given below.

U1. *“Social sensitivity is to take responsibility for these issues by establishing a relationship with the world we live in and the events.”*

U2. *“To be interested in the problems of the environment we live in and to try to solve the problems.”*

U3. *“To establish a relationship with the events we experience or people and to take responsibility if required.”*

U4. *“To understand the needs and goals of others and act appropriately considering these.”*

U5. *“One can help his community by establishing a relationship with the events he experiences in the environment and in the world he lives in by taking responsibility and acting accordingly. ”*

U6. *“To take responsibility by being aware of the world and environment we live in.”*

U7. *“To take responsibility.”*

U8. *“Social awareness is to establish a relationship with the world we live in and the events we experience and to take responsibility for these issues.”*

U9. *“Thanks to donations, to use social conscience and responsibility motives effectively and efficiently, to make someone smile, but most importantly to meet a need.”*

U10. *“To take responsibility for the events and people in our environment in the community we live in.”*

U11. *“According to the needs of the society, it is to take responsibility in order to improve the existing aspects that are more related to the missing parts”.*

U12. *“To be a voice or breathe for the existing issues in the society in general terms.”*

G1. *“To struggle to eliminate the differences between people for a livable world.”*

G2. *“An ability to effectively establish a relationship with the environment we live in or events we experience and to take the necessary responsibilities.”*

G3. *“To take responsibility by establishing a relationship with the environment we live in and the events we experience and by observing the needs of this immediate environment in order to support them in a way that can positively affect their goals and behaviors.”*

G4. *“To be aware of taking responsibility for the solution of economic cultural problems of the environment in which an individual lives.”*

D1. *“While establishing a relationship with the other individuals and living beings in the environment where we live, social sensitivity is to act with responsibility and mutual empathetic understanding.”*

D2. *“A person must be aware of his responsibilities in social life and make an attempt to fulfill them.”*

D3. *“Working on social values is the name given to the whole effort and attempt to concentrate on various points where there are deficiencies or limitations in terms of opportunities in society.”*

D4. *“To be aware of social inequalities and a set of activities performed for the sake of preventing these inequalities.”*

Above are the definitions stated by university students who took part in social awareness projects. When these definitions are examined, it is seen that the common point is all efforts made by individuals to solve the problems of the society and environment.

The university students who participated in the present study were asked the second question, “Can you briefly state your aims in the projects you have conducted regarding sensitivity?” The findings obtained from the responses to this question are presented in Table 2 below.

Table 2.
Opinions of university students about their aims in social awareness projects

Theme	Categories	Codes	Frequency (f)	
Purposes of social awareness projects	Purposes for students	Creating reading awareness	3	
		To develop a sense of social responsibility	3	
		To strengthen national and spiritual values	2	
		Meeting training needs	2	
		To make them act consciously	2	
		To enable them to express themselves well	1	
		To explain the importance of science course	1	
		To keep them away from the internet and computer games	1	
		To spend quality time with their families	1	
		Teaching robotic coding	1	
		Purposes for children	To enable them to socialize	4
		Purposes for animals	To be sensitive to animals	2
		Purposes for the elderly	Teach reading and writing	1
		Purposes for environment	Recognizing that plants are alive	1
Creation of a giant forest formation from small saplings	1			

Looking at the data in Table 2, it is seen that university students who carried out social awareness projects have aims for students, children, animals, the elderly, and the environment. Among these purposes, it is seen that they mostly have aims for students. It is seen that they mostly have raising the awareness of reading (f=3) and developing their social responsibilities among the aims for the students. Again, it is seen that the aims they have for children are to ensure their socialization (f=4). Some of the purposes stated by the university students are given below.

U2. “Within the framework of my project, I aimed to provide our students with the resources they needed and to explain the importance of science course academically...”

D3. “The aim was to strengthen the national and sentimental values of primary and secondary school students.”

G4. “With our project, we aimed at enabling our students to spend quality and productive time with their families, having students and their families gain reading habits and information and ideas about what they read.”

U8. “To create an environment for animals to live, protect the environment, and enable students to live together with the community.”

The university students who participated in the present study were asked the third question, “Can you state your opinions about the contribution of social sensitivity projects to you?” The findings obtained from the responses to this question are presented in Table 3 below.

Table 3.
Opinions about the contribution of social sensitivity projects

Theme	Categories	Codes	Frequency (f)
Contribution of social sensitivity projects	Contributions in the field of education	It made me realize what is needed in the field of education	1
		It made me realize that the need in education can be met	1
		It helped to improve educational activities in a positive way	1
		It created a fun and useful atmosphere in the school environment	1
		It helped me to help students gain reading habits	1
	Contributions in the social field	It made me take responsibility in society	6
		It enabled us to provide to each other what we always needed	1
		It ensured that we were of benefit to the youth around us	1
		It helped me to enjoy life by touching other people's lives	1
	Socio-economic contributions	I noticed clear changes in children's speech	1
		It made me realize that not everyone has the same opportunities and conditions	3
		It made me realize that sensitive individuals can make up for a variety of deficiencies	1
	Emotional contributions	It created happiness	15
		It created good feelings	1
		It created self-confidence.	1
Individual contributions	It improved my communication skills	3	
	It enabled me to produce practical solutions to problems	2	
	It increased my motivation	1	
	It raised my awareness	1	
	It gave the opportunity to look at events from different perspectives	1	
	It gave me experience	1	
	It helped me to meet the needs of the animals in the environment	1	
It helped me to improve myself	1		

Looking at the data in Table 3, social awareness projects have different contributions to university students in terms of educational, social, socioeconomic, individual, and emotional aspects. Among these contributions, it is seen that they are happiest regarding the emotional aspect. Again, it is seen that they ensure individuals take responsibility in the society (f=6). Some of the contributions of social awareness projects to university students are given below.

D3. *“We found that the studies carried out with external stakeholders looked very different to the students in schools. We also had experiences in terms of broadening the horizons of institutions out of school.”*

G3. *“This project made very important contributions to our students and their families to gain reading habits.”*

U2. *“As a result of the projects I have conducted, there have been positive changes in my interest in the social areas that I am focused on. Within the scope of the project, I have observed more clearly that students and children, who are a part of our society, need us more in their position. In this direction, I think that the number of similar projects I have conducted should be increased. Individuals should become more conscious and responsible.”*

U10. *“It made me see that not everyone has the same opportunities and conditions, and that they do not have the same personality and opinions. I realized that I could not remain silent about other individuals in the society, about problems. It enabled me to generate practical solutions to the problems.”*

U3. *“Taking part in such projects brought me peace. It is a great thing to meet and chat with someone in person to help with their problems or to live a day differently. It makes us realize that we are human and that we always need each other. In addition, many of our values do not collect dust and lose their meaning on this occasion. I believe that enjoying life is not only about improving oneself, but also touching the lives of others. A person should have both in his life.”*

The university students who participated in our study were asked the fourth question, *“Can you state your opinions about what to do to raise social sensitivity in individuals?”* The findings obtained from the responses to this question are presented in Table 4 below.

Table 4.

Opinions about what to do to raise social sensitivity in individuals

Theme	Categories	Codes	Frequency (f)
Creating awareness of social sensitivity	Through education	Raising awareness about social problems	6
		Awareness raising in schools	2
		Explaining the problems of losing social sensitivity	1
		We must teach our values	1
		Building a conscious generation.	1
		Establishing healthy communication	1
	Through social media	Creating awareness through social media	5
		Creating public spots	3
		The use of mass media	1

	Enabling individuals to participate effectively in social awareness activities	4
Through responsibility	Giving responsibilities to each age group	3
	Providing individuals with the necessary environment for empathy feelings.	3
	Generating solutions to problems together with students	2
Through family	Should take responsibility with his family	1
	Developing sensitivity at an early age	1

Looking at the data in Table 4, it is seen that raising awareness of social sensitivity in individuals can be achieved through education, social media, responsibility, and family. It is seen that creating responsibility awareness can be achieved by giving more training and responsibility. It is seen that raising awareness of social problems can be through education (f=6) and social media (f=5). In addition, it is seen that individuals actively participate in social awareness activities through responsibility (f=4). Some of the university students' opinions regarding the creation of social sensitivity awareness in individuals are given below.

U3. *"I think such projects need more advertising. But more than advertising, it is necessary to raise a generation with this awareness. The first stage in the upbringing of this generation is the family and then the schools, which are educational centers. If the values engraved in the hearts are kept fresh, our perspective on life will be much stronger."*

U9. *"I think that sensitivity in individuals is to support others by empathizing no matter what their position is when they achieve what they want or dream of comes true for themselves."*

G2. *"If children see and learn negative things from their environment and family, it is unlikely that they will do good things in the future. For this reason, we should teach the new generation, those we call generation Z today, about some values that are starting to disappear today. We must be an example to them."*

D4. *"It is necessary to raise awareness. This would be the most common answer. However, another way is possible. We can create such projects and they can become a trend by popularizing and advertising them. Every activity, for better or worse, can become a trend or fashion. Maybe we can try this instead of classical methods, that is, we can make social activities popular."*

The university students who participated in the present study were asked the fifth question, *"Could you please state your opinions about the changes in your perspective towards social events caused by the social awareness projects you have conducted?"* The findings obtained from the responses to this question are presented in Table 5 below.

Table 5.

Opinions about the changes in your perspective towards social events caused by the social awareness projects

Theme	Categories	Codes	Frequency (f)	
The impact of social sensitivity projects on the change in perspective on social events	Taking responsibility	It developed my problem-solving skills	7	
		It made me aware	2	
		It gave me confidence in myself	1	
		It made me study harder	1	
		It made me realize that individuals have spiritual needs	1	
	Being sensitive	It changed my perspective on social events	4	
		It made me aware of social problems	4	
		It helped me to develop an empathetic perspective	1	
		Thinking broadly	It made me see things from different perspectives	5
			I learned that nothing is impossible	2
I learned that not everyone has the same opportunity	2			
It made me feel some of the beauties of life more deeply	2			
It made me more conscious of the natural wealth of our world	1			
	People need people most	1		
	I learned that social events need to be examined in more detail	1		
	I realized that reading and writing is a basic need	1		

When we look at the findings in Table 5, it is seen that social awareness projects bring about changes in individuals such as taking responsibility, being sensitive, and thinking broadly. It is seen that they developed problem-solving skills in the responsibility category (f=7). They mostly ensured changing perspective on social events (f=4) and being aware of social problems (f=4) in the being sensitive category. They mostly gave a different angle (f=5) to events in the thinking broadly category. Some of the university students' statements regarding the changes that the social awareness projects caused in their perspectives towards social events are given below.

U7. *"I learned new things in every project I took part in. I felt some of the beauties of life more deeply. It has changed my perspective towards events; I can say that my ideas have changed. For example, I think I need to take more responsibility now."*

U9. *"Man cannot change all society and affect all of them, but he touches them, and this touch will never be forgotten. We should look at life in a broad way, risking all conditions. We should look out of the narrow window and look at the sky of others because we are individuals with the same feelings under the same sky."*

G4. *“The project showed that I too could do something to raise awareness in society.”*

D2. *“I think that I am a socially sensitive individual. In addition, this project helped me to realize my sensitivity more concretely and increased my motivation in this field with the positive results it produced.”*

Discussion, Conclusion and Recommendations

As a result of the present study, which examined the views of university students who carried out social sensitivity projects, it was determined that the definition of social sensitivity was expressed in different ways, and it was concluded that a common definition was every effort made by individuals to solve the problems of society and the environment. The result obtained in our study is compatible with the definition of sensitivity towards society and the environment given by Selvi and Şentürk (2016), and with the definitions of solving a social problem or raising awareness of people about social problems stated by a few participants.

Another result obtained from the present study is that university students who carry out social awareness projects aim them at students, children, animals, the elderly, and the environment. In addition, it has been determined that the project coordinators mostly aim them at students. Saran et al. (2011) revealed that social responsibility projects focus mostly on health, education, the environment, the economy, society, and stray animals. Özgan and Külekçi (2015) determined that the students who took part in social responsibility projects organized various activities such as helping village schools, helping students of poor financial status with their lessons, collecting books, planting trees, and informing students about the environment, drug abuse, and protection methods. Cüceoğlu Önder and Kızıldeli Salık (2013) determined that pre-service teachers carried out social responsibility projects in the fields of education, the environment, and health. In addition, it was determined that 46 projects carried out by Sabancı University were aimed at children, the elderly, the disabled, human rights, environment, and animal rights (Url-4).

Another result obtained from the present study is that social awareness projects made educational, social, socio-economic, emotional, and individual contributions to individuals. Payne (2000) determined that social responsibility projects changed the participation preferences of students, Selvi and Şentürk (2016) found that students who took the social responsibility course inspired the people around them to be more sensitive to needy people or those who polluted the environment, and that there was no social responsibility awareness in the society in general. In addition, they determined that because the students who took the social sensitivity course became more sensitive to social events and their empathy skills improved, they tended to approach people who have problems in society more helpfully. Özgan and Külekçi (2015) determined that social responsibility projects contributed to students' self-development, being sensitive to social issues, making use of the time well, developing a sense of responsibility, and feeling peace and happiness. Moely et al. (2002) concluded that social responsibility activities made contributions to the development of students' interpersonal communication skills.

Another result obtained from the present study is that the creation of social sensitivity awareness in individuals can be realized through education, social media, responsibility, and family. It was determined that raising social responsibility awareness can be achieved by giving more training and responsibility. Saran et al. (2011) determined that because students gain social responsibility awareness during the education process, social responsibility courses should be included in every grade level from the first year of university until graduation, the website should be updated frequently, and the awareness of students in terms of social sensitivity should be ensured. On the other hand, Selvi and Şentürk (2016) stated as a result of their study that students should be given social responsibility courses from the first grade of primary school and that the most important social problem in this country is lack of education and mutual respect.

A further result is that social sensitivity projects were found to bring about positive changes such as taking responsibility in social events, being sensitive, and thinking broadly. Özgan and Külekçi (2015) stated that social responsibility projects enabled pre-service teachers to develop themselves, gain the responsibility that they need to take an active role in order for the society to

improve, contribute to social integrity and nurture a conscious society, find solutions to social problems, and increase social sensitivity. In addition, Yates and Younnis (1997) found that social responsibility projects promoted individuals' awareness about their problems, Johnson and Bozeman (1998) revealed that individuals' social responsibility awareness improved, and Küçüköğlü and Koçyiğit (2015) determined that individuals' empathetic, problem-solving skills, critical thinking, and democratic attitudes developed.

In the light of the results obtained from the research, it is suggested that;

1. Opinions of lecturers who carry out social awareness projects should be obtained,
2. Opinions of the individuals with whom social awareness projects are implemented should be obtained,
3. Social awareness projects should be popularized,
4. The relationship between social awareness projects and sustainable development goals should be researched,
5. Social responsibility courses should be included in the curriculum of all departments.

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