



TURKISH REPUBLIC OF  
NORTHERN CYPRUS  
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II. INTERNATIONAL

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LIFELONG LEARNING AND WELL-BEING IN A DIGITALIZED WORLD

# FULL TEXT BOOK 2024 TAM METİN KİTABI 2024

29-21 MAY, KYRENIA

29-31 MAYIS, GİRNE

Cilt 1 / Volume 1

II. ULUSLARARASI

POZİTİF OKULLAR VE İYİ OLUŞ KONGRESİ

DIJİTALLEŞEN DÜNYADA YAŞAM BOYU ÖĞRENME VE İYİ OLUŞ





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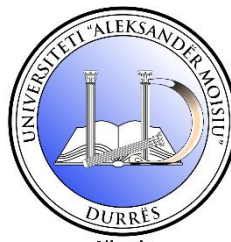
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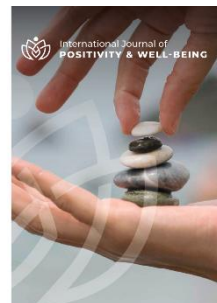
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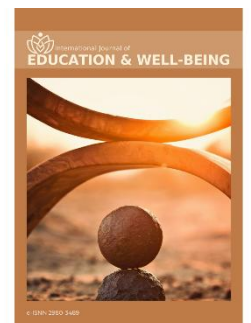


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## 2024 FULL TEXT BOOK

29-31 May, 2024 Kyrenia-North Cyprus

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## 2. Uluslararası Pozitif Okullar ve İyi Oluş Kongresi

“Dijitalleşen Dünyada Yaşam Boyu Öğrenme ve İyi Oluş”

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## 2024 TAM METİN BİLDİRİLER KİTABI

29-31 MAYIS 2024- ACAPULCO HOTEL/GİRNE

Editör: Prof. Dr. Çağla GÜR- Uzm. Başak ESER

ISBN

978-9963-267-68-2

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## **Exchange on Discussion Platform between Students of Dentistry and Kinesiology-Physiatry**

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### **Abstract**

In the Research Methodology Department of the Faculty of Medical Sciences of a private University of Mar del Plata, Argentina, the following activity was presented to be developed during 15 days in an asynchronous way: To promote the exchange of opinions between students of Dentistry and Kinesiology and Physiatry on their role in the approach to a patient. The proposal is developed in the following way. A premise is placed on the platform: "Imagine that you belong to a health team and a patient with a facial skull trauma is admitted. What aspects would you consider in the initial evaluation of the patient? What would your contribution be from an interdisciplinary perspective and what risk factors could be avoided? "The link is shared with the participants. The activities they had to do to prove it were posted. This consisted of making at least two contributions, two arguments in favour of the contributions of their peers and one against, and they had to vote for the most significant contribution, The sample was made up of 44 students selected on a non-probabilistic basis by convenience, and the teaching team permanently monitors the participation of each one of them and the software registers 227 arguments 258 contributions 410 visualizations. Postural alterations, bite disorders, risk of oral infection, state of joints and muscles of the face, neck, swallowing and speech disorders are some of the aspects that stand out. It is important that the heads of the different departments promote spaces for reflection and active work among students from different medical science courses, since in the future they will be working in teams to deal with problematic situations associated with the management of

patients facing scenarios that arise.

**Key Words:** Dentistry, Kinesiology-Physiatry, Craneo skull, Exchange on opinion

## **Diş Hekimliği ve Kinesiyoloj Fیزیatri Öğrencileri Arasında Tartışma Platformu**

### **Özet**

Arjantin, Mar del Plata'daki özel bir üniversitenin Tıp Bilimleri Fakültesi Araştırma Metodolojisi Bölümünde, 15 gün boyunca asenkron bir şekilde geliştirilmek üzere aşağıdaki faaliyet sunulmuştur: Diş Hekimliği ile Kinesiyoloji ve Fیزیatri öğrencileri arasında hastaya yaklaşımdaki rolleri hakkında fikir alışverişini teşvik etmek. Öneri aşağıdaki şekilde geliştirilmiştir. Platforma bir önerme yerleştirilir: "Bir sağlık ekibine ait olduğunuzu ve bir hastanın karnaeo-fasiyal travma ile kabul edildiğini hayal edin. Hastanın ilk değerlendirmesinde hangi hususları dikkate aldınız?" Disiplinler arası bir bakış açısıyla katkınız ne olurdu ve hangi risk faktörlerinden kaçınılabilirdi? Bağlantı katılımcılarla paylaşılmıştır. Bunu kanıtlamak için yapmaları gereken faaliyetler yayınlanmıştır. Bu, en az iki katkı yapmak, akranlarının katkılarının lehinde ve aleyhinde iki argüman sunmak ve en önemli katkı için oy kullanmaktan oluşuyordu. Örneklem, olasılıksal olmayan bir temelde kolaylıkla seçilen 44 öğrenciden oluşmuştur ve eğitim ekibi her birinin katılımını sürekli olarak izlemekte ve yazılım 227 argümanı 258 katkıyı 410 görselleştirmeyi kaydetmektedir. Postüral değişiklikler, ısırma bozuklukları, oral enfeksiyon riski, yüz, boyun, yutma ve konuşma bozukluklarının eklem ve kaslarının durumu öne çıkan yönlerden bazılarıdır. Farklı bölümlerin başkanlarının, farklı Tıp Bilimleri derecelerine sahip öğrenciler arasında yansıma ve aktif çalışma alanlarını teşvik etmesi önemlidir, çünkü gelecekte hastalara yaklaşımla ilgili sorunlu durumlara yaklaşımda ekipler halinde çalışacaklardır ortaya çıkan senaryolarla karşı karşıya olduğumuz ifade edilebilir.

**Anahtar Kelimeler:** Diş Hekimliği, Kinesiyoloji-Fیزیatri, kraneo kafatası, görüş alışverişi

### **Introduction**

As time goes by, the forms of "knowledge production" are changing in response to perceived advances. Thus, Acosta Valdeleón, Carreño Manosalva, (2013,p 85). refer to a Mode 3 and this proposal generates in the University the responsibility to train its students

in certain competences in view of their professional future. Innovation is key to advancing responses from the University to a society that is asking for solutions to unresolved situations that arise (Del Mastro Vecchione, 2015). And innovation comes hand in hand with new technologies that, like a rhizome, have been growing and advancing in all areas and spaces of our planet. Aparicio Gómez, (2018). favours reflection on the possibilities from the pedagogy of new technologies and how this is a challenge.

The changes are also reflected in the communicational aspect due to the incorporation of the world of the web (Cebrián Herreros, 2009). But emotions should not be left out of consideration in learning (Benavidez, Flores, (2019).It has been studied that emotions produce modifications of a chemical nature that generate changes in behaviour (Velásquez Burgos, de Cleves, Calle Márquez, 2009). The Faculty of Medical Sciences of a private university in Mar del Plata, Argentina offers five degree programmes. Among them are Medicine, Dentistry, Bachelor in Nutrition, Bachelor in Kinesiology and Physiatry and Bachelor in Speech Therapy. This teaching team is responsible for the subject Research Methodology in them. The syllabus of each subject establishes, among other aspects, the technical-professional competences, institutional identity competences and skills.

In the Medical Sciences degree courses, among other technical-professional competences are proposed and among the skills that are contemplated for this experience, the following stand out

:Uses critical thinking and has an investigative attitude. Participates in discussion forums on the Platform on different topics associated with Scientific Research. Communicates knowledge through clear and precise language, appropriate to the demands of scientific discourse, demonstrating skills in the incorporation of quotations and recognises the authorship of the texts worked on, avoiding the incursion into plagiarism. Uses ICT tools in their academic environment to prepare practical work, search for and locate reliable sources and participate in forums. Contextualizes their actions from an axiological point of view. And among the Institutional Identity Competences, the following are preferred, among others for this research Identifies characteristics of the investigative spirit such as creative skills, logical thinking, objectivity, hierarchical capacity, research ethics, among others, to reach the planned stages of the research process Participates in discussion forums on the Platform on different issues raised associated with research Searches, selects and uses the

information in its proposal Learns continuously and autonomously.

The proposed objective was :To promote an exchange of views between dental students and students of Kinesiology and Physiatry on their role in the management of a patient admitted withcraniofacial trauma in the year 2024.

### **Materials and Methods**

The chair in charge of Methodology continuously analyzes the educational proposals that it carries out. On this occasion, the research carried out is contextualized as descriptive. The sample consisted of 44 students from the Dentistry and Kinesiology and Physiatry degree courses, selected on a non-probabilistic basis by convenience. The teaching team permanently monitors the participation of each one of them. The students carry out the proposed activities asynchronously for 15 days. The platform used for the exchange of opinions is free to use and free of charge. One of its strengths is that it develops a thread in the arguments of the participantsand this allows them to express themselves by writing down their opinions and agreeing or disagreeing with their classmates.

### **Results**

The proposal is developed in the following way. The students register on the platform and theteachers share the link to access the proposal, which this time was called *Thinking in an interdisciplinary way between Kinesiology and Dentistry*.

A premise is placed on the platform:

*"Imagine you are a member of a health team and a patient with a head injury is admitted tothe hospital where you work. What aspects would you consider in the initial assessment of the patient?What would be your contribution from an interdisciplinary perspective? And what risk factors could be avoided?"*

Once students register on the platform they can, in addition to the premise, visualize the activities to be carried out individually. In this opportunity each one of them had to write two arguments, two arguments under the arguments of the other students, two arguments under their own arguments and vote for two arguments. The system indicates in each case for example 0/2 Arguments and as the student makes each proposal the numbers are modified.Activities are considered complete when the student achieves 8/8 or above.

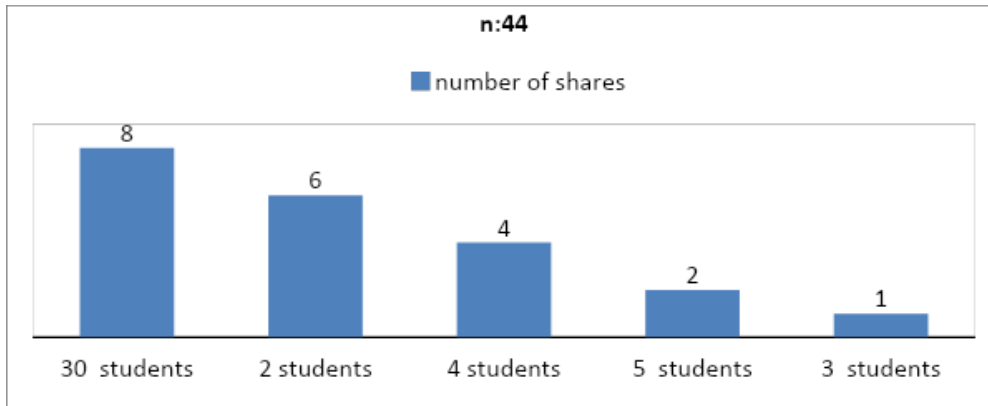


Figure 1: Number of activities completed by number of students

It can be seen in the figure the number of students who comply with the 8 proposed activities, in this case 30.

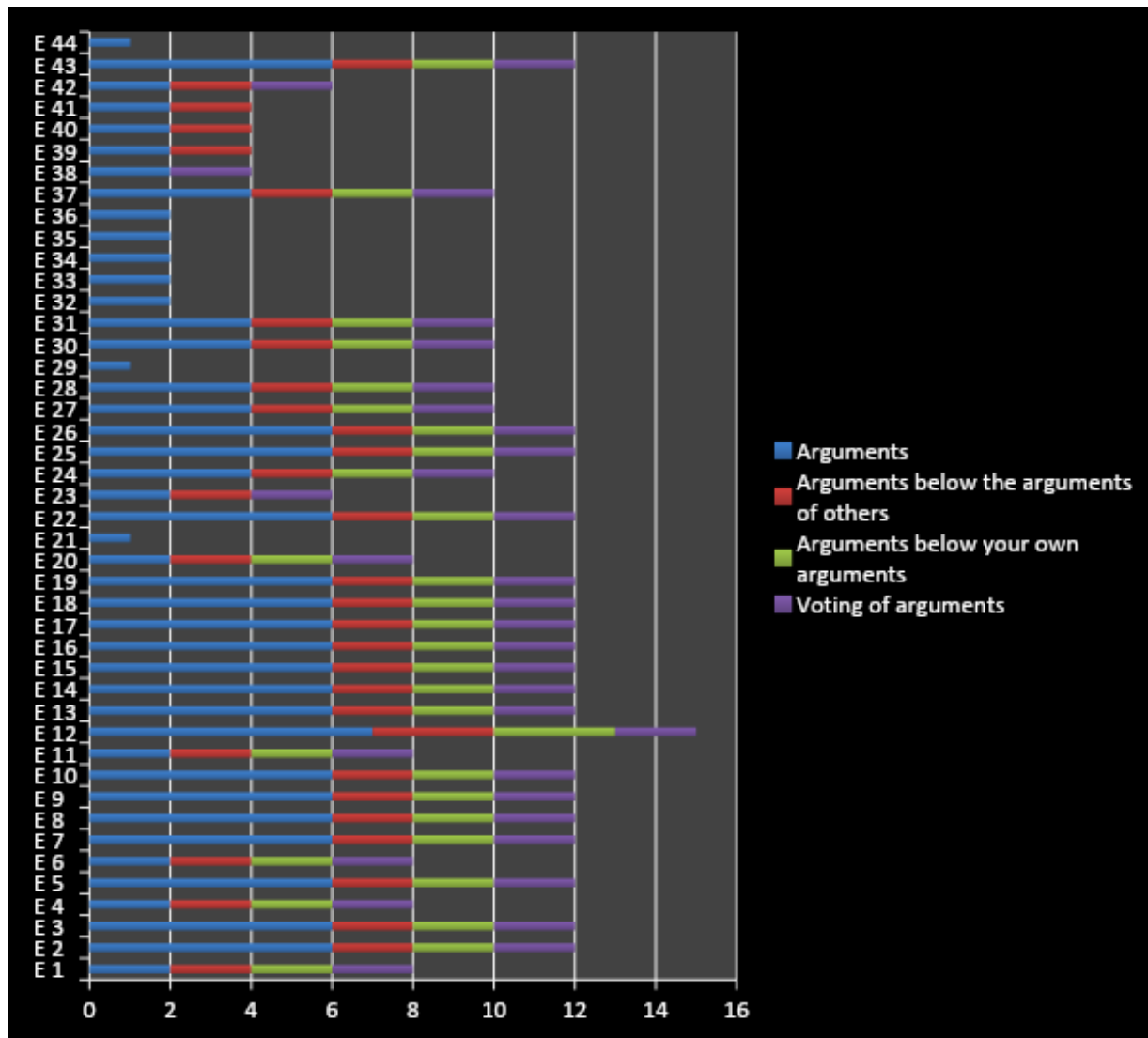




Figure 2 Type of contribution according to students

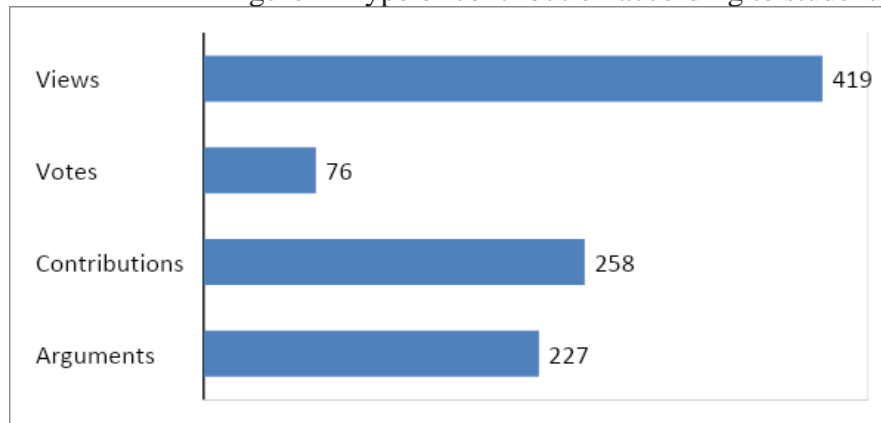


Figure 3: Number of actions carried out

The platform also provides statistics on the number of views it has had, in this case 419 times, 76 arguments have been voted in favour, 227 arguments have been made. In the case of contributions, which amounted to 258, these are the actions of the participants, either to indicate that they agree or disagree with an argument, or simply to add to the information provided in one of the arguments.

But analyzing in detail the interventions of each of the students, it can be seen that E 12 has not only fulfilled the 8 interventions but has also made 7 arguments 3 , arguments under the

arguments of the others 3 arguments under his own argument 2 votes.

Table 1: Frequency of identification information highlights in the argument

Information highlights in the argument	Frequency	Percentage
Need for treatment plan	25	56,81
Work interdisciplinary	32	72,72
Need to make decisions	12	27,27
Identify the type of craniofacial trauma	22	50,00
Perform initial evaluation	25	56,81
Analyze jaw, neck and head mobility	23	52,27
Evaluate loss, fracture or avulsion of teeth	18	40,90

Determine if there are psychological consequences	10	22,72
Bite disorders	18	40,90
Analyze the patient's facial features	32	72,72
Examine if the patient takes previous medication	15	34,09
Use a scale to measure the degree of pain	28	63,63
Examine if there are feeding difficulties	14	31,81
Need to perform x-rays and tomography scans	30	68,18
Examine infection risk factors	32	72,72
Find out if airway problems are identified	30	68,18
Examine for neurological sequelae	27	61,36
Prevent or eliminate oral infections	32	72,72
Prevent post-surgical infections	35	79,54
Perform exercises or physical therapy	26	59,09

The table shows in green colour the percentages of those contributions that exceeded 50% of the participants.

### Discussion and Conclusion

García Magna, et al (2011, p.389) invites us to redirect the methodology that as academics we implement in the face of the moments we are experiencing. It is important that the heads of the different departments promote spaces for reflection and active work among the students of the different medical science degrees, since in the future they will work in teams to address problematic situations associated with the management of patients in the scenarios that arise. Goleman, Senge, (2016) in their book *“Triple Focus A new approach to education”* ( p 42) highlights that by employing technology there is a perceived "potential synergy" and this allows students to develop/strengthen skills. As Carvajal Escobar, (2010) indicates, to solve problems that arise in society in an interdisciplinary manner given that discipline alone will not be able to provide an answer. The platform allows students to observe the participation of their classmates and, as the activity is asynchronous, it gives them time for reflection, as they can enter as many times as they wish. And if the aim is to train students to be open to an interdisciplinary approach

as future members of health teams, it is necessary for teaching teams to design innovative and motivating activities. de Pablos Pons (2018, p.93). Emphasizes that new technologies provide an opportunity to change in various aspects but it is important within each academic center how this is received.

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## **Therapy As an Important Component in the Functioning of Codependent People**

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### **Abstract**

The aim of the research was to present changes in the functioning of co-dependent people who participated in the therapeutic process. The study is part of an ongoing project. It was conducted among 143 co-dependent adults who grew up and/or currently live in families with alcohol problems, but only those who participated in the therapy were included in the analysis. The study used an original survey questionnaire. The research was conducted in a hybrid form in 2023.

Research conclusions: It shows that participation in therapy for co-dependent people was significant for a positive change in functioning. The respondents noticed the biggest changes in their mental area. Many of them indicated that thanks to the therapy they were stronger, their self-esteem as well as their emotional balance had improved. The therapy gave them strength, hope and peace, helped them become united with the family, and taught them to make important decisions regarding their own life and development, as well as care about their own family. It was found out that undergoing appropriately tailored therapy has a significant impact on improving the functioning of co-dependent people in various areas of life, but the respondents most noticed changes in the mental area.

**Keywords:** Therapy, Co-dependence, Family with alcohol problems, Functioning

### **Introduction**

Codependent people, according to the taxonomy developed by Timmen L. Cermak (1986, pp. 15-20), are characterized by a distorted attitude to willpower and control, especially in relation

to people close to them. Codependent people have limited ability to recognize events and situations over which they can have control, as well as those that are beyond their ability to influence them. They manifest disturbances in the stability of their own self-esteem and setting boundaries. They are characterized by low self-esteem and a system of denials. In interpersonal contacts, they often manifest anxiety disorders and disturbances in the boundaries of their own self. They cannot clearly define who they are, nor what are their needs and desires. Their true self is suppressed and denied, what allows their apparent self to reveal, which is a reflection of subordination and conformism (Hędzelek, Wnuk, Marcinkowski, 2009). Co-dependent people often enter into relationships with people suffering from personality disorders, often addicted to psychoactive substances or alcohol. Cermak (1986) indicates that codependent people are characterized by at least three symptoms of disorders, which the author classified as: disturbances in the regulation of emotional processes; depressive states; hypervigilance and emotional alert; compulsive tendencies as a defense against experiencing threatening feelings and emotions; anxiety and fear states; chemical abuse; psychosomatic disorders; being, currently or in the past, a victim of physical violence or sexual abuse; and maintaining an intimate relationship with an addict for a period of at least two years, without seeking outside help (Cierpiałkowska, 2001; Grubisic-Ilic, Ljubin, Kozaric-Kovacic, 1998; Okazaki, Fujita, Suzuki, Niimi, Mizutani, Kohno, 1994). Researchers also point to such characteristics of codependent people as: lack of self-esteem or arrogance and a sense of superiority; excessive defenselessness or excessive resistance (lack of sensitivity); the feeling of being bad and rebellious or the feeling of being good and perfect; excessive dependence or excessive independence (loss of needs and desires); lack of self-control and chaos or constant control of oneself and others (Woronowicz, 2001). They often suffer from depressive disorders, compulsive disorders manifesting themselves in the form of self-blame, and somatic diseases that are related to the constant stress caused by alcohol abuse by someone close to them. The lives of codependent people are characterized by constant chaos and emotional confusion, loss, uncertainty and helplessness (Kurza, 2006). The problem of alcohol addiction that occurs in their families is hidden from those around them, and the family itself does not discuss it, even though this problem determines the quality of functioning of its members.

Referring to the above analysis of the characteristics, it can be concluded that co-dependence as a psychological mechanism of adaptation to a traumatic situation, facilitating survival in it, but at the same time preventing change, is a factor prolonging the period of exposure to stress factors



in an alcoholic family (Załużska, Kossowska-Lubowicka, 2009). Codependency is inextricably linked to alcoholism, which runs in the family, and all kinds of destruction resulting from drinking alcohol by an addicted person. This situation has an incredible impact on the functioning of all family members, which indicates that the most effective treatment for co-dependent people will be a combination with the therapy of an addicted person (i.e. an alcoholic). However, this is not always possible, because co-dependent people do not often want to undergo such treatment.

### **(Psych) Therapy for co-dependent people**

Codependent people, due to the various problems and disorders they experience, require broadly understood support, mainly of psychological and psychotherapeutic nature. Psychological support is mainly related to psychological counseling and is addressed to healthy people experiencing a crisis and unable to cope with development tasks (Czabała 2016). Therefore, codependent people use this form of support slightly less often because - depending on the "depth" of the problems experienced - it may be less effective. Psychotherapy, on the other hand, is aimed at making the patient aware of their intrapsychic properties that prevent them from meeting their own needs. It is a step-by-step process and focuses on searching for and identifying the causes of repeating accepted but ineffective behaviors and the vision of life with an addicted person. In the therapeutic strategies implemented, attention is also paid to the family situation of a co-dependent person (i.e. family structure, roles, responsibilities, various types of dependencies, privileges, etc.), analysis of the behavior of a person abusing alcohol in the family (e.g. whether they are under the influence alcohol use violence, sexual intercourse etc.), including the co-dependent person's reaction to them. It is important to capture those reactions that manifest themselves in rigid, completely ineffective behavior patterns. Work is done to learn about beliefs on the roles of the wife and the husband, their relationship, self-perception, resources and limitations. The aim of psychotherapy for codependent people is to create a vision of life different from the previous one, i.e. the one in which remaining in a relationship with an addict does not have to be a necessity (Mikołajczyk, 2017; Kisiel, 2001).

The data presented above present only a general outline of the strategy of psychotherapeutic interactions undertaken in cooperation between a co-dependent person and a therapist.

The aim of this text is to present the results of a study on the participation of codependent people in therapy and to indicate its impact on improving the functioning of these people.

### **Method**

The main aim of the study was to learn about changes in the functioning of codependent people under the influence of therapy. As part of the chosen goal, the following research problem was posed: What impact does undergoing therapy have on the functioning of codependent people and what changes have occurred in the functioning of these people?

In accordance with the research problem, it was assumed that participation in an appropriately tailored therapeutic process has a significant impact on improving the functioning of codependent people in various areas of their lives.

The study presented in the text is a fragment of an ongoing project in which there participated 143 codependent people. For the purposes of this text, only those who underwent therapeutic treatment were selected for the study, 76 people (N=76).

The empirical material was collected using the diagnostic survey method. The chosen technique was a survey, and the tool was an original survey questionnaire, which consisted of 40 questions, but only those questions that concerned the respondents' participation in therapy and its impact on the respondents' functioning were used in this text. The statistical analysis was performed based on the *Statistica* program.

The study was conducted in 2023 in a hybrid form. The survey questionnaire was posted on the online platform and a link was sent via messenger to members of the "Al-Anon Family Groups" and members of the "AA Community". Contact was made with members of these groups and they were asked to participate in the study, pointing out that it was voluntary and anonymous, and informed about the purpose and scope of the research and that the results would be used only for scientific purposes. Only women (76 people), volunteered for the study. The women were between 30 and 49 years old. These were married, had higher (53 people) and secondary education (23 people). All women voluntarily agreed to participate in the study. The analysis completely omitted all personal data of these people and the original language was retained in their statements (i.e. fragments of the women's statements were quoted verbatim).

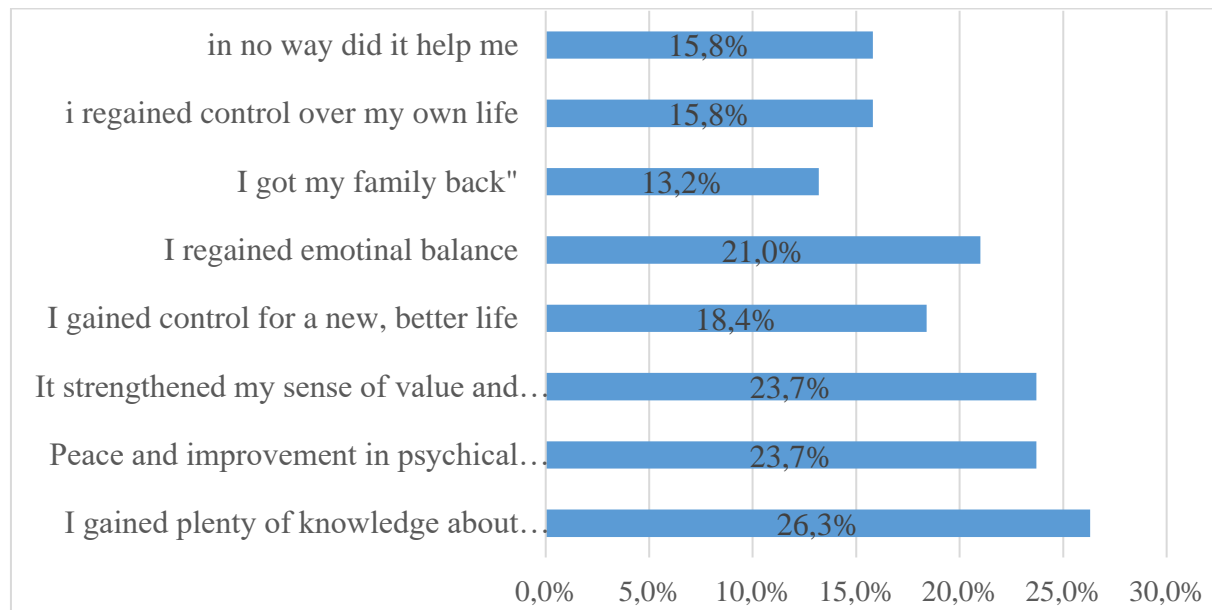
## **Results**

The research showed that 40 respondents (52.6%) lived/live in their own families with an alcoholic husband, but only half of them are divorced due to their husband's alcohol abuse. Due to their children, the remaining 20 people did not decide to divorce, but live with their alcoholic husband and learn how to survive in such a family. For this group of women, participation in a therapy intended for codependent people was a very important form of help and support. However,

the remaining 36 people (47.4%) grew up in a biological family in which there was a problem with alcohol addiction – It mainly concerned the father of the respondents. All respondents (76 people) participated in therapy for codependent people as adults. This was individual therapy conducted by psychotherapists employed in specialized institutions (30 people, i.e. 39.5%) and group therapy conducted by self-help groups (Al-Anon, DDA, Alateen) (46 people, i.e. 60.5%) . The surveyed women also indicated that their participation in individual therapy lasted up to one year and had already ended. At the time of the study, the respondents participated only in group therapy organized by self-help groups (Al-Anon, ACA, Alateen) and only sporadically. It can be assumed that women currently use this type of therapy when they cannot cope with everyday problems or assume that the therapy has not brought anything positive to their lives (12 women gave such an answer, i.e. 15.8%).

The analysis of the respondents' statements shows that participation in the therapeutic process brought many positive changes in the lives and functioning of co-dependent people. Detailed statements by women are presented in Chart 1.

Chart 1. *Statements of codependent people about the impact of therapy on life and functioning*



Source: own study based on conducted research. N=76. The percentages do not add up to 100.0 because respondents indicated several answers.

The analysis of the empirical material shows that therapy has introduced many positive changes in the lives and functioning of codependent people. The respondents improved their knowledge about codependency (20 people gave such an answer, i.e. 26.3%), which allowed them

to look at this problem from the perspective of the "other". This knowledge allowed us to see that "You can still improve your life, that it is not over yet, that it is not that bad yet." Codependent people noticed many changes in themselves after participating in therapy, which allowed them to function better. The respondents indicated that: "*therapy strengthened my sense of value and self-confidence - I am able to make decisions about my own life on my own*" (23.7%); "[...] *introduced peace and improved mental functioning*" (23.7%); "*I regained emotional balance*" (21%); "*I regained control over my life*" (15.8%); "*I gained hope for a new, better life*" (18.4%); "*I got my family back*" (13.2%).

### **Discussion and Conclusions**

Codependent people struggle with many different problems that affect both themselves and their loved ones who abuse alcohol. They are often accompanied by emotions (including anger, anxiety, fear, shame, sadness, loneliness, helplessness, hopelessness, de-concentration, fear of the future, sense of harm, sense of guilt, and/or sense of injustice), which thus generate their course of action and life activity (Stanek & Konowalska, 2017). Previous research (Joyner, Acuff, Meshesha, Patrick, Murphy, 2018; Mikołajczyk, 2017; Morawski, 2018; Chemperek, 2020; Przybysz-Zaremba, 2006; Kelly, Kowalyszyn, 2003) shows that these problems are diverse and most often integrate together. Therefore, codependent people require specialized therapeutic support, which will allow them to better understand the problem of alcohol abuse by someone close to them (husband/partner) and will also facilitate their life and psychosocial functioning. The conducted research shows that the therapy in which the women participated had a positive impact on their functioning because it was adapted to the problems they struggle with as a result of experiencing codependency. It was a comprehensive therapy that included the influence of specialist treatment and self-help treatment, including: participation in Al-Anon, DDA, Alateen groups. It covers several areas at the same time, i.e. analysis of the individual's functioning space, family situation and patterns prevailing in it, as well as identification of the type of co-dependence (Gašior, 2012, p. 124; Cierpiałkowska & Ziarko, 2010, p. 329), oriented to identifying needs not fully met in childhood as well as making the codependent person aware that these deficiencies will never be satisfied in the way the person would like to experience them (Sobolewska-Mellibruda, 2011, p. 27). People living in a family with an alcohol problem require constant interpersonal reinforcement and training aimed at building their self-esteem, which will allow them to make independent decisions, take control over their own lives and rebuild their self-confidence (Beattie, 2002; Flis,

2022; Sohrabnejad, Reaisi, Hassanpour, 2018). Previous research shows that therapy for codependent people introduces many positive changes in their lives, both in their mental and social functioning. Based on acceptance and commitment (ACT) it significantly reduces codependency as well as the existing disorders and problems (Sohrabnejad, Reaisi, Hassanpour, 2018). It is a long and difficult process, requiring commitment from both the person using therapy and the therapist him/herself. Such treatment should be gradual and very gentle, because, following Gąsior (2021), "too quick opening of the memory of traumatic events of a codependent person may trigger a sudden, even overwhelming influx of memories and feelings, which may result in escape from therapy".

The presented empirical material shows that participation in a therapeutic process appropriately tailored to the oncoming problems has a significant impact on improving the functioning of codependent people. Both their participation in specialized individual therapy and group therapy conducted by self-help groups have a significant impact on improving the functioning of codependent people. This is confirmed both by the statements of the surveyed women quoted above and by previous research.

An alcohol problem occurring in the family is a problem for the entire family and requires taking action and implementing therapeutic strategies covering both codependent and addicted people. Such therapy should be comprehensive, addressed to specific groups, i.e. covering codependent people (i.e. children, adults and addicts) separately. After the indicated groups have completed their individual therapy, it is advisable to participate in joint group therapy. An example is participation in systemic therapy, which focuses on the functioning of entire systems. Among others, such a system has been composed by a family. This type of therapy can be used by both parents and their children, as well as spouses alone (Kratochvil, 2006).

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## **Kinesitherapy in Neurologopedic Interaction**

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### **Abstract**

The current scientific research conducted on the basis of many disciplines of knowledge interested in speech issues and observations of speech therapy practice indicate the constantly increasing scale of the phenomenon of speech disorders in the quantitative and qualitative context. Therefore, issues related to prevention, early diagnosis, as well as effective speech therapy support for children, adolescents or adults experiencing difficulties in acquiring and applying speech become extremely important. It is the metapragmatic aspect that is the subject of these considerations regarding one of the methods of improving perceptual-motor functions. Communication is one of the most important categories of human life being both the expression and condition of social life. With the increasing participation of any individual in the society, the interactive efficiency is formed and developed. It allows a man to exist in a social group, understand the relationships among the participants of social life and successfully accomplish their own objectives. Any disorders at the level of language development cause difficulties in the cognitive sphere, as language is a tool of cognition, as well as in the sphere of communication. The article deals with issues related to limitations and barriers in language communication resulting from various disorders of

neurophysiological, anatomical, mental or social origin, as well as from improper formation of patterns of orofacial reflexes. Selected kinesiotherapeutic methods, conducive to the improvement of articulation, verbal and non-verbal communication skills, as well as the morphological and functional state of the whole organism, were also presented. The article presents issues connected with intentional, systematic and comprehensive stimulation of language development in children. The authors emphasise the importance of parental role in the process. They claim it is necessary that parents are provided with specialist support from doctors, psychologists, teachers and speech therapists. Each pedagogical activity, in order to be effective and properly shaped overall individual development, forces planned, intentional and regular cooperation of various environments, as the education is about, on one side, direct influence on a person by supporting her in a natural and spontaneous development, and on the other, about influencing by consciously used actions.

**Keywords:** kinesitherapy, sensorimotor integration, rehabilitation, communication.

### **Introduction**

Kinesiotherapeutic methods are the means of therapeutic influence on patients suffering simultaneously from a number of medical conditions homogeneous in the aspect of their origins, or even from a single medical condition. They are applied not only by kinesiotherapists, but also by speech therapists, speech therapists with neurological expertise, occupational therapists, and teachers. So as to choose the best method, or appropriately combine the elements of more than one, one ought first to make oneself thoroughly acquainted with the most important theoretical premises. In the methods applying movement as the main remedy, it seems that the order of applying particular exercises, their intensity and time assigned to each matter most. In kinesiotherapy, the main objective is not to learn motorics itself, but rather to achieve improvement in the current state of a patient by means of applying the appropriate doses of movement. The methodological foundations of kinesiotherapy are similar to those existing in physical education and sport. The reason is that those very foundations determine the kind of means which are applied by a therapist in the course of various activities (in the majority of cases, regardless of the method in application). Those methods include, among others, explaining, demonstrating, instructing, issuing orders / requests and encouraging, correcting, together with its particular kinds, and movement-based tasks (Nowotny, 2004). Movement constitutes a very powerful means of stimulating

numerous physiological processes important in the aspect of health and serving the purpose of ensuring the proper development of the organism.

The stomatognathic area, being an essential part of our body, is very active and participates in complex functions such as: breathing, swallowing, sucking, chewing, articulating sounds, expressing emotions and auditory-visual perception. The rehabilitating program of sensorimotor integration dedicated to individuals who suffer from stomatognathic disorders, hindering the development of the correct motorics of the face and the neck, and, as a result, the development of speech, assumes directing the development and correcting the patterns of reflexes, and also integrating them with movements and controlled habits. The course of this integration helps to adequately regulate facial motorics: control, movement fluency, rhythm, goal-based attitude, appropriate force, the speed of reacting and activities (Masgutov and Regner 2009). The procedures of reflex integration support the formation of cognitive processes as well.

The development of facial-oral motorics commences as early as at the pre-natal stage of life, and that fact determines an individual's ability to survive after delivery. Particular functions: consuming food, acquiring ability to use the tongue, and communication are the result of the correct functioning of the above-mentioned motorics, the motorics which is determined by anatomy, physiology, psychology and / or culture and society. A specialist assistance requires, therefore, an extensive knowledge relevant to factors influencing development, ability to analyse them and develop tailored rehabilitation programs. It ought to be mentioned that researchers, therapists and parents constantly look for the effective methods of improving the activity of the stomatognathic area.

Comprehensive treatment and rehabilitation in the first three years of a child's life are particularly important because of the plasticity of the central nervous system, determining the effectiveness of corrective actions, and also of rehabilitation. Owing to facial-oral stimulation, it is possible to improve articulation, ability to communicate verbally and non-verbally, and also the morphology and functionality of the entire organism. Various motor dysfunctions result in visible difficulties in acquiring cognitive and social abilities, being the foundations of communication. Therefore, supporting development ought to commence immediately after birth, applying exercises involving many particular aspects of development, suitable for a kind of disorders. It is

only in that case that broadly-understood correction and rehabilitation will allow to achieve noticeable results within the scope of communication with the application of language.

Facial-oral motorics consists of the entire scope of the functioning of various systems such as:

- ✓ the anatomical-physiological system of the face and the oral cavity;
- ✓ the muscular and osseous system of the facial skeleton;
- ✓ the system of basic motorics at the level of reflexes and other congenital mechanisms, and also instincts;
- ✓ the system of conscious (controlled) stomatognathic motorics at the level of the following functions: eating, facial expression, cognitive reactions, speech and communication;
- ✓ systems coordinating basic and acquired motorics (Masgutov and Masgutow 2005).

Motorics is a sphere including automatic reactions and movements, and also acquired movements and habits, and composed of two levels:

1. basic motorics – primary reactions and reflexes, automatic and constituting a response to internal and external stimuli;
2. consciously-formed motorics – movements and habits which are consciously formed, acquired, and also controlled (Masgutov *et al.* 2005; Masgutov and Akhmatova 2005).

In turn, speech is a function in which both kinds of motorics, together with thinking, are integrated. For the development of language, it is the integration of basic facial-oral motorics that matters most because it influences the development of speech and ability to communicate. Therefore, it seems that it is very important that integrating reflexes and reactions be harmonious and appropriate (Wojciechowska and Masgutov 2006). Due to the speed and precision of articulatory movements, verbal speech is an ability much more difficult to acquire than other motoric skills as speech is one of complex activities performed by a human being with the application of a language.

Regardless whether we are looking at a simple retardation in the development of speech or at dysphasia, intensive rehabilitation ought to be commenced soonest and include the polisensoric stimulation of psycho-movement development. Among other methods, one that may be effective

in that case is that of therapy with the application of sensory integration, conducted by qualified experts in the field. Herein, it will be only mentioned that, according to Anna J. Ayres, the following systems: tactile, proprioceptive and vestibular, together with the integration of reflexes, are a foundation of a child's development. The reason is that the tactile system locates body parts, which are in touch with a surface on which they find themselves; the proprioceptive system informs about joints' position (the direction of limbs' movement in the course of relocating a body), and the vestibular one about the relation to the direction of gravity, and also about the direction and speed of relocating a body mass. Proprioception and touch allow to move with appropriate precision without making an excessive number of mistakes. They contribute to manipulating with hands without a need to constantly observe their movements. Disorders in both of these systems may result in: incorrect body schema, the awkwardness of movement, underdeveloped movement control, difficulties in the aspect of graphomotorics and attending to own needs, and also emotional lability. The vestibular system, the one which is the first to reach maturity, is a sensual system which helps other such systems (auditory, visual, sensory and proprioceptive) to perceive sensations appropriately, influences ability to maintain balance, coordination, the sense of rhythm and a body's movement fluency, the development of aural perception, or functions connected with the development of active vocabulary (Mass 1998).

### **Regulation stomatognathic therapy of Randolph Castillo-Morales**

Regulation stomatognathic therapy of Randolph Castillo-Morales (CM) (Castillo-Morales 1998; Masgutov and Regner 2009) is a comprehensive neurosensorimotoric conception which finds application in the case of genetic and neurological disorders affecting children and adult individuals, and which is based on a human being's abilities rather than deficits. This method features include a functional approach to the activity of facial muscles. The treatment consists in neurosensorimotor developmental therapy with the application of stimulation zones all over the body, and also orofacial regulation therapy. Developmental therapy encompasses, in accordance with the conception of the two triangle model, upper and lower body half. The base of the upper triangle is composed of upper limbs, and of the lower one of lower limbs. Taking under consideration all developmental correlations, Castillo-Morales for many years has been applying this therapy (which regulates myotonus) in the early rehabilitation of children. Manual therapies, and that means touching, stroking, stretching, and, first and foremost, applying vibration and activating motoric zones, improve the functioning of muscles involved in the process of speech:

respiratory muscles, controlling the setting of the head, face, tongue, throat, larynx and the thoracic cage. Manual stimulation is a part-and-parcel of therapeutic gymnastics, involving all the muscles in a body. Coordinating the stomatognathic complex and a body is the foundation of correcting articulation in Castillo-Morales program. The goal of the therapy includes attaining the correct pattern of movement and making sure it lasts (Masgutov and Regner 2009). The notion of stomatognathic complex includes all elements, both bones and joints, nerves and muscles alike, responsible, among others, for development, and also for effective articulation. The main group of patients qualified as requiring this therapy are those with disorders affecting sucking, swallowing, excreting saliva, chewing, biting, eating and drinking, speech dysfunctions, tongue prolapse, and also with defects of occlusion and teeth. Apart from the correct structure and functioning of the temporo-mandibular joints, and also speech organs, appropriate myotonus and the strength of mimetic muscles, oral cavity, throat, larynx, in the process of education or re-education an extremely important role is played by such elements: the distribution of myotonus within the entire motor system, patterns of posture or the motoric ones as well. A particular significance is that of controlling head position, mandibles, and also mutual position of the particular elements of the shoulder girdle, determining the functionality of the respiratory muscles. The activity of an individual conducting classes concerns, therefore, the correct mutual regulation of all of the above-mentioned components (Nowotny 2004).

Castillo-Morales therapy's serves mainly the purpose of activating facial muscles, oral cavity, tongue and structures belonging to the stomatognathic complex. So as to allow for physiological movements, owing to techniques in application, myotonus is regulated and the entire muscular system activated. This stimulation consists in applying the reflexive reactions of mimetic muscles and the muscles of the oral cavity in the form of changes in myotonus or movement response. The demanded reaction is triggered by means of touch (stimulating proprioceptors) of certain neuromotoric points, located in three areas within the faces: of eyes, nose and mouth (the following points: the glabella, masseter, canthi, the flare of the nostril, upper lip, mouth corner, chin and the floor of the oral cavity) (Nowotny 2004).

In the course of the therapy, a child lies on their back facing a therapist, whose one hand is placed under the occiput, and the other gently presses a patient's thoracic cage. The nape is stretched by means of gently pulling the head upwards, and the head slightly bent backwards and forwards (10 times). In the further course, the head is leaned and turned to the side, and, in the

further course, has its position next to the midline restored even if a child resists it. The next stage involves keeping the occipital area with one hand, pulling it upwards and forwards, and stimulating with the other (by means of a gentle pressing or vibration) neuromotor points: the floor of the oral cavity, chin, upper lip and glabella. In the further course, a therapist turns their attention to the even neuromotor points (Kielin 2004; Miosga 2005).

Improving the motorics of speech organs is an important element of a therapy, but not yet sufficient to acquire ability to speak. Because of the fact that speech is a highly diversified activity, without the integrative work of the brain, being a central organ in charge of learning, and also of thinking, it is impossible to develop the process of verbal communication.

### **Integrative stomatognathic therapy of Svetlana Masgutova**

Integrative stomatognathic therapy (Masgutova and Masgutov 2005; Masgutova and Regner 2009) of Svetlana Masgutova is based on the analysis of the properties of reflexes and their dynamics, and also on the results of work with children or adult individuals suffering from various problems affecting the functioning of the stomatognathic system or general development disorders, e.g.: cerebral palsy, syndromes of genetic effects, autism, ADD, ADHD, and speech and communication development deficits. Mature and integrated reflexes allow the brain, the nervous and motor system to collaborate at a higher level. Owing to integration, movements and habits do not become sudden and impulsive, independent of one's will, unconditioned reflexes, but rather will constitute a foundation for consciously controlled, planned and simultaneously free (unobstructed).

S. Masgutova's program is dedicated to those in whose case the process of development and combining reflexes is not yet finished, therefore, there are certain partial or pathological elements hindering the appropriate organisation of facial motorics. The techniques proposed by the authoress and developed as comprehensive are intended to 'getting the incorrect patterns of reflexes in order', and also to ensure that they become natural and meet expectations.

The techniques of correction and integration support the development of facial reflexes, or constitute an independent method of stimulating oral-facial motorics, and, what follows, forming speech. They may as well be effectively applied in the therapy of general psychomotor disorders as exercises accompanying other methods. Such a comprehensive interaction, however, ought to be based on a precise diagnosis of the stage of a child's motor development and individual abilities.

### **Logopedic massage of Elżbieta Stecko**



Preparing the infant's speech apparatus to speaking does not involve correcting the pathologies of systems; instead, new abilities ought to be developed. In the course of stimulating the tongue, it is possible to apply the logopedic massage of Elżbieta Stecko successfully. This massage is performed approximately 30 minutes before a meal, paying close attention to making sure a child breaths through the nose (which ought to be blown and emptied thoroughly). After applying cream on the face and neck skin, massage is conducted in circulatory movements from the nose and lips towards the brow. The thumb supports the chin so as to ensure that the upper and lower teeth (gums) touch each other and that the lips are closed tight. The remaining fingers perform massage, first gently, and then gradually stronger and faster. The massaged area is gently pinched and tapped; then, massage is recommenced to be finally following by stroking. The external side of the *przetyku* is massaged upwards (a stroking movement is applied). While the mouth is massaged, the thumb is located under the chin and the index and middle fingers massage the lips (which touch each other) with a stretching movement (both halves of the lips are massaged simultaneously). Later, the lips are stretched apart and together again, gently pinched and stroked. The mouth can also be massaged with a soft, hair toothbrush. Tongue massage with the application of the right index finger wrapped in a clean gauze and moistened with a warm liquid to reduce friction is commenced since the dorsum surface of its tip, applying circulatory movements (along or across), first on the right, and then on the left, side, towards the root, until the vomiting reflex is observed. Later, the tongue edges are massaged with the lower surface being slightly touched. The direction is from the tip of the tongue towards the root as well. The tip of the tongue is gently kept by fingers (with a gauze) and massaged with the application of a crushing movement. The tongue itself is moved horizontally and vertically. A vigorous, while a short, pulsating movement is applied to withdrawal reflex. The hard and soft palates are massaged backwards first on one, and then on the other, side of the midline. Then, the massage of the internal side of cheeks and lips is commenced. The lower gum is massaged downwards, and the upper gum in the opposite direction. This massage stimulates chewing reflex, therefore, it is performed as the last one before a meal (Stecko 1998).

### **Body massage based on the Indian method of Shantala**

Not only does developing the motorics of a child by means of touch increase the autonomy of a child's movement, but, simultaneously, provides two human beings with the possibility to communicate, especially, in a situation when there is no visual contact with a patient, or there is no

reaction of a patient to sounds. Therefore, it is impossible to omit herein the body massage based on the Indian method of Shantala, applied in the case of the youngest children, or those suffering from major developmental disorders. A therapist sits on the floor with straight legs and a blanket on them. A child is placed on a therapist's own legs, with a face towards themselves; patient's legs are located on a massage therapist's belly, or bent and placed on both sides of a therapist's waist. Large children may be placed on a blanket between legs. In the course of massage, we ensure a patient's good mood, comment gently, and explain particular movements. The massage is conducted slowly and without too much pressure, ensuring a steady rhythm. Each movement is repeated 4-5 times, maintaining pressure, and adjusting the procedure to an individual patient. Hands, one next to another, are placed on the thoracic cage. Massage is conducted with the application of a stroking movement from the costal archs (the area of the diaphragm) upwards and outside to the area of the shoulders. Each hands are applied simultaneously. In the further course, the massage is conducted diagonally: the right hand commences movement on the left, on the lower costal archs of a child, and finished the massage on the right shoulder; the left hand commences from the right downwards across the center of the thoracic cage towards the left shoulder. In the further course, hands are massaged. A child is gently placed on their side. The free hand is raised a little, with a wrist being held, and with our own other hand, holding a patient's hand, stroking movement is conducted from the arm to the wrist. The massaging hand forms a ring adjacent to a child's hand. After reaching the wrist, the other hand takes over the massage. A massage therapists' hands are applied alternately. In the further course, a patient's arm is held in both hands (one above the other) and a helical movement is performed from the arm to the hand. The hand is massaged with thumbs, moving from the wrist towards the fingers, and next a stroking movement is performed as well from the wrist towards the fingers. In the same way, the other hand is massaged. The belly is massaged with both hands, alternately, one hand after the other, from the lower ribs to the pubic symphysis. Later, with the application of a single forearm, the belly is massaged in the above-mentioned direction. The other hand is applied to lift a child's legs (in the case of older patients, lifted limbs may be bent at knees and feet based on the floor). The massage of the legs is conducted in the same way as that of the hands. A stroking movement is applied on the area from the thigh to the foot, and, in the further course, in the same direction, a helical movement is performed. The thumb is applied to massage the feet, which are, in the further course, stroked with the application of the entire hand from the heel towards the toes. A child is placed on

the belly (an infant may be placed in a position perpendicular to own knees) and massaged across the dorsum, from the shoulders to the buttocks, applying a stroking movement. With less of a pressure, stroking with alternate hands, a movement is performed in the opposite direction. In the further course, one hand is applied to massage the dorsum, along the body, from the nape to the buttocks. The other hand is placed on the the buttocks, opposite the one currently used for massage. The massaging hand returns the upper part of the dorsum, and one more time performs a downward movement. At the final stage, the massaging hand does not stop on the buttocks, but performs a massaging movement to the heels. In the case of small children, the feet are kept with the other hand; the older ones may placed on a roller. The forehead, from the center to the temple, is massaged with the digital pulps (of both hands simultaneously). Later, a circulatory movement is applied to massage from the forehead across the temples to the cheeks, not touching the eyes with the application of the same kind of movement, to return towards the forehead. In the further course, the area along both sides of the nose is massaged (with the application of a very gentle movement forwards and backwards). The thumbs are placed on a child's eyelids, slowly moving downwards on the edges of the nose towards the lips' edges. After the massage is performed, a patient ought to rest for approximately 15 minutes (Kielin 2004).

### **Conclusion**

To sum the subject up, one ought to refer to a governmental program conducted by a number of ministries and relevant to early, comprehensive, coordinated and permanent help, involving many particular aspects of development. for a child in the danger of disability or already disabled, and also their family, coordinated by the Ministry of Education and Science, and participated in both by centres under the management of the Ministry of Health, educational facilities, and social care institutions, allowed under this program to receive a financial assistance to cover the cost of rehabilitation activities conducted on children with various deficits. A major role in social and intellectual development of a human being is that of the communicative function of language and speech. A restricted ability to communicate with the application of language and verbs results from various disorders of neuro-physiological, anatomical, mental or social origins, and also from the incorrect development of the patterns of stomatognathic reflexes. Providing an appropriately early therapeutic care will allow to prevent the exacerbation of dysfunctions affecting facial motorics and the functioning of the organs of speech.

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## **'Today's Digital Tools in the Educational Setting**

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### **Abstract**

The paper examines the practical application of modern digital learning tools in the educational environment. The purpose of this study is to investigate the advantages and opportunities of using digital learning tools and explore ways of implementing them in the ELT classroom. Both traditional and new methods and principles were employed to analyse the use of digital learning tools. The principles of consistency, integrity, objectivity, historicity, and development were applied, which are classical approaches to scientific knowledge. Moreover, the study widely uses such general scientific methods as analysis, synthesis, comparison, abstraction, and systematisation. After all, the digitisation of education involves the implementation of modern techniques, methods, and forms of specialized training for future professionals in higher education. The paper highlights the need for a robust information infrastructure in higher education institutions, along with a well-developed information learning environment. It also stresses the importance of utilising internet technologies, communication networks, and e-learning. The paper categorises modern digital learning tools into three groups: applications for creating tests, tasks, and quizzes; programmes for creating infographics and presentations; and online tools for creating game-based exercises. Each group includes relevant digital learning tools and their applications in the educational environment. The use of modern digital learning tools in the educational environment has been studied by the author in this paper. It has been concluded that the majority of these resources can be successfully implemented in education due to the saturation of information and communication technologies in the modern world. The author suggests that the use of modern digital learning tools by teachers in online learning can enhance students' learning

experience. It helps teachers to overcome the negative impact of language interference and keep up with modern technological advances. This is due to the absence of time constraints for viewing educational material or commenting on it, which is not possible in standard face-to-face learning. Modern digital learning tools optimise the learning process by making it mobile, individualised and differentiated.

**Keywords:** Digital Learning Tools, Teacher, Student, Digitalisation, Educational Environment

### **Introduction**

The 21st century is characterised by mass digitalisation and the widespread use of the Internet. In a short period of time, people have developed an impressive array of digital technologies that have greatly expanded human capabilities and made life easier. Information and communication technologies are now an integral part of modern society, unlocking further social and economic progress. Unfortunately, the education sector has not been exempt from this digital revolution.

The relevance of digitalisation in the modern educational environment is a pressing issue in the field of education. Failure to implement digital technologies today may lead to a decline in the educational environment tomorrow. Currently, it is impossible to imagine high-quality teaching of a discipline without the introduction of tools and opportunities provided by digital technologies and the Internet.

The contemporary world offers a plethora of information and communication technologies that can be effectively utilised in the educational sphere. For instance, YouTube, Cloud Technology, Internet blogs, and Google are some of the examples. The use of social media by teachers in online learning facilitates better understanding of the material by students. As there is no time limit on viewing educational material or comments, or a limit on the number of times it can be viewed, digital learning offers advantages over standard face-to-face learning. Digital technologies optimise the learning process by making it mobile, individual and differentiated. However, they do not replace the teacher, but rather complement them. The use of digital technologies in foreign language classes enables quick access to additional educational material for each topic, making the main material more accessible and interesting. This, in turn, motivates students to study the material in depth, ultimately improving their knowledge of the subject and reducing fatigue.

### **The purpose of the study**

The purpose of this study is to explore the benefits of digital technologies in foreign language education. This paper proposes the practical use of digital learning tools in different types of educational institutions to enhance learning in the educational environment. The purpose of this study is to investigate the advantages and opportunities of using digital learning tools and explore ways of implementing them in the ELT classroom.

### **Literature review**

Given all of the above, many scholars, teachers, and educators pay attention to the use of digital technologies in the educational environment. This is not accidental. Ukrainian and foreign researchers who investigate this problem include A. Gurlin, D. Gupta, F. Hubbard, M. Levy, V. Hlukhikh, G. Levkin, M. Zhaldaka, N. Tverzovska, and Y. Zhuk.

In his work 'Features of Digitalisation of the Educational Process in Higher Education', S. Karpluk (2019) notes that the level of digital literacy and proficiency in digital technology among teachers directly affects the digitalisation of education. Karpluk (2019) also identifies the main challenges that higher education institutions face in terms of digitalisation of their activities.

Furthermore, in her article 'Modern Digital Tools for Teaching a Foreign Language', Ukrainian researcher O. Nezhyva (2022) highlights the significance of digital tools in foreign language classes and categorises them into groups. Nezhyva also stresses that the integration of digital technologies in education is a crucial trend in Ukraine's educational development.

In their article, 'The impact of language learning using new technologies on engineering students' writing skills: a case study', A. Gurlin and D. Gupta (2017) explain the benefits of a blended learning approach for English lessons. They suggest combining traditional teaching methods with modern digital learning tools to make lessons interesting, creative, and meaningful.

### **Method**

The methodology is based on a number of authentic English-language sources and the author's personal teaching experience. In this study, interdisciplinary and transdisciplinary approaches were used. Both traditional and new methods and principles were employed to analyse the use of digital learning tools. The principles of consistency, integrity, objectivity, historicity, and development were applied, which are classical approaches to scientific knowledge. Moreover, the study widely uses such general scientific methods as analysis, synthesis, comparison, abstraction, and systematisation.

### **Result**

The digitalisation of society has brought about changes in education content, methods, and didactic approaches. According to current global development trends, education is becoming digitalised under the following conditions:

- the existence of a unified educational space;
- the implementation of modern teaching methods and tools that involve the use of digital technologies;
- the combination of traditional and digital education methods;
- introduction of a system of progressive education;
- creation of a new direction of teacher's activity;
- creation of a lifelong learning system, which is a universal form of activity aimed at developing a personality throughout life.

The digitalisation of higher education will facilitate the introduction of progressive methods, forms and means of professional training of future specialists of a new format that will meet the requirements of the present. Therefore, it is urgent to create at least a basic information infrastructure in higher education institutions with a developed digital learning environment, and to introduce Internet technologies, communication networks, and e-learning. This will improve the comprehensibility and logical structure of the educational system, and ensure a balanced approach to the use of technology in education. Digital technologies are used in foreign language classes to make learning materials more accessible, interesting, and motivating for students. They also encourage teachers to use modern digital tools in online learning, making the learning process mobile, individualised, and differentiated. However, it is important to note that digital tools should not replace teachers, but rather complement them. Furthermore, students can learn through online blogs from anywhere in the world and at any time. They have the opportunity to choose a field of knowledge, including non-professional, and explore it to the extent of their interest.

Modern digital tools used in foreign language classes can be divided into the following groups:

1. The first group consists of applications for creating tests, tasks, and quizzes. With in-app guidance, a teacher can create various tasks and quizzes that engage students in a topic, facilitate their understanding, and test their knowledge. There are such as:



- *Quizizz* is one of the most receptive sites for creating quizzes in English on various topics. The teacher creates the quiz on his or her computer and students have the opportunity to participate in it both in the classroom and remotely using smartphones.
  - *Flipgrid*. This application is used to assess students through video by asking them to create short summaries in the 3-2-1 format. Additionally, students are required to write down three things they remember or one thing they found interesting, among other tasks.
  - *EdPuzzle*. This service allows you to create video clips with text notes, questions or tasks. From a single video, you can create an interactive quiz with open-ended questions or multiple-choice answers.
  - *Online Test Pad* is a website which is used to create tests, crossword puzzles, surveys and dialogue simulators.
  - *Google Forms*. This service helps you create tests or conduct surveys.
2. The second group consists of programmes for creating infographics and presentations. These tools enable the demonstration of a large amount of information in an interesting and compact manner. With the availability of modern technologies and a wide range of tools, infographics are now used for educational and creative purposes, as they can combine not only graphs, tables, and diagrams, but also vivid illustrations. The following tools are available:
- *Canva* can be used to create infographics and colourful diagrams which will help students to absorb a large amount of information more easily. These apps can also be used to create presentations.
  - *Piktochart* helps to create stylish infographics which have several templates.
  - *Pear Deck* is used to create interactive presentations with slides containing images, text and video content. This tool allows the teacher to interact with the audience during an active session, creating tasks as the presentation is shown. Participants join the presentation through Google accounts.
3. The third category comprises online tools for creating game-based exercises. These tools assist educators in designing creative, interesting, and motivating foreign language lessons for students.

- *Kahoot* is a learning programme consisting of games. Here the teacher can make a series of questions with multiple choice answers. The format and number of questions depend on the author. It is possible to add videos, images, and diagrams.
- *IXL* is an adaptive learning platform for foreign language teachers who create learning games for their students.
- *Scatter Sheet* is an interactive online activity which looks like a sheet with randomly scattered words on a topic that has been or will be studied. The teacher's task was to describe a word in English, and the students' task was to guess it. Then the students were asked to describe and guess the words themselves, which developed their English communication skills.
- *Learning Apps*. This service helps the educator create learning games and game exercises. It also allows the teacher to use other people's templates to create his/her own.
- *Wordwall* is a platform where teachers can create interactive tasks on various topics.

The introduction of digital tools into the educational process is a significant trend in education's development. These tools prioritize explaining complex topics in an accessible way and demonstrating interesting examples in foreign language classes. However, these tools will not replace the essence of teaching; they will simply enhance its quality, modernity, and relevance, making learning more interesting and creative. This, in turn, contributes to better student learning and ultimately leads to a significantly higher level of foreign language proficiency.

### **Conclusion**

The digitalization of higher education, specifically the use of digital tools in the educational environment, is a flexible and powerful tool for preparing students to communicate in an English-speaking environment. Additionally, it helps teachers to overcome the negative impact of language interference and keep up with modern technological advances. The use of digital learning tools by teachers in the process of learning a foreign language can transform the learning experience from tedious to diverse, interesting, and easily accessible. This can also reduce student fatigue and improve foreign language proficiency. Therefore, the use of modern digital learning tools in education can have a positive impact on students' learning.

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## **Enhancing Accountability in Public Administration: Exploring the Nexus of Law and Governance**

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### **Abstract**

In contemporary governance paradigms, the intersection of public administration and law stands as a critical locus for ensuring accountability, transparency, and effectiveness in governmental operations. This paper delves into the evolving landscape of public administration, examining the symbiotic relationship it shares with legal frameworks. By synthesizing recent scholarly literature and empirical evidence, the paper elucidates the multi-faceted role of law in shaping administrative practices and fostering good governance. Also, drawing upon theoretical insights and empirical case studies, the paper underscores the pivotal role of legal mechanisms in governing administrative behavior, mitigating corruption, and safeguarding the rule of law. By highlighting how legal norms and regulations serve as guiding principles, tries to define the boundaries of administrative discretion while promoting adherence to ethical standards and procedural fairness. In addition, the paper explores the dynamic interplay between law and public administration in addressing contemporary challenges, such as regulatory compliance, bureaucratic accountability, and the protection of fundamental rights. The paper examines the implications of legal reforms and judicial interventions on administrative decision-making processes and it elucidates the significance of judicial review in scrutinizing administrative actions, rectifying procedural irregularities, and upholding constitutional principles. Finally, it investigates the role of administrative law doctrines, such as administrative discretion, delegation, and due process, in reconciling competing interests and ensuring the legitimacy of administrative governance. It underscores the imperative of synergizing public administration and law to foster accountable, transparent, and responsive governance and advocates for interdisciplinary approaches that integrate legal

principles into administrative practices, thereby fortifying the foundations of democratic governance and promoting the public interest. Furthermore, it outlines avenues for future research, including comparative studies, empirical analyses, and policy evaluations, to deepen our understanding of the intricate nexus between public administration and law in contemporary governance systems.

**Key words:** governance, law, legal, public administration, system.

## **Introduction**

In contemporary paradigms of governance, accountability, transparency, and efficacy in government operations are ensured in large part by the interaction between public administration and the law. The intricate interrelationship between these two domains highlights the cornerstone of conscientious governance and the maintenance of democratic ideals. As such this paper explore how public administration is changing and the mutually beneficial relationship it has with the law. Historically, public administration and the law have evolved in parallel, with legal regulations being developed to support a fairer and more transparent administration (Rosenbloom & Kravchuk, *Public Administration: Understanding Management, Politics, and Law in the Public Sector* (6th ed.), 2005).

The theoretical paradigm that views public administration and law as entwined pillars of contemporary governance is at the center of this investigation. This study aims to clarify the processes by which legal norms and regulations influence administrative practices and promote accountability. It does this by drawing on well-established theories such as principal-agent theory, legal institutionalism, and democratic governance theory. According to Shafritz, Russell and Borick Public administration includes all activities that are carried out by government bodies to implement public policies, while law includes the set of rules and regulations that govern these activities (Shafritz, Russell, & Borick, 2016).

The impact of law on public administration is not limited to individual countries; it is of great importance at the global level, especially in the context of international organizations and international agreements that promote good governance practices (Peters & Pierre, 2004). Although the relationship between public administration and the law is essential for good governance, there are significant challenges, including the politicization of the administration and resistance to legal change (Kettl, 2015). A thorough analysis of current academic literature demonstrates an expanding corpus of studies that emphasize the role of legislation in controlling

administrative conduct and fostering good governance. Scholars have highlighted how important legal systems are for preventing corruption, upholding the rule of law, and guaranteeing that administrative procedures adhere to ethical norms and procedural justice. Comprehending the relationship between law and governance is crucial in today's world, as voters expect their governments to be more transparent, accountable and responsive. In the US, the Administrative Procedures Act of 1946 serves as an example of how laws can structure the administrative process to ensure transparency (Rosenbloom, 1983).

Through illuminating the intricate connection between law and public administration, this study seeks to further the current conversation about democratic legitimacy and responsible government. The main purpose of this research is to investigate how public administration and law interact dynamically to improve accountability in governmental settings. The objective of this study is to elucidate the ways in which legislative frameworks impact administrative procedures and foster transparency and efficacy in governance by combining theoretical understanding with empirical data; identify the ways in which laws and regulations influence administrative practices; assess the degree to which these impacts foster accountability and transparency; and offer suggestions for enhancing the relationship between public administration and the law. This study will use a combined methodological approach, including theoretical analysis and empirical case study reviews to investigate the interaction between law and public administration (Kin, 2018).

The study aims to find answers to the following research questions:

**Q1-** In modern governance paradigms, how are administrative procedures shaped by laws and regulations?

**Q2-** How does the interaction between law and public administration contribute to increasing accountability and transparency in government operations?

### **Method**

In the framework of contemporary governance, this scholarly study seeks to comprehend and characterize the relationship between public administration and law. In order to accomplish this, a combination of theoretical analysis and empirical case study evaluation is employed. First, utilizing well-known ideas like the theory of the principle agent, legal institutionalism, and the theory of democratic governance, the study begins with a theoretical analysis of the link between public administration and the law. This theoretical analysis seeks to comprehend how the law

influences administrative procedures and fosters accountability. It is based on reputable academic research. In the following, data were obtained from different authors who used a combined methodological approach, including theoretical analysis and empirical examination of cases. They have attempted to get a deeper understanding of the relationship between public administration and law through theoretical analysis, and they have examined how this relationship has been demonstrated in actual practice through empirical case analysis.

Thus, this study examines how governance and law interact, and how this affects accountability in public administration, using a qualitative method. A thorough and in-depth examination of the complex dynamics that shape these interactions is enabled by this methodology. This research uses a qualitative approach to explore the relationship between law and governance in increasing accountability in public administration. Qualitative techniques are integrated to provide a comprehensive understanding of the interrelationship between the legal framework and administrative practices. The participants in this study consist of different actors involved in public administration and legal governance. Qualitative data is collected based on theoretical knowledge and empirical case studies.

## **Result**

The study's conclusions provide crucial information on how governance and law interact to improve accountability in public administration. It is important to remember that rules and regulations were shown to be crucial instruments for defining precise guidelines, protocols, and governance systems. Divergent opinions regarding the influence of legal procedures on administrative behavior were also disclosed by qualitative data.

### **Q1- In modern governance paradigms, how are administrative procedures shaped by laws and regulations?**

Regarding the question of how administrative procedures are shaped by laws and regulations, in modern governance paradigms, we emphasize that laws and regulations serve as the cornerstone of administrative procedures in modern governance. They provide a framework for business operations that ensures uniformity and compliance for a variety of tasks. Dhir and Dhir's research suggests that strategic decision-making processes must be aligned with legal requirements to ensure that organizational practices are not only effective but also compliant with the law (Dhir & Dhir, 2020). Laws and regulations, offer an organized framework for organizational decision-

making. By ensuring that judgments are made methodically, this framework minimizes ambiguity in administrative procedures and assures compliance with legal norms. A legal foundation of this kind supports accountability and uniformity across governmental levels. On the other hand, sound judgment, supported by legal frameworks, is essential to improving organizational performance. Organizations can implement more effective and efficient administrative operations and achieve better results by following established laws and regulations. This methodical approach facilitates the identification and methodical resolution of problems, leading to enhanced performance (Deslatte, 2020).

Furthermore, decision-making processes become more transparent and accountable when laws and regulations are well-defined. They lay forth precise roles and duties, which are essential for making people and departments answerable for their deeds. Building honesty and trust in public governance requires this clarity. Pollitt and Bouckaert examine how rules and regulations have a major impact on administrative procedures in contemporary governance models (Pollitt & Bouckaert, 2017). They stress that legislative frameworks give administrative acts the structure and direction they need to be consistent, accountable, and transparent. The authors point out that in order to increase public administration's responsiveness and efficiency and to better align administrative practices with broader policy aims and public expectations, improvements in public management sometimes entail amending laws and regulations.

Denhardt & Denhardt claim that serving the public interest should take precedence over directing or regulating outcomes in administrative procedures in contemporary governance (Denhardt & Denhardt, 2007). According to the authors in this paradigm, laws and regulations are essential because they guarantee that administrative decisions are made in accordance with the values of accountability, democratic governance and public participation. Thus, these legislative frameworks help create a system in which public administrators prioritize teamwork, moral behavior, and community involvement over productivity and performance indicators.

Thus, legal frameworks assist strategic decision-making and enhanced organizational performance in addition to guaranteeing responsibility and compliance. Overall, the results indicate that even while legislative frameworks are essential for raising accountability in public administration, there are important possibilities and difficulties that must be addressed. In order to achieve effective governance, it is necessary to work together to fortify legal governance



frameworks, enhance administrative procedures, and restore public confidence via open and accountable governance systems.

**Q2: How does the interaction between law and public administration contribute to increasing accountability and transparency in government operations?**

According to Friedman, laws and rules specify the obligations of public servants and agencies. They establish a framework for administrative action that makes it possible to impose responsibility by establishing explicit guidelines and standards. Friedman gives the example of how laws like the Freedom of Information Act in the United States compel government organizations to provide specific information to the public upon request, thus encouraging openness. Furthermore, Friedman highlights that by assessing the legitimacy of governmental decisions and activities, the Courts act as a check on administrative actions. Judicial supervision guarantees public servants obey the law and behave within the bounds of their power (Friedman, 1975).

According to Cass R. Sunstein, by making government agencies answer for their deeds and provide information to the public, the relationship between the law and public administration can advance transparency. Increasing transparency and ensuring more responsible governance can be achieved through enacting open government policies and enhancing public access to government information. However, laws and regulations created by public administration can contribute to greater accountability by outlining the roles and responsibilities of public servants and creating protocols for tracking and disclosing administrative actions, according to Cass R. Sunstein (Sunstein, 2007).

### **Discussion**

The results of this study highlight the complex interplay between governance and law in raising accountability in public administration. The primary obstacles and opportunities will be discussed, along with how the results should be interpreted in light of the body of existing literature and its implications for theory and practice. The theoretical discussions around the function of legal frameworks in controlling administrative behavior and fostering accountability are furthered by this research. Through an analysis of the relationship between governance and law, the research expands on theoretical frameworks like legal institutionalization and principal agent theory, offering more detailed insights into the ways in which legal procedures influence administrative activities.

As for the recommendations, they could involve the following: capacity-building initiatives, training programs for government officials and aspiring lawyers to promote awareness and compliance with legal requirements, thereby reducing administrative violations and increasing public confidence in government; reforms to improve legal regulations, oversight mechanisms, and to promote the development of citizens in decision-making processes. In terms of next studies, further investigation is required to look at the long-term impacts of governmental actions and legislation changes on public trust and administrative accountability. Examining the governance systems of various nations and areas in comparison can offer distinct perspectives on the efficacy of various accountability frameworks and governance methodologies.

### **Conclusion**

In conclusion, this paper offers insightful information about how governance and law interact to improve accountability in public administration. Through an analysis of the functions played by administrative procedures, legal frameworks, the research advances our knowledge of the intricate relationships that influence general governance in modern society. Strengthening the legislative foundations of governance, enhancing administrative procedures, and reestablishing public trust through transparent and accountable governance processes are all vital to support responsibility, transparency, and accountability in public administration. Policymakers and practitioners can fortify democratic governance and advance the public interest by embracing interdisciplinary approaches, incorporating legal concepts into administrative procedures, and fostering citizen involvement.

It is extremely important to support efforts to increase accountability within the public administration, to address systemic challenges and to promote a culture of integrity and transparency in governance. Organizations must integrate historical data with current situational analysis (Dhir & Dhir, 2020). This strategy aids in trend forecasting and helps you ready for upcoming legal and regulatory issues. By doing this, businesses may create robust administrative processes that are focused on compliance and the future.

Overall, the study of Dhir and Dhir emphasizes how modern governance models have a symbiotic relationship between organizational performance, legal frameworks, and strategic decision-making. Their study ensures accountability and efficiency in public administration by offering a thorough grasp of how laws and regulations impact administrative procedures.

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## **Analyzing the Impact of Effective Teacher-Headmaster Communication on Educational Learning Outcomes**

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### **Abstract**

Communication is considered essential in all organizations of different character, in political, cultural, social, economic institutions, etc. An important part of human activity in an organization like a school is occupied by communication, the main means by which people receive and give information, therefore it is an activity that consumes a lot of time. H.B Trecker (1971) emphasizes that: "Making decisions and performing various functions depending on the position or circumstance that individuals are in depends precisely on the quality and quantity of information received". The burgeoning significance of communication and its attendant challenges have spurred dedicated inquiry within educational discourse. Foundational to constructive and harmonious relationships, effective communication transcends temporal and spatial boundaries, fostering connectivity across diverse interpersonal contexts. Within this expansive domain, particular emphasis is placed on superior-subordinate communication, characterized by its inherent complexity, selectivity, and dynamism across institutional frameworks. This study endeavors to elucidate the pivotal factors underpinning the seamless functioning of educational processes in public pre-university schools through the prism of teacher-headmaster communication. Central to the study is the hypothesis positing the transformative influence of effective communication between teachers and headmasters on the educational learning process. Methodologically, this study employs a questionnaire comprising 30 items, meticulously tailored for separate administration to school headmasters and teachers, segmented into four sections with two open-ended queries. Through systematic data collection, rigorous analysis, and robust discourse, the

study endeavors to delineate the nuances of teacher-headmaster communication and its impact on educational outcomes. The findings affirm the hypothesis, revealing a direct correlation between effective communication and heightened efficacy in the teaching-learning continuum. Schools characterized by efficacious headmaster-teacher communication demonstrate not only enhanced progress but also qualitative refinement in educational processes.

**Keywords:** Effectiveness, communication, teacher-headmaster

## **Introduction**

The means by which we exchange information is communication, which is the basis for social interaction without which nothing could function. According to Fiske, J. (1990) "Interaction is the main link of management that sets the organization in motion, that gives life to ideas, projects like cells to the human body". One of the most important factors influencing the building of constructive and solid relationships in schools is communication. To create a good and educated generation, a good spirit of communication is needed not only with the students, but also within the collective between the teachers and especially between the latter and their superiors.

Communication can take many different forms: reading, attending meetings, writing reports, and using electronic means of communication. In addition, in the formal framework of the superior-subordinate relationship, both parties will be able to develop their communication skills, the benefit will be very wide. On the other hand, if the communication process is ineffective, the basis on which superiors, teachers and anyone else will rely to make a decision will be wrong. Wrong decisions lead to functions of low quality and quantity.

Communication is a process of creating and exchanging messages. This process includes many key elements such as: network, dependency, connection, environment, uncertainty and messaging. Communication is closely related to organizational culture and structure (Goldhaber, G. M. (1993). Communication can be used to analyze and reflect. It is seen as a penetrating factor rather than an individual human ability. Since the school is made up of people different in personalities and in behavior, the interactive system is qualitative in terms of communication as well as in the context of the internal quality of the school where an interactive social behavior is to be achieved. This behavior is possible to achieve entirely through communication whether verbal or not, communication and interaction which take a major role in determining quality in school (Hoy, W. K., & Miskel, C. G. (2007).

For this reason, the leader must create a climate of trust in the school to consider communication as one of the most efficient tools in achieving objectives, to respect and value anyone's opinion, to be direct with anyone, to evaluate and reprimand, to accept mistakes, to absorb and generate information. Teachers must play the role of care provider both in the service of education and in their communication. In school, the quality of the system is understood only in the foundations of communication which is created by actors with partnership roles.

Communication is understood as a key element that can lead to the creation of a positive climate, the increase in the number of players in the educational process, as well as the possibility of sharing goals and values. School represents one of the broadest fields of communication that includes a visible aspect of the communicative space, which is taking responsibility for a particular problem by expressing your personal opinion and defending persuasive arguments based on regulatory requirements. According to Eriksen, E. O. (2001), "The quality of the school taken as an organization, among other things, is characterized by the change of connections expressed by the ability of the actors in this organization to realize an interactive communication that leads to the achievement of objectives."

School is an organizational institution where actors have their roles which are determined only by formal and informal relationships, i.e. by communication networks. Within the educational institution, it is necessary for individuals to communicate transparently and with a correct ethic. In this process, the superior plays a big role. He must be a leader in stimulating the creation of groups and he must know how to establish internal communication. Since this communication plays an ethical role in characterizing the climate in the school environment as well as its consequences in particular individuals. In this perspective, the principal plays a key role in the functioning of the educational institution.

Pedagogical leadership occupies a special role in national curricula. Successful pedagogical leadership involves managing tensions, dilemmas, and focusing on student learning, as well as collaboration between students, teachers, and principals. Our goal is to identify the main factors in the completion of the educational learning process in public schools of pre-university education through communication between principals and teachers.

Initially, it is advisable to dwell a little on the role of school and education, as well as on the creation of conditions for the creation of a critical culture and the creation of opportunities to gain knowledge.;

- Creation of conditions for the creation of a critical culture.

The school is the only institution in our country that is specifically charged with transmitting a democratic culture to young people. Schools are important actors in the creation of educated persons who acquire an understanding of truth, beauty, and justice according to which they judge their own and society's virtues and flaws. This is a moral responsibility.

-Creating opportunities to gain knowledge.

The school is the only institution that is specifically charged with the task of providing young people with disciplined knowledge in all areas of human conversation: The world as a biological and physical system; evaluation and persuasive systems; communication systems; the social, political and economic systems that make up the global village and the people themselves (Dalin, P. and Rolff, H.G. 1992). Teachers must work hard to ensure that there is no attitude, belief or practice that prevents students from acquiring the necessary knowledge.

Teachers are agents of change in education and influence the improvement of society. Education is an important factor that determines the quality of a person's life and the future of society as a whole. No other profession gives you the opportunity to have such a positive impact on the overall development of a child.

In successful schools, different stakeholders have different perspectives on how they define success. In projects, successful schools have good results in relation to social and academic objectives. Schools, school systems and universities (at least teaching faculties) need each other to succeed (Fullan, M. 1992). They differ from each other in key areas of structure, culture and reward systems. The main point is that principals and teachers make a difference even if students' socioeconomic background is the most important variable in explaining differences in student outcomes.

Communication, in many respects, is considered the essence of leadership. Someone can draw up an extremely good plan for revitalizing the company, but if he is not able to communicate it to others, then the paper he spent writing this plan is not worth it. Successful leaders understand the nuances of communication and are able to change their communication style in order to best meet the demands of particular situations. When the leader uses the term "communication", it refers not only to the words used in this context to transfer information to others, but also to other "messages" that are sent and received.

Considering the empirical data, we emphasize that leaders spend at least 80% of their working time communicating with staff, customers, consumers, the public, the media and government officials. It is clear that mastery of communication skills is the greatest service a leader can do to ensure his own success. The results of Oterkiil, C. (2010) mainly show communication as a daily issue that refers to activities, information, etc. Teachers feel well informed and satisfied in terms of daily communication with their principals.

Communication in the organization is important for other reasons as well. For example, if we take a look at the press announcements for senior managerial leadership positions in the organization, it is difficult to find one that does not specify "communication skills" as one of the essential requirements for applicants. Some even go further by asking for "extraordinary, special communication skills" or "highly developed communication skills". Communication skills are considered by some researchers to be the single most important non-technical skill necessary for leaders. (Comer, J. 1992)

By studying the work culture, it has been found that there is a relationship between the effectiveness of the communication of the leaders and the satisfaction of the employees. Work culture consists of some similar norms referring to group work against any behavior that can be judged. The concept of work culture is closely related to the concepts of communicative environment. Borden (1977) defines the cultural environment as a context where communication occupies an important place and marks the cultural aspect as an issue belonging to the behavioral framework.

The school culture is managed to create a stable and suitable environment but with some interruptions and unexpected events. Principals and teachers have different views about attendance and the context of the conversation. They define important concepts such as: - school improvement and - pedagogical leadership (Eriksen, E. O. (2001).

Principals often overestimate their own teaching skills and learning issues. Much of the communication is guided to create things that are expected to happen and to avoid conflicts instead of deepening them, to explore different perspectives. The problem is not the amount of information or the clarity of the content.

Ch. Barnard (2001) treats communication as a means by which people in the organization are connected to achieve a common goal. Communication must occupy a central place in the theory of organization, because: The structure, scope and field of organization are determined almost entirely by communication techniques. Also, he continues, the main function of a headmaster is to



build and maintain a certain communication system. Communication is essential especially for the internal functioning of the organization, for the reason that it realizes the integration of all managerial functions. More specifically, it is particularly important in several directions:

First, for defining the goals and for their transmission through different points of the organization.; Second, for drawing up plans for achieving goals.; Thirdly, for the organization of human resources and all other resources in a more efficient and effective way.; Fourth, for leading and motivating people as well as for creating an appropriate climate, in order for them to give their maximum contribution.; Fifth, to help people better understand the decision-making process; Sixth, for performance control.

Organizational structure and organizational culture affect the communication process negatively where meetings and gatherings protect existing patterns (Öög, J., Johansson, O., Lindberg, L., & Olofsson, A. (2003). Leaders and teachers recognize that they need to improve their communication process but they have difficulty organizing ideas about what to do. Assessment tools have built different groups and organizational conditions such as: Structure and culture that can help practitioners become more aware and analyze their communication process.

We focus on several types of meetings between teachers and leaders, who communicate about what issues they talk about during daily work, also analyzing whether there are differences in the organizational communication process between schools that are very successful and those that are less so. successful. In order for organizational communication to become manageable and meaningful, support is needed from organizational structures such as: meetings and programs. If these meetings and programs do not support issues related to the learning process and student outcomes as well as school improvement, it is difficult for principals to direct pedagogical leadership.

Pedagogical leadership is seen as a democratic leadership focused on national curricula.

First, pedagogical leadership should contribute to collaborative learning for all actors who are part of the school.

Second, the leaders have the opportunity to define the programs and decide the issues that will be discussed during the meeting. This is even more important especially for meetings that are daily. Enabling structures create two forms of communication while inhibiting structures can reinforce consensus, distrust and control (Mcphee, R.D, & Poole, M. S. (2001).

There is a difference in how leaders and teachers view communication as something shared. Headmasters tend to overestimate their communication skills. We are dealing with a lack of pedagogical leadership in many schools where teachers and leaders are not aware of how the cultural and structural aspects affect their communication (Fullan, M. (2001).

There are many assumptions that leadership communication is not spread evenly. We also have those teachers who take a lot of time from the directors' communication time. One reason this happens is that they take up too much of the leaders' time. By letting teachers choose different issue categories, teachers in successful schools are more oriented by leaders who talk about issue categories related to the learning process and school improvement (Kievet, F. K., & Vandenberghe, R. (1993). I the only exception was conversations about the issues of the day in which leaders of other groups communicated more often.

Successful school principals who conducted classroom visits scored in terms of their teachers' high achievement compared to other groups. How the leaders meant and used structure and culture in the communication process within the school appeared to be as important as individual and communication skills. The more aware you are of using communication, the more it will positively impact school (Kowalski, T. J., Petersen, G. J., & Fusarelli, L. D. (2007).

Communication in the role of a leader includes handling conversations with staff who have different opinions about the school's educational mission. Although we have a genuine communication structure, other aspects affect the communication process. Seeing communication as a fairly widespread process, this means that behind what is spoken it is possible to discover the speaker's goals and his individual values in communication and dialogue. This implies that the speaker's personal value and knowledge are important in order to build a coherent and understandable communication.

Scientific research in organizations has shown that most employees wanted top-level headmasters and leaders to communicate with them more often and to increase their participation in decision-making processes (Brownell, 1990). In a study of more than 80 Australian companies, the question was asked: "What would improve your workplace more than anything else?" The answer was not "more benefits and more pay", or "more free time." The top two answers were "more effective leadership" and "good communication and management" (Sarason, .S, 1971). Also, organizational competencies such as innovation, continuous learning or change cannot be achieved without sophisticated communication systems to support them.

Communication is closely related to organizational culture. Therefore, communication is seen as independent in the qualitative relationships in the organization, which make trust an important variable in the communication process. Trust can take different forms of communication and can be related to institutions or to individual goals and leadership skills. In running the school, the leadership must take responsibility for the results of the school. This form of the hypothesis that pedagogical leadership focuses on the teaching process, consists of the leaders' personal values and communication being related to the organization's objectives and mission.

By describing each of the schools it becomes more apparent that the leaders have different strategies in their communication. In schools, the communication of leaders consists of individual values and national curricula. In these schools there are also signs that show us that faith is built in three directions:

- leaders' trust in teachers; - teachers' trust in leaders as individuals; - and teachers' confidence in the role of leaders (Putnam, L. L., & Pacanowsky, M. E. (1984).

Principals contribute through communication to the school's pedagogical culture (Schein, E. H. (1985). Principals' trust is low, transparency and communication in the work of teachers inside the classrooms is lacking.

## **Method**

Specifically, for the data collection of this paper, the quantitative data method Mathews, B. and Ross, L. (2010) applies. The reason why this technique was chosen to be used stems from the aims of the topic to obtain a large amount of information from a significant number of participants in a short time. The quantitative nature of this study makes this research a process that moves from the known to the unknown thanks to a few simple steps. The basis of this study is the size of the sample that was included in the study (162 participants), which supports even more strongly the connection or not between the variables. The questionnaire, the research instrument, contains 29 questions of which 27 are closed and 2 open questions.

The sampling chosen in this study is convenience sampling. This sampling was chosen because according to Mathews, B. and Ross, L. (2010) it is easily available and accessible in a shorter time. 4 schools were selected, of which three are 9-year-old and 1 secondary school, which are mentioned below: 1.Misto Mame - 2.Skënder Çaçi - 3.Siri Kodra (9- year-school); 4.Partizani (high school).

### *Purpose of the study*

The purpose of this study is to identify the main factors in the completion of the educational process in public schools of pre-university education through teacher-leader communication.

#### *Objectives of the study*

1. To explore communication between leaders and teachers in pre-university education
2. To analyze communication at the leadership level
3. To point out the impact of communication on the continuous improvement of teacher-leader relations.
4. To highlight through communication the abilities of the leaders in their work in public schools.
5. To compare superior-subordinate communication relationships in public schools.
6. To prove that effective communication affects the formation of a successful school.

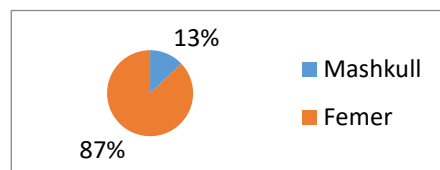
#### *Hypothesis*

Effective communication between teachers and principals leads to an increase in the quality of the teaching and learning process.

### **Results**

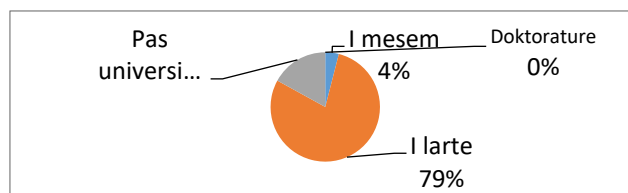
As can be seen in graph 1, in this study most of the participants were female (87%) while a small percentage were male (13%)

**Graph 1: Gender**



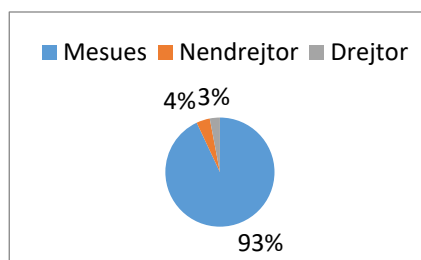
Out of 162 teachers in the four schools, 140 of them agreed to be part of the study, 130 teachers out of 150 in total and 9 principals out of 11 principals in the four schools.

**Graph 2: Education**



As can be seen in graph 2, in this study, most of the participants have a higher education (79%), while the percentage of teachers with a doctorate is 0%.

**Graph 3: Job position**



As can be seen in graph 3, in this study, most of the participants are teachers (93%), while the percentage of superiors (principals and vice-principals) is relatively small.

*Superior-subordinate communication:*

Graph 4 shows the answers of the participants in relation to the number of meetings between leaders and teachers to communicate about curricula. The results show that 100% of the principals meet once-twice every month with the teachers, while the largest percentage of teachers (58%) meet with the principals once-twice every semester.

**Graph 4: Frequency of meeting of headmasters and teachers regarding curriculum communication**

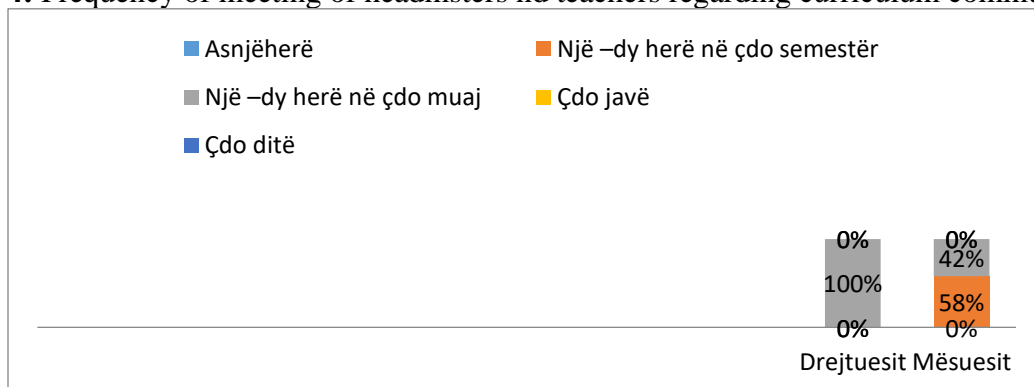


Table 3 gives the answers of the participants in relation to the number of meetings between headmasters and teachers in teachers' meetings. The results show that 100% of the principals meet once-twice every month with the teachers, and the largest percentage of teachers (71%) meet with the principals once-twice every month.

**Table 3: Ratio of meetings headmasters and teachers**

The ratio of meetings between headmasters and teachers	Headmasters	Teachers
Never	0%	0%
Once-twice every semester	0%	29%
Once-twice every month	100%	71%

Every week	0%	0%
Every day	0%	0%

Table 4 gives the answers of the participants in relation to the number of meetings between leaders and teachers in individual meetings. The results show that 60% of the principals meet once-twice every month with the teachers, while the largest percentage of teachers (45%) meet with the principals once-twice every semester.

**Table 4:** Ratio of meetings: headmasters and teachers in individual meetings

The ratio of meetings between headmasters and teachers	Headmasters	Teachers
Never	0%.	10%
Once-twice every semester	0%	45%
Once-twice every month	60%	26%
Every week	40%	14%
Every day	0%	5%

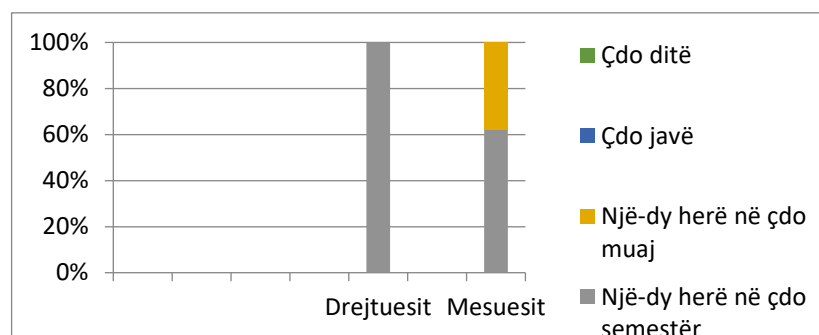
Table 5 gives the responses of the participants in relation to the number of meetings between leaders and teachers for school activities. The results show that 70% of the principals meet once-twice in each semester with the teachers and the largest percentage of teachers (67%) meet with the principals once-twice in each semester.

**Table 5:** Ratio of meetings: headmasters and teachers on school activities

The ratio of meetings between headmasters and teachers	Headmasters	Teachers
Never	0%.	0%.
Once-twice every semester	70%	67%
Once-twice every month	30%	33%
Every week	0%	0%
Every day	0%	0%

In graph 5, the answers of the participants are given in relation to the number of meetings between leaders and teachers about the school's objectives. The results show that 100% of the principals meet once-twice in each semester with the teachers, and the largest percentage of teachers (62%) meet with the principals once-twice in each semester.

**Graph 5:** Ratio of meetings: headmasters and teachers on school objectives communications



Graph 6 shows the answers of the participants in relation to the number of meetings between leaders and teachers for teaching and learning. The results show that 100% of leaders meet once-twice in each semester with teachers, while the largest percentage of teachers (79%) they meet with the leaders once or twice every month.

**Graph 6:** Ratio of meetings: headmasters and teachers on communication regarding teaching and learning

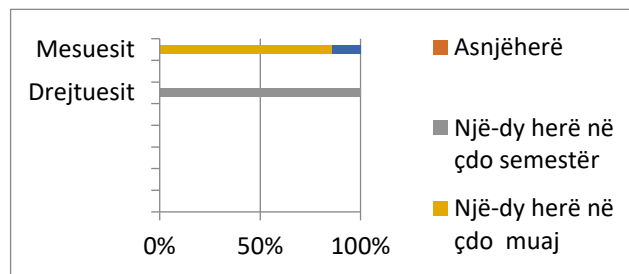


Table 6 gives the answers of the participants in relation to the number of meetings between headmasters and teachers to communicate about the work that each one does. The results show that 100% of the principals meet once-twice in each semester with the teachers, and the largest percentage of teachers (68%) meet with the principals once-twice in each semester.

**Table 6:** Ratio of meetings: headmasters and teachers communication regarding the tasks

The ratio of meetings between headmasters and teachers	Headmasters	Teachers
Never	0%	0%
Once-twice every semester	100%	68%
Once-twice every month	0%	32%
Every week	0%	0%
Every day	0%	0%

In table 7, the answers of the participants are given in relation to the number of meetings between leaders and teachers to communicate about the improvement of the school. The results show that 60% of the leaders meet once-twice every month with the teachers, while the largest percentage of teachers (60%) meet with the leaders once-twice every semester.

**Table 7:** Ratio of meetings: headmasters and teachers communication about school improvement

The ratio of meetings between headmasters and teachers	Headmasters	Teachers
Never	0%	10%
Once-twice every semester	0%	60%
Once-twice every month	60%	30%
Every week	40%	0%
Every day	0%	0%

## **Discussion and Conclusion**

Communication is one of the most important elements that occupies most of the time in the work of leaders and teachers in schools. As we will see below, communication serves as a constructive bridge between the two parties (leaders and teachers), when discussing various issues and problems related to education. Many authors have emphasized the importance of communication in the education sector, especially in the pre-university sector, which was also taken into analysis. Kowalski (2007) states that: "The more you are aware of the use of communication, the more it will positively affect the school".

In the question about how often principals meet with teachers to communicate about curricula, the results showed that 100% of principals meet 1-2 times every month. As for the teachers, the results were: 58% meet 1-2 times per semester and 42% 1-2 times per month. The results showed that there are differences between principals and teachers in what attitude they take when they meet to communicate about curricula. The headmasters attach more importance to this fact, which shows that they are more interested in their improvement in the general framework of the school. Also, teachers are involved in this process, because they are the ones who select the texts at the beginning of each school year, but this shows that teachers stick to their choices made from the beginning.

Regarding the question of how many times principals and teachers meet to communicate about the school's objectives, the results showed that 100% of principals meet 1-2 times per semester and 62% of teachers meet 1-2 times per semester and 38% they met 1-2 times every month. For both parties, communication about the school's objectives is important, which confirms one of the findings of Ch. Bernard (2001) who treats communication as a means by which people connect with an organization to achieve common objectives. The results showed that there are small differences between principals and teachers in what attitude they take when they meet to communicate about objectives. One of the most important factors that affects the structure and organizational culture of the school is the definition of the objectives as the leaders and teachers devoted time to communication about them.

Another important element in meetings between teachers and leaders was related to communication about student behavior. The results showed that 22% of the principals met once or twice a month and 78% every week, 10% of the teachers met with the principals on this issue 1-2 times per semester, 21% 1-2 times per month, 42% every week gives 27% every day. The execution



of the teaching process is also greatly affected by the behavior of the students in it, therefore leaders and teachers attach importance to this fact. Here, too, the results showed that there are negligible differences between principals and teachers regarding the attitude they hold when they meet about student behavior. The teachers are the ones who are most affected by the behavior of the students because they spend a good part of their time with them and mainly during the lessons in which the teachers try to keep their classes quiet. Even the leaders, despite having less contact with the students, the behavior of the latter affects a successful process.

Nias and others (1989) emphasized that in a learning organization leaders are designers, caretakers and teachers. The findings confirmed the results when 100% of leaders met with teachers to communicate about teaching and learning, 1-2 times each semester. Nias and others also emphasized that they (leaders) are responsible for learning. In fact, they are not the only ones, the results that benefited from the teachers showed that 79% of them met with the principal 1-2 times every month and 21% of them every week.

The results showed that there are differences between principals and teachers regarding the attitude they hold when they meet to communicate about teaching and learning. Teachers pay more attention to this issue because it is directly related to the productivity and efficiency of their work with students. Communication between leaders and teachers on teaching and learning issues affects school results, continuous improvement to create successful schools.

Based on the results that were obtained from the research participants, several conclusions were reached, which therefore answer the research question. As can be seen from the answers, in general this study follows the course of previous studies and highlights the role of communication between leaders and teachers as a key element in the smooth running of the teaching process and to contribute to the improvement of schools.

Key elements in the smooth running of the learning process for both leaders and teachers are: communication about curricula, communication about school objectives, communication about student behavior, communication about teaching and learning.

Pedagogical leadership is a role that is described for principals and their communication skills, as a successful pedagogical leadership involves and contributes maximally to the improvement of school children.

There is a slight difference in how principals and teachers view communication as a joint dialogue, because principals tend to overestimate their communication skills.

The ability to express oneself, to discuss issues, to dialogue, to transmit information, to solve daily issues or to reflect, etc. are the bases of an effective leadership.

The more professional the headmaster is, the more ability he has to create cooperative relationships. From which we have an increase in the teaching process, the results of the students as well as the credibility that the school creates for the future, all these influence the increase in the school's effectiveness.

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## **Navigating Legal Pluralism: Implications for Public Administration in Multicultural Societies**

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### **Abstract**

In multicultural societies, legal pluralism presents both challenges and opportunities for public administration, as diverse legal systems and normative frameworks co-exist within a single jurisdiction. There is an intricate dynamics of legal pluralism and its implications for public administration, shedding light on the complexities inherent in governing diverse communities. Through a comprehensive review of existing literature and empirical case studies, the paper examines the ways in which legal pluralism intersects with public administration, shaping policy formulation, implementation, and service delivery. It analyzes the tensions between state law and customary or religious legal systems, as well as the mechanisms employed by public administrators to navigate these complex legal landscapes while upholding the principles of justice, equality, and administrative efficiency. It emphasize the role of legal pluralism in fostering social cohesion, cultural diversity, and pluralistic governance models and highlights the importance of recognizing and accommodating diverse legal traditions within the administrative apparatus, promoting inclusive decision-making processes, and ensuring access to justice for all segments of society. In addition, it explores the challenges posed by legal pluralism in terms of legal certainty, consistency, and enforcement and analyzes the tensions between formal and informal justice systems, the potential for conflicting legal norms, and the implications for administrative legitimacy and accountability. Finally, the paper emphasizes the need for public administrators to adopt adaptive strategies that reconcile the tensions inherent in legal pluralism, while upholding the principles of legality, fairness, and human rights. It calls for interdisciplinary approaches that integrate legal, sociological, and cultural perspectives into public administration theory and practice by fostering more responsive and inclusive

governance frameworks in multicultural societies. Furthermore, it outlines avenues for future research, including comparative analyses, policy evaluations, and empirical studies, to deepen our understanding of the complexities of legal pluralism and its implications for public administration.

**Key words:** public administration, law, multicultural, legal, pluralism.

### **Introduction**

Multicultural civilizations are becoming the rule rather than the exception in an era characterized by globalization and rising demographic diversity. In multicultural cultures, public administrators must create adaptable solutions that accommodate multiple legal traditions while preserving equitable governance, given the interplay between formal state laws and informal customary or religious rules (Woodman, 1998). Legal pluralism, in which several legal systems, including state law, customary law, religion law, and other normative frameworks, coexist within a single jurisdiction, presents a complex task for public administrators in these countries. Legal pluralism results from social, cultural, and historical factors that shape how various societal groups understand and apply the law. Public management faces particular difficulties when many legal systems coexist in a same area. According to Galanter, the recognition and inclusion of several legal systems in public administration procedures can improve social harmony and tolerance of cultural differences, but also requires a sophisticated understanding of the power struggles and relationships that come with such pluralism (Marc, 1981). Administrators face increased complexity in policy formation, implementation, and service delivery when navigating a variety of legal norms and practices. It is essential to comprehend these processes in order to promote cultural diversity, social cohesion, and efficient governance. The guiding ideals of justice, equality, and human rights must be balanced with respect for legal requirements and cultural customs.

Conflicts and tensions between several legal systems, particularly between official state law and unofficial customary or religious norms, can result from legal pluralism. Public administrators may find it difficult to reconcile these discrepancies while maintaining just and equitable treatment for all residents as a result of these tensions, which can impede legal certainty and consistency. Furthermore, legal plurality gives public administrations a chance to be creative and flexible. It can support inclusive governance frameworks that take into account and respect different cultural groups' legal customs. By recognizing the validity of other legal systems and incorporating them into the larger framework of state administration, this inclusion can improve social cohesion.

The objective of this study is to investigate the consequences of legal diversity on public administration through an analysis of the ways in which many legal traditions interact with state mechanisms and the tactics administrators utilize to handle these intricacies. Through an extensive literature search and analysis of empirical case studies, this study aims to shed light on how public administrators negotiate the complex terrain of legal plurality. Understanding the conflicts that exist between state law and other legal systems, the methods by which these conflicts are resolved, and the contribution of legal pluralism to the advancement of pluralistic governance, social cohesion, and cultural variety will be the main areas of study. The issues that legal pluralism presents to legal certainty, consistency, and enforcement will also be covered in this article. It will examine the possibility of contradictory legal standards as well as how they could affect administrative accountability and legitimacy. It will be highlighted how important it is to develop flexible solutions that balance these conflicts with respect to justice, lawfulness, and human rights.

In the end, this study hopes to further the conversation about public administration in multicultural communities by emphasizing the value of multidisciplinary methods that incorporate perspectives from the fields of law, sociology, and culture. These methods are necessary to create inclusive and adaptable governing structures that are capable of handling the complexity of legal plurality. The paper will also suggest directions for future research, such as comparative analyses, policy evaluations, and empirical studies, in order to improve our comprehension of the effects of legal pluralism on public administration and to pinpoint the most effective ways to handle this complex phenomenon. The notions of legal pluralism and public administration theory serve as the foundation for this study's theoretical framework. The coexistence of several legal systems within a single jurisdiction is acknowledged by legal pluralism; these systems frequently result from the social, cultural, and historical makeup of a community. grasp the interactions and influences of various legal traditions on governance systems requires a grasp of this framework. On the other hand, public administration theory sheds light on the methods and approaches used by state agencies to oversee these various legal environments. Combining these two theoretical stances enables a thorough examination of the benefits and problems that legal pluralism in heterogeneous countries presents.

With a primary focus on three topics, the literature evaluation draws from a wide range of academic sources, including books, journals, and policy papers.

**Legal Pluralism's Foundations:** This section examines the terms, backgrounds, and theoretical foundations of legal pluralism. Scholars like Sally Engle Merry, John Griffiths, and Boaventura de Sousa Santos have authored influential books that have greatly advanced our comprehension of the coexistence and interaction of many legal systems. **Implications for Public Administration:** This section examines the research on how legal pluralism affects public administration, specifically with regard to the creation, carrying out, and provision of services of policies. It looks at case studies from different nations to show the prospects and practical difficulties faced by public managers in multicultural environments. **Governance and Social Cohesion:** In this section, we examine how inclusive governance models can support a variety of legal systems and foster cultural diversity and social cohesion. Studies that emphasize the advantages of acknowledging and incorporating many legal systems into the larger framework of state governance are included in it.

For public administration to function effectively in multicultural communities, it is imperative to comprehend legal pluralism. Global demographic diversity is increasing, and public administrators need to be prepared to handle the challenges that come with having several legal systems in place. By offering a thorough examination of the effects of legal pluralism on public administration, this study fills a major vacuum in the literature. It draws attention to the necessity of flexible tactics and multidisciplinary methods that can promote inclusive governance and societal harmony. Policy makers, public administrators, and academics may find use for the study's conclusions, which could aid in the creation of more just and efficient governance systems.

Investigating the effects of legal pluralism on public administration in multicultural countries is the main goal of this study. The study specifically attempts to:

1. Analyze how various legal traditions interact with governmental procedures and impact the creation, application, and provision of services.
2. Describe the opportunities and difficulties that legal pluralism presents to public officials.
3. Examine the procedures and approaches used by public administrators to deal with the complexity of plurality in the law.
4. Draw attention to how legal plurality supports social cohesiveness, cultural diversity, and pluralistic administration.
5. Make suggestions for further study and policy formulation to improve public administration's efficacy and inclusion in multicultural settings.

In order to accomplish these objectives, this research hopes to add to the conversation on public administration in multicultural societies by offering insightful analysis and useful suggestions for handling the complex issue of legal plurality.

The study aims to find answers to the following research questions:

**Q1-** How do tensions between state and non-state legal systems affect policy formulation and implementation by public administrators in multicultural societies?

**Q2-** What adaptive strategies can public administrators use to harmonize different legal norms and practices, while ensuring justice, equity and administrative efficiency in multicultural societies?

### **Method**

The present research utilizes a thorough literature review and empirical case study analysis to examine the relationship between legal pluralism and public administration. Academic books, papers, and policy studies that address public administration, multicultural governance, and legal pluralism are included in the literature review. Analyses of case studies from diverse multicultural societies offer tangible illustrations of the practical manifestations of legal plurality and the approaches employed by public administrators to tackle it. This mixed-method approach allows for a nuanced understanding of the theoretical and practical aspects of legal pluralism in public administration.

### **Results**

Public administrators find it more difficult to formulate policies when multiple legal systems coexist in a society known as legal pluralism. To develop policies that are just and applicable to all facets of society, they must be in harmony with a broad range of regional traditions, religious precepts, and governmental legislation. To guarantee that policies are appropriate and respect the needs and beliefs of all communities, this process necessitates a thorough awareness of the local context and culture in addition to specialized knowledge in religious disciplines. There are advantages to legal plurality in addition to the difficulties it presents. In a society, social cohesion and cultural diversity can be enhanced by acknowledging and embracing diverse legal systems. A governance model that unifies several legal systems can foster more harmony and equity and fortify the bonds that bind various people and communities together.

Coexisting with different legal systems is not always a simple process though. It can pose threats to the credibility and accountability of public administration, necessitating creative thinking and sensible tactics to preserve public confidence and guarantee that the administration's choices



and actions are just and inexpensive for everybody. In order to maintain fairness and human rights in intricate legal contexts, public administrators must employ a flexible and multidisciplinary strategy. In order to fully comprehend the circumstances and requirements of society as a whole, this calls for the cooperation and coordination of legal, sociological, and anthropological expertise. In order to achieve effective and equitable governance in multicultural societies, public administrators should be guided globally by the acknowledgment and tolerance of legal pluralism.

**Q1- How do tensions between state and non-state legal systems affect policy formulation and implementation by public administrators in multicultural societies?**

Tensions between non-state and state legal systems: There is an inherent conflict between state law and unofficial customary or religious legal systems. Such tensions can lead to disagreements and make it challenging to uphold consistency, clarity, and the application of the law. Merry highlights how various legal systems frequently derive their legitimacy and authority from distinct sources and defines legal pluralism as the coexistence of several legal systems within a single social sector. She talks on how these tensions, as public administrators balance the demands of several legal orders, can result in conflicts in the formulation and implementation of policies (Merry, *Legal Pluralism*, 1988).

Santos investigates the idea of mutual legality, in which people concurrently operate under several legal frameworks. He contends that because public administrators must take into account a variety of potentially conflicting legal norms and practices, the tensions between different systems might make it more difficult to formulate and administer policies (Santos, *Law: A Map of Misreading. Toward a Postmodern Conception of Law*, 1987). Multiple legal systems existing within a single social field is referred to as legal pluralism by Griffiths, who also points out that these systems may have conflicting claims to authority. He draws attention to the ways that tensions between state and non-state legal systems can make it difficult for public administrators to formulate and carry out policies as they try to strike a balance between these conflicting claims (Griffiths, 1986). He examines how legal pluralism—which he defines as the coexistence and interaction of multiple legal systems inside a single jurisdiction—makes it more difficult to create and implement policies (Menski, 2006). Tamanaha defined legal pluralism as the presence of multiple legal systems in a particular geographic location. He also highlights how conflicting systems might make it difficult for public servants to enforce the law uniformly (Tamanaha, 2001).

**Q2- What adaptive strategies can public administrators use to harmonize different legal norms and practices, while ensuring justice, equity and administrative efficiency in multicultural societies?**

Public administrators use a range of strategies, including inclusive decision-making processes, adaptive governance frameworks, and dispute resolution procedures, to address legal diversity. These strategies aim to bridge gaps between different legal systems while maintaining justice, equity, and administrative effectiveness. Mbaku recommends that public managers should, engage in inclusive policymaking that respects both official and informal legal systems. During the policy-making process, administrators can ensure that the final result is widely acceptable and culturally responsive by educating local leaders and communities (Mbaku, 2004). Santos argues that contends that public administrators have to embrace a framework for the law that is adaptable and permits the presence of several legal systems. This entails identifying, endorsing, and establishing procedures for the incorporation of non-state legal systems into the larger legal system (Santos, 2002). Merry arguments about how public administrators can localize international human rights standards. She highlights the value of cultural mediation and the employment of middlemen who are aware of both national and international legal standards. This approach makes sure that policies are pertinent locally and worldwide (Merry, 2006).

**Discussion**

The results demonstrate how legal plurality both complicates and enhances public management. On the one hand, difficulties with legal certainty, uniformity, and enforcement arise from the coexistence of several legal systems. In addition to navigating competing standards, public managers have to deal with the possibility of legal issues. However, legal pluralism presents chances to develop responsive and inclusive frameworks for governance that take into account the various socioeconomic and cultural realities of heterogeneous societies. Public administrators need to use adaptive tactics that take legal, sociological, and cultural viewpoints into account in order to successfully negotiate legal pluralism. This entails creating systems for inclusive decision-making, encouraging communication across various legal traditions, and guaranteeing that justice is available to all facets of society. Developing more inclusive and responsive governance models requires interdisciplinary approaches that incorporate ideas from public administration theory, sociology, and law.

Regarding the suggestions, public administration ought to set up official procedures that would allow representatives of customary and religious laws to participate in the formulation of public policy. To improve managers' abilities to manage legal plurality, public institutions should provide ongoing training programs. Create mediation centers with mediators from both judicial and civil systems to efficiently and fairly settle conflicts. Governmental and academic organizations ought to fund studies that examine the effects of legal plurality and pinpoint the most effective ways to handle it. Government policies and initiatives must to be crafted to safeguard and advance the rights of diverse legal and cultural communities, guaranteeing that no group faces prejudice. To guarantee that all administrative acts are just and accountable, it is necessary to put in place robust accountability procedures and transparent policies.

### **Conclusion**

In multicultural countries, legal pluralism offers public administrations both opportunity and challenges. Public administrators must create adaptable techniques to resolve the conflicts between the various legal traditions that coexist alongside state law, customary law, religion law, and other normative frameworks. These kinds of tactics are critical for negotiating the intricate legal system and guaranteeing the efficiency and equity of governance structures. Potential conflicts between state and non-state legal frameworks are one of the main problems with legal pluralism. Differences in legal standards, practices, and enforcement methods may give rise to these conflicts, which can cause problems with legal consistency and certainty. In order to avoid legal fragmentation and uphold administrative legitimacy and accountability, public administrators need to be skilled at handling these issues. This entails conversing with community leaders and stakeholders to promote communication and collaboration in addition to being aware of the subtle differences between different legal systems.

The promotion of social cohesion and cultural diversity can be greatly aided by public administration through the recognition and accommodation of varied legal traditions. The integration of diverse legal systems into inclusive governance models has the potential to bolster public institutions' legitimacy and foster confidence across diverse community groups. In addition, these models can guarantee that every citizen, regardless of experience in law or culture, has access to the courts. In a multicultural society, maintaining the values of justice, equality, and human rights depends on this inclusivity. In addition, legal diversity presents chances for innovation in public administration. Administrators can create hybrid legal frameworks that are suited to the

unique requirements and circumstances of their communities by combining aspects of state and non-state laws. These frameworks can offer more adaptable and responsive governance options, satisfying the public's varied legal expectations while upholding the state's general legal requirements. To further our understanding of legal pluralism and its consequences for public administration, future study should concentrate on a number of important topics. Comparative studies of diverse multicultural civilizations can shed light on how different legal systems handle diversity and point to effective strategies that can be applied in a variety of settings. Evaluations of policies can determine where improvements might be made and evaluate how well-performing current tactics are. Empirical research, comprising both qualitative and quantitative studies, can give light on the practical difficulties and achievements faced by administrators and citizens as they navigate legal diversity.

Moreover, creating thorough governance frameworks requires interdisciplinary approaches that incorporate legal, sociological, and cultural viewpoints. Cooperation between academics and professionals from other fields might result in more complicated and useful answers to the challenges posed by legal pluralism. By encouraging a greater understanding of the cultural and social aspects of law, these methods can help improve public administration theory and practice. In summary, legal pluralism gives public administration important potential to promote more inclusive, varied, and responsive governance, but it also poses substantial problems. The complexity of legal pluralism can be efficiently managed by public administrators by embracing interdisciplinary research and implementing adaptive techniques. This will support the creation of governance frameworks that recognize and represent the rich cultural diversity of multicultural societies while simultaneously upholding the values of justice, equality, and human rights.

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## **Factors Associated with Social-Emotional Health among Adolescents in the Context of Vietnamese Digital Educational Transformation**

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### **Abstract**

Social-emotional health is an internal resource of mental health that influences an individual's well-being. Recently, in Vietnam, a Southeast Asian developing country, the Ministry of Education and Training directed the national digital transformation of the education sector to build well-being schools and develop intelligent digital schools to create a generation of global citizens. This context raises the need for mental health care and the promotion of students' psychological well-being at schools. The social-emotional health framework is a research and practice orientation that has been interesting in Vietnam recently to promote the school-based well-being of children and adolescents. This paper analyzed the factors affecting the social-emotional health of Vietnamese adolescents. This is a cross-sectional study in the context of the national digital transformation in the Vietnamese education sector with solid impacts on the mental health of 600 adolescents representing three Vietnamese regions. By EFA and linear regression analysis, we discovered five groups of factors affecting the adolescents' social-emotional health, including (1) Family characteristics and community culture; (2) Individual psychological characteristics; (3) Parental education; (4) Family characteristics and structures; and (5) Personal experience and help-seeking behavior. The results expanded our understanding of factors associated with the social-emotional health of Vietnamese

adolescents, in which factors of family traditions and parenting play an essential role in balancing and promoting the participants' well-being. Meanwhile, factors related to digital technology have not had much impact on social-emotional health in adolescents. These findings are essential evidence for educational psychologists and educators to design mental health prevention or intervention programs for adolescents that focus on developing social-emotional skills.

**Keywords:** Social-Emotional Health, Factor, Mental Health, Adolescent, Digital Educational Transformation.

## Introduction

Social-emotional health (SEH) is the ability of people to be aware of their internal resources and strengths in life, cope with stress, balance the individual's mental health condition, study, work effectively, and contribute to the community and society (Furlong et al., 2020). Manifestations of a person with social-emotional health: (1) Having positive beliefs in themselves; (2) There is trust in social relationships; (3) Ability to manage and regulate personal emotions; (4) Ability to participate and connect in life activities. The SEH approach has received much attention in recent years. Here, countries are adopting social-emotional learning (SEL) and social-emotional competency (SEC) models in schools to address mental health and improve the achievement and well-being of students, especially adolescents.

Adolescence is an essential stage in intellectual development, where children's feelings, perceptions, thinking, imagination, memory, and attention have reached adult levels (Ly et al., 2016). Common problems revolve around self-image, distorted thinking, and mental health imbalance, especially during the COVID-19 pandemic when all activities move online. Existing studies have shown that many subjective and objective factors affect adolescents' SEH, such as gender, family type, parents' educational style, educational regime, culture, race, religion, family traditions, academic and living experiences of fish personality, or self-assessment of personal capacity. These factors impact the formation and development of their social-emotional skills. In today's diverse and complex environment, understanding and appreciating these factors is extremely important to build solid support programs and strategies to create the most favorable conditions for development—comprehensive development of children during this critical period.

We can see the role and importance of SEH in mental health. Without social-emotional skills, adolescents tend to lose the ability to regulate emotions and behavior and develop relationships—and surrounding systems. From the theoretical framework on SEH by authors

Furlong and colleagues (2020), this concept is more clearly defined when combined with different perspectives on SEH in research and practice achievements to apply Use and improve SEH, along with understanding the psychological characteristics of Vietnamese people and research on mental health in Vietnam (Giang, 2023). Within the study's limits and drawing from previous findings (Hemphrey, 2013; Durlak, 2015; You et al., 2015; Furlong et al., 2018 and 2020), we consider understanding Factors affecting SEH in adolescent populations. Therefore, seeing a general and comprehensive context of factors affecting adolescent SEH is essential to improving adolescent SEH and reducing the risk of mental health problems in the future.

## **Method**

### ***Study design***

This is a cross-sectional quantitative study of Adolescents in a school context. The research was conducted in 5 provinces and cities in Vietnam: Ho Chi Minh City, Can Tho City, Soc Trang City - the South; Da Nang City - Central region; Thai Nguyen City - Northern region in the context of the second social distancing in Vietnam due to the Covid pandemic outbreak. The above five provinces and cities are all cities directly under the Central Government of Vietnam, meeting the demographic and regional characteristics and can represent the Cultural and Social criteria of Vietnam.

### ***Participant***

The research subjects are Adolescents aged 16 to 18 studying at High Schools of the Public and Private School systems in 5 provinces, as clearly stated in the survey location. The survey target sample is 600 questionnaires distributed to satisfy the sample size of 400 students in the results of the national school-age prediction of adolescents from 16 to 18 in 2020 by author Huynh Van Son.

The research team designed an email to be sent to the school board of directors and homeroom teachers to introduce the project, explain the purpose of the survey, and ask for the school's permission to participate in the research. The survey will take place online (via Google Forms) and in person (on paper), depending on the context and the school's COVID-19 prevention plan. The survey will be sent to participants via email, with complete information about the project and a request for consent to participate. Each participant will receive an information sheet attached to the questionnaire, providing details about research ethics, study objectives, questionnaire, confidentiality, opt-in, withdrawal, and researchers' contact information. Completion of the survey



confirmed consent to participate in the study, and only completed surveys were included in the final analysis.

### ***Instrument***

In this study, we designed the self-developed questionnaire (Google version and paper version) consisting of two parts (*demographic information and SEH scale*) with 47 items. After receiving ethics board approval, we conducted pilot testing on 100 students from 16 to 18 years old in Ho Chi Minh City to evaluate the validity of the questionnaire and adjust some of its contents. Content. The final questionnaire was mainly revised regarding language expression and retained 47 questions. The questionnaire included closed-ended questions with tick marks. The questionnaire topics were adopted from the SEH theory of Furlong et al. The first part consists of 11 items (demographic information and health status). The second part includes 36 items investigating the SEH of Vietnamese adolescents based on the SEHS-S by Furlong et al. The questionnaire took an average of 10 minutes to complete. The questions were assessed for internal reliability using Cronbach's alpha coefficient, reaching 0.755, within the recommended range.

### ***Data analysis***

Collected data were coded and entered into SPSS software (version 26.0) for statistical analysis. Descriptive analysis was used to describe participants' socio-demographic information (frequencies and proportions). In this study, we use Inferential Statistics: (1) Correlation analysis to find out the first-order relationship between two variables, meaning that the variation in one variable co-occurs with the what is variation in the other variable; (2) Factor analysis method to describe the variation between observed and correlated variables to reduce the number of variables, and these variables will be called factors and finally (3) Regression analysis method to estimate the relationship between the dependent variable (social capacity) and independent variables (socio-demographic and personal factors). Moreover, the relationship between these variables will be modeled and predicted.

## **Results**

### ***Results of EFA factor analysis of factors affecting the Social-emotional Competence of Vietnamese adolescents***

Through 5 times EFA analysis, KMO coefficient = 0.739 > 0.5, p Barlett's Test = 0.000 < 0.05, so factor analysis is appropriate. Seven factors are extracted based on the criterion of eigenvalue greater than 1, so these factors best summarize the information of 19 observed variables

included in EFA. The total variance extracted by these seven factors is 76.293% > 50%. Thus, the seven extracted factors explain 76.293% of the data variation of the 19 observed variables participating in EFA. The results of the rotated matrix show that the 19 observed variables are classified into seven factors, all observed variables have factor loading coefficients greater than 0.5, and there are no longer wrong variables.

The results of the EFA analysis show seven factors affecting the SEC of Vietnamese adolescents: (1) family and socio-cultural characteristics, (2) behavioral cultural characteristics, and care conditions. Community health care, (3) Personal psychological characteristics, (4) Parental behavioral and educational styles, (5) Family characteristics, (6) Personal experiences and search behavior support, and (7) Demographic characteristics.

***Results of analysis of the correlation between influencing factors and social-emotional Competence (SEC) of Vietnamese adolescents***

**Table 1:** General assessment of Social-emotional Competence of Vietnamese teenagers

Social-emotional Competence structures	M	SD	Level
Belief in self	<b>2.61</b>	1.15	Quite low
Belief in others	<b>3.41</b>	1.09	Medium
Emotional Competene	<b>3.38</b>	1.16	Medium
Engaged Living	<b>3.26</b>	1.23	Medium
<b>Means</b>	<b>3.16</b>	<b>0.96</b>	<b>Medium</b>

The results of Table 1 show that SEC has an overall average score of 3.16, corresponding to the average level. Vietnamese adolescents are limited in their SEC. They are not confident in themselves, do not trust relationships, cannot manage emotions, and have difficulty connecting and cooperating in life. Among them, the most worrying thing is that the ability of young people to express their belief in themselves is only at a reasonably low level ( $M = 2.61$ ), meaning that young people have many difficulties in self-awareness, self-management, and self-management. Show perseverance with yourself. According to Furlong et al. (2014), the ability to express self-belief is the most essential element and strongly impacts the remaining elements. People in general, and adolescents in particular, cannot place trust in others, manage their emotions, and live closely if the foundation of belief in themselves is not solid. Even without the ability to demonstrate self-belief, the remaining three component skills may not be able to develop (Furlong et al., 2018). In addition, our findings are quite similar and reinforce the view that in socio-psychological development, the adolescent stage is when children develop self-awareness and determine their

self-image. Therefore, adolescents often have difficulty in self-awareness. On the other hand, to develop social capabilities, individuals need to develop self-awareness and self-assessment, strengthen personal beliefs, and transform their values into social relationships. A healthy social relationship positively impacts personal trust and strengthens a person's psychological development (Hoang et al., 2016). This study shows that the ability to express self-belief is lower than the other three components, showing signs of potential instability in young people's social work ability and the need for case studies to clarify this disparity.

***Results of analysis of the correlation between influencing factors and social-emotional competence (SEC) of Vietnamese adolescents***

The study analyzed the correlation between these factors to understand better the interaction between 7 groups of influencing factors and adolescents' social-emotional competence, proposing appropriate impact measures. This variable is shown in Table 2.

**Table 2:** Correlation between influencing factors and social-emotional competence of young people

	SEC	Group 1	Group 2	Group 3	Group 4	Group 5	Group 6	Group 7	
SEC	r	1	-0.212**	-0.095*	0.055	-0.155**	0.138**	0.477**	-0.026
	p	-	0	0.020	0.179	0	0.001	0	0.529
**, Correlation is significant at the 0.01 level (2-tailed)									
*, Correlation is significant at the 0.05 level (2-tailed)									

*(Group 1: Family and socio-cultural characteristics, Group 2: Cultural and behavioral characteristics and community health care conditions, Group 3: Personal psychological characteristics, Group 4: Behavioral style, parental education, Group 5: Family characteristics, Group 6: Personal experiences and support-seeking behavior, Group 7: Demographic characteristics.)*

The results in Table 3 show that the SEC of adolescents participating in the study has a statistically significant negative correlation with factors in group 1 ( $r = -0.212$ ,  $p = 0.000$ ), group 2 ( $r = -0.095$ ,  $p = 0.020$ ) and group 4 ( $r = -0.155$ ,  $p = 0.000$ ). This shows that when family and socio-cultural characteristics (G1), behavioral culture and community health care conditions (G2), and parents' behavioral and educational styles (G2), The more impact G4), the lower the adolescent's SEC, and vice versa.

At the same time, young people's social productivity has a statistically significant positive correlation with factors in group 5 ( $r = 0.138$ ,  $p = 0.001$ ) and group 6 ( $r = 0.477$ ,  $p = 0.000$ ). The

more impact family characteristics (G5) and personal experiences and support-seeking behavior (G6) have, the more children's SEC will increase, and vice versa.

The correlation test results are essential evidence for us to continue performing regression tests and serve as a basis for proposing measures to impact and develop appropriate social resource capacity for young people. In addition, factors belonging to the groups of personal psychological characteristics (G3) and demographic characteristics (G7) do not correlate with adolescents' social working capacity ( $p > 0.05$ ).

***Results of regression model between influencing factors and Social-emotional Competence (SEC) of Vietnamese adolescents***

**Table 3:** Regression results between influencing factor variables and Social-emotional Competence

Model	Unstandardized coefficients		Standardized Coefficients	t	p	Collinearity Statistics	
	B	Std. Error of the Estimate	Beta			Tolerance	VIF
1 (constant)	0.296	0.366		0.810	0.418		
Group 1	-0.094	0.048	-0.088	-1.972	0.049	0.609	1.643
Group 2	-0.029	0.051	-0.023	-0.570	0.569	0.718	1.393
Group 3	0.123	0.050	0.101	2.471	0.014	0.719	1.391
Group 4	-0.149	0.031	-0.175	-4.767	0	0.890	1.124
Group 5	0.156	0.049	0.123	3.212	0.001	0.812	1.231
Group 6	0.615	0.048	0.463	12.748	0	0.910	1.099
Group 7	0.069	0.047	0.052	1.456	0.146	0.938	1.066

The results in Table 4 show that the regression coefficients of 5 groups of influencing factors are statistically significant, including family characteristics and community culture (G1), individual psychological characteristics (G3), parental behavior and education style (G4), family characteristics (G5), and personal experience and support-seeking behavior (G6) with  $p$ -value  $< 0.05$ . This shows that all five groups of factors have an impact on the social-emotional capacity of adolescents.

Specifically, the standardized regression coefficient of the factors is as follows: family characteristics and community culture group is -0.088, the personal psychological characteristics group is 0.101, and the father's behavioral style and education group is 0.101. mother was -0.175,

the family characteristics group was 0.123, and the personal experience and support-seeking behavior group was 0.463.

Besides, checking the multicollinearity phenomenon through the variance inflation factor (VIF) of these five groups of factors shows that the VIF values are all less than 10, ranging from 1 to 2, indicating no strong correlation between these independent variables and any other variables.

Therefore, the regression model does not encounter multicollinearity, ensuring any violation of assumptions for multivariate regression model analysis and reliability. Based on this regression result, the author continues to test the suitability of the regression model with social productivity.

**Table 4:** The results of testing the appropriateness of the regression model

Sample	R	R <sup>2</sup>	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	0.538 <sup>a</sup>	0.290	0.281	0.81647	1.920

Based on the linear regression analysis results presented in Table 3.9, the adjusted R<sup>2</sup> coefficient is 0.281, meaning 28.1% of adolescents' SEC is explained by five groups of factors included in the research model. The model's significant coefficient is less than 5%, showing that the combination of independent variables can explain the variation of the dependent variable.

From the above results, the equation for predicting the social productivity of Vietnamese youth with standardized regression is established with the following functional form:

$$Y = 0.463*N6 + 0.123*N5 + 0.101*N3 - 0.088*N1 - 0.175*N4$$

From the above forecast equation, the author discovered:

Firstly, two factors belonging to the group of personal experience and support-seeking behavior (G6) are *"Seek support behavior when encountering difficulties and adversities in study and life"* and *"Experience, experience of problems and adversities in learning and life"* is proven to have a positive correlation and the most substantial impact on the social-emotional competence of Vietnamese adolescents. Actively seeking support when encountering difficulties and having a wealth of experience in study and life are powerful resources that strengthen students' SEC. According to the original theoretical framework of SEH by Furlong et al. (2020), these two factors respectively represent the ability to connect in life (knowing how to seek support when difficult) and the ability to express belief in oneself (awareness of resources and internal experiences). From there, it is affirmed that their SEC will develop when the component capacities of adolescents' social-emotional competency are strengthened. In addition, this finding expands understanding of

the impact of self-awareness and self-assessment of social work capacity on developing the social work capacity of young people, demonstrated through seeking support when encountering difficulties. Difficulties in study and life. As young people's understanding and knowledge of social work capacity increases, their need and motivation to practice and develop their social work capacity and internal resources will increase. This finding is an essential basis for proposing and designing communication solutions to raise young people's awareness of social work capacity and orienting education, training, and consultation strategies at the group and level levels. Individuals must develop the SEC by implementing the 2018 General Education Nation program.

Secondly, two factors belonging to the family characteristics group (G5) are *"Tradition in the family (professional tradition, religion or revolution...)"* and *"Happy, harmonious family"* are proven to have positively correlated and had the second most substantial impact on the social-emotional capacity of adolescents in Vietnam. When adolescents are born and raised in a family with many traditions, that is, they are raised and developed in a family with certain religious beliefs, they will have great resources to strengthen their SEC. Professional tradition (the family preserves and passes down the profession through generations), religious tradition (the family worships and follows a religious system through generations), or revolutionary tradition (the family families with patriotic traditions, participating in building and protecting the country) are belief systems inherited from generation to generation in each family, which have a positive impact on the SEC of young people. However, in terms of belief and religion, previous studies have shown that this factor can positively or negatively affect people's social-emotional skills or mental health, depending on the nature of the individual's problem (Koenig, 2009; Estrada et al., 2019). If belief in religion/belief is overused, people can lose the ability to perceive and cope with reality (Wong et al., 2006). Therefore, harmonizing awareness and behavior in implementing moral values, lifestyle, beliefs, and religion is necessary to develop SEC for young people. In addition, the happier and more harmonious families children live in, the more their social skills develop. This finding reinforces the importance of family support in demonstrating trust in relationships within the established SEH model. These two family factors suggest that the author focuses on measures to actively impact the family system to support and develop SEC for young people.

Thirdly, three factors belonging to the group of personal psychological characteristics (G3) are *"Your life skills," "Your understanding of learning issues,"* and *"Your psychological injuries in the past."* they were tested to have a positive correlation and the third most substantial impact on

the social-emotional capacity of adolescents in Vietnam. Young people have many life experiences, educational experiences, and rich learned and practiced skills, which will promote their SEC. This finding is consistent with experiential education (experienced-based learning), which uses adolescents' existing experiences as *"raw materials"* to form new competencies and new experiences in learning and life (Kolb, 2014), creating a spiral of capacity development.

Besides, the impact of past psychological trauma also helps strengthen adolescents' SEC. Current research has recognized the importance of adverse childhood experiences (early childhood trauma) and how these experiences both positively and negatively influence children's SEC in adulthood (Read et al. al., 2004; Van der Kolk, 2003). Every experience and relationship that children build is emotionally and socially meaningful (Van der Kolk, 2003). Adverse and stressful experiences can impact a child's ability to think, interact with others, learn, and adapt socially. Children may be limited in their SEC (Van der Kolk, 2003) but can still develop their SEC if their resilience is strengthened (Read et al., 2004).

Childhood adversity does not predict later unhappiness. What is important is how parents, teachers, and psychologists guide children's thinking and choices in life. This finding is essential for designing personal development measures using psychological counseling techniques focusing on each adolescent's potential. This finding also suggests and sets the stage for future research on the impact of adverse childhood experiences on the SEC or mental health of children and adolescents.

Fourthly, the five factors in the group of family and socio-cultural characteristics (G1) include *"Family is not complete, parents are separated/divorced, or domestic violence occurs," "Economic conditions of difficult and tight families," "The ideology of "harmony is noble," "one tolerance, nine virtues in daily communication and behavior," "The speed of development and urbanization in places where you live" and "Epidemic situation where you live (COVID-19)"* have been shown to have the strongest negative correlation with adolescents' social-emotional competency in Vietnam. When these factors become more robust, the SEC of adolescents decreases, and if they are controlled and overcome, it will create conditions for developing their SEC.

Specifically, among the two factors related to family, adolescents live in an incomplete family environment, experience psychological trauma or violence, divorce/separation of parents, or live in the circumstances. Economic conditions are tight and complex, and social work capacity

will be more limited than other adolescents. These negative experiences often increase children's internal defenses, reducing their ability to develop social skills and SEC. This reflects a similar trend proposed by Nguyen Thi Diem My (2019) about the influence of the family environment on children's psychology if there is no appropriate psychological intervention.

In two factors related to social culture, adolescents living in highly urbanized environments or experiencing challenges from the COVID-19 epidemic often have lower social productivity. Industrialization and modernization, along with the 4.0 technology revolution, easily make young people (including young people) dependent on technology and have inappropriate behavior online. The COVID-19 pandemic also affects the lives and social energy of adolescents, leading to anxiety, limited social interaction, and then possibly long-lasting psychological consequences. To develop SEC for young people, it is necessary to adjust measures to suit the characteristics of their living environment. At the same time, it is necessary to guide young people on how to flexibly and subtly relieve their needs and inner conflicts to balance mental health and reconcile social relationships.

Fifthly, two factors in the behavioral and educational style group from parents, "Parents impose and decide everything for their children" and "*Parents create learning and entertainment conditions for their children,*" have been proven. Demonstrates a strong and inverse influence on the social-emotional capacity of Vietnamese adolescents. If parents educate their children to be too "authoritarian" or too "loving," it can negatively affect the child's social-emotional competency. The reality in Vietnam shows that many children raised in an overprotective environment will develop habits of dependence and difficulty adapting to change, making it difficult for them to integrate into society. These findings reinforce the views of many previous studies and suggest ways to develop children's social-emotional capacity through measures of mass event organization and individual discussions with parents. At the same time, this also emphasizes the importance of positive education from the family, not just pampering or being too harsh.

### **Discussion and Conclusion**

This study focused on exploring factors associated with negative experiences of SEH among adolescents in Vietnam. Our goal is to look deeply into the cultural and social basis to understand better these factors' impact on adolescent mood and mental state. The results of the study reveal a notable factor: religion, which has traditionally been viewed as a protective factor, may cause negative experiences of SEH in some adolescents. Insightful analysis has shown that the negative influence of religion may reflect several different factors. This can include ignorance



of religious philosophy, blind fanaticism, or improper religious behavior or practices. In addition, family culture and lifestyle may also play an essential role in shaping adolescents' views on religion and its influence on their SEH.

In this study, we also examined other personal factors such as education, life experiences, mental health awareness, and self-assessment of adolescents. The results underscored the strong association of these factors with positive SEH experiences. This implies that equipping adolescents with the necessary knowledge and skills to manage emotions and behavior could potentially help them prevent or effectively cope with mental health issues. However, to truly comprehend and assist adolescents in addressing their concerns, professionals must take a comprehensive and in-depth view of their social, cultural, and family contexts. This necessitates understanding religion, ethnicity, and other factors like age, gender, and health status. Only with a holistic understanding of these factors can we devise strategies to foster appropriate and effective social-emotional skills for adolescents.

However, it should be noted that the study only focused on a small part of the adolescent community in certain areas in Vietnam, so it may need to be revised to reflect the adolescents' status comprehensively. Nationwide. At the same time, using convenience sampling can also introduce bias in the data. Expanding the field of study and using more diverse sampling methods will be necessary to improve the feasibility and generalizability of the study.

In summary, this study has contributed to the understanding of SEH among adolescents in Vietnam and proposed new directions for developing strategies to support their mental health. However, continued research and development of new theoretical frameworks are needed to gain a deeper understanding of the factors that influence SEH and create more effective support strategies for adolescents.

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## **Students' Attitude toward English Language Learning, Foreign Language ambiguity tolerance with their Classroom Anxiety Among Pakistani Students**

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### **Abstract**

Over the past decades, a significant shift has occurred in how languages are taught and learned. One of the aspects influencing the teaching-learning process is cultivating students' learning attitudes. Attitudes may be a proclivity to react positively or adversely to a particular thing, concept, situation, person, etc. a positive attitude promotes foreign language acquisition, but a negative attitude might be a psychological obstacle to learning. The study aims to investigate the association between students' attitudes toward English language learning (ATELL), Foreign Language ambiguity tolerance (FLAT), and Foreign Language classroom and test anxiety (FLCA). The sample comprised 1002 university students. The participants included 257 Males (25.6%), whereas females were 745 (74.4%). Findings revealed that the Pearson correlation coefficient is significant at ( $p < .05$ ), indicating that all study items are valid. The study reveals a statistically significant correlation between study variables. ATELL has a significant positive relationship with FLAT ( $r = .40$ ,  $p < .05$ ) and FLCA ( $r = .40$ ,  $p < .05$ ). FLAT has a significant positive relationship with FLCA ( $r = .50$ ,  $p < .05$ ). Moreover, regression analysis revealed that ATELL and FLAT are predictors of FLCA. The result shows that the ATELL and FLAT together account for 30% of the total variance in the FLCA. Thereby, it indicates that ATELL significantly predicts FLCA ( $\beta = .23$ ,  $p < .05$ ) and

FLAT significantly positively predicts FLCA ( $\beta=.41$ ,  $p<.05$ ). Furthermore, the result indicated significant differences across gender, i.e., male and female participants on study variables such as FLAT. The result shows that males are more involved in FLAT than females. Mean differences across family systems show that participants from the nuclear family system are more involved in FLCA than joint family participants. Based on the study findings, several recommendations will be put forward. Teachers do their utmost to understand as much as they can regarding their students' individual peculiarities and other emotive elements that may impede or assist their EFL learning. This study can help professionals and students learn English and other foreign languages.

**Keywords:** language, learning, English, attitude, students.

### Introduction

Over the past four decades, a significant shift has occurred in how languages are taught and learned. The emphasis has shifted from teachers and teaching to students and their learning. When addressing aspects influencing the teaching-learning process, one of the most crucial concerns is cultivating students' learning attitudes. Since attitude and motivation are both prerequisites for and outcomes of effective instruction, as noted by Winne and Marx (1989), research has been done in several educational domains to examine methods and approaches that may help students acquire positive attitudes toward learning.

Attitudes may be a proclivity to react positively or adversely to a particular thing, concept, situation, person, etc. Gardener (1985) characterizes attitude as a person's evaluation of something based on their thoughts or beliefs. In terms of education, Brown (2000) states that educators should acknowledge that students have favorable as well as adverse attitudes to various extents and negative attitudes can be modified through deliberate teaching strategies, such as the use of resources and exercises that aid students in developing a knowledge and appreciation of foreign cultures, which may be demonstrated in the process of learning the foreign language. As a result, attitudes may significantly impact how people handle various circumstances in life, including foreign language acquisition. Individuals with optimistic attitudes are regarded to improve more quickly in foreign language acquisition.

Gardner and Lambert (1972) discovered that students' capacity to acquire a second language is highly related to their mental acumen, linguistic capacities, and attitudes and views about the target language. Their study reveals that attitude concepts substantially influence language acquisition by affecting students' ideas and behaviors connected to the language, culture, and

community, eventually changing their desire to learn that language. Stern (1983) divides these attitudes into three categories within the context of second language learning:

1. Attitudes towards community members and individuals who speak the second language.
2. Attitudes towards the language learning process.
3. Attitudes towards languages and language learning in general.

According to Dörnyei and Csizér (2002), a positive attitude promotes foreign language acquisition, but a negative attitude might be a psychological obstacle to learning. Therefore, a wide range of attitudes—from positive to negative and all in between—greatly influence whether or not a student succeeds in their language learning efforts. This underscores the pivotal role of a positive attitude towards the target language in acquiring a second language. Stated differently, a person's attitude towards a language might help or impede their efforts to acquire a second language.

Attitudes have garnered significant attention from educators due to their potential influence on learning. They have consistently been recognized as crucial to favorable educational achievements. Attitudes are closely associated with our ideas or beliefs and are grounded on personal experiences. Accordingly, effective language teaching practices might help students develop more optimistic views about learning in general and studying English as a foreign language (EFL) specifically.

According to Rani (2000), students' attitudes toward learning may be fostered by offering activities that give students problem-solving experience and by proposing challenges that require the collecting of evidence in order to make conclusions. The study by Lin and Warden (1998) observed that students may exhibit anxiety or experience adverse feelings while reflecting on their previous encounters with English language acquisition. Furthermore, the researchers noted that students from diverse academic disciplines held distinct viewpoints toward learning English.

Al Samadani and Ibnian (2015) investigated the attitudes of 112 Umm Al-Qura University students about studying English as a Foreign Language (EFL), as well as the elements that influence their attitudes toward acquiring EFL. Additionally, the study examined correlation between the students' attitudes and their overall grade point average (GPA). The researchers created a questionnaire to assess students' attitudes about studying English as a second language. They also interviewed several students to investigate the factors that influence their attitudes toward EFL learning. Students had generally favorable attitudes regarding learning English as a foreign language. The findings revealed a strong correlation between students' grade point averages (GPAs)

and their attitudes towards studying English. Students with high GPAs had the most favorable attitudes, followed by those with medium GPAs and those with low GPAs.

In 2013, Alkaff conducted research at the English Language Institute (ELI) of King Abdulaziz University (KAU) in Jeddah, Saudi Arabia, to investigate the viewpoints and attitudes of Foundation Year (FY) students regarding their English language studies. The research entailed the selection of a random sample of 47 female students from levels 3 and 4 (pre-intermediate and intermediate levels), which constituted the majority of students throughout the research period. A questionnaire was developed for gathering information, and these students' responses were compiled and analyzed. The study's findings indicated that most students displayed a positive attitude towards English language learning, actively seeking to enhance their proficiency and knowledge in English, even in the face of demanding schedules and limited opportunities for language practice.

Wang (2013) investigated pre-service Non-Native English-Speaking Teachers (NNESTs) attitudes about the recruitment of Native English-Speaking Teachers (NESTs) and collaboration with NESTs in EFL courses. According to the findings, the majority of participants are in favor of having NESTs as their teaching partners. However, they see qualification as the most crucial factor when choosing NESTs. Although the participants believe that team instruction with NESTs is advantageous for English language learners, they have concerns about unequal collaborations and communication difficulties with NESTs. The results indicate that teacher educators must assume greater responsibilities for participating pre-service teachers in team teaching to support their professional lives.

Abidin et al. (2012) examined the students' attitudes in secondary school in Libya towards studying English from a behavioral, cognitive, and emotional stance while considering the students' demographic characteristics. The survey included 180 participants from three fields of study: Life Sciences, Basic Sciences, and Social Sciences. Regarding the three components of attitude (cognitive, behavioral, and affective), the participants' attitudes toward learning English were generally negative. There were statistically significant variations in the demographic profile concerning gender and field of study, but not the year of study.

Ibnian (2012) investigated the influence of group work on the attitudes of non-English majors at the World Islamic Sciences and Education University (WISE) towards learning English as a Foreign Language (EFL). The study sought to answer the following question: What is the

impact of employing the group work strategy on fostering the attitudes of non-English majors at WISE University towards mastering EFL? The study utilized a questionnaire to assess non-English majors' attitudes towards EFL learning at WISE University. The results demonstrated the impact of group work on non-English majors' attitudes towards EFL study at WISE University. English majors at WISE University tend to lean towards EFL. English majors at WISE University tend to lean towards EFL. The results demonstrated the impact of group work on non-English majors' attitudes towards EFL study at WISE University.

Norris-Holt (2012) researched Japanese students' attitudes regarding English study, such as student engagement, study routines, and perceived utilization of English were investigated. There were 577 participants. A 34-item Likert scale survey assessed perspectives and attitudes regarding studying English as a foreign language. The results revealed similarities and distinctions in the responses of high school juniors and seniors. The significance of learning English grammar and communication was found to be of interest, irrespective of the emphasis placed on university entrance examination preparation. Both junior and senior high school students exhibited a consensus concerning these assertions. Similar patterns of English language use were seen among students in their English class, particularly in terms of speaking abilities. The sample showed general disagreement, with 89.4% of students reporting that they make little verbalizations in English. There were differences in the students' general attitudes toward studying English, with junior high school students reporting that they studied more diligently in class and relished doing assignments more. Students in senior high school showed more favorable opinions toward continuing their English studies and using the English language in the classroom.

Galloway (2011) researched Japanese university students' attitudes regarding English and English professors concerning their usage of English as a lingua franca (ELF). The study used a combination of qualitative and quantitative approaches to collect information on the participants and their perspectives. As a result, surveys, interviews, and focus groups were employed. According to the data, English is viewed as a language that belongs to native English speakers and students who aspire to study native English. However, the findings revealed that various factors impact students' perceptions. The findings also showed that the study of Global English affected students in various ways, including their willingness to learn English, attitudes toward different kinds of English, and attitudes toward English teachers in general.

The study by Momani (2009) examined the attitudes of secondary-level students in Jordan regarding learning English as a foreign language (EFL) and their levels of accomplishment in reading comprehension. The results indicated that the participants held a generally neutral and favorable attitude toward their learning of the English language. Furthermore, a significant association was observed between the student's attitudes towards learning English language skills and their proficiency in reading comprehension.

Ambiguity is common in novel, complicated, contradictory, and unstructured settings. Foreign language ambiguity tolerance (FLAT) can thus be defined as the readiness to comprehend, engage with, and grasp ambiguous FL information, along with the ability to function effectively in a scenario where the linguistic stimuli are unclear (Chappelle & Roberts, 1986). Instead, it can be defined by Brown (2000) as the extent in which someone is inclined cognitively to accept assertions that are contrary to one's beliefs.

Over the past four decades, foreign language ambiguity tolerance (FLAT) has been a significant area of educational research. Substantial study has been undertaken on the nature and impact of FLAT in the learning/teaching process, revealing a substantial body of knowledge and implications for practice. Generally, all relevant research emphasizes the importance of FLAT as a primary prerequisite in academic and personal growth (Khajeh, 2003).

Nevertheless, ambiguity-tolerant EL learners perform well in novel and highly organized learning contexts. They see such circumstances as desirable, demanding, and intriguing stimuli. They are inclined to cope with several possibilities engagingly without becoming disturbed or irritated by the level of uncertainty they encounter (Furnham, 1994). They are also observed to avoid quitting when confronted with unclear cues. Although intolerant or minimal ambiguity tolerant, FL learners might experience anxiety and dissatisfaction when confronted with novel, unresolved, or complicated concepts (Jonassen & Grabach, 1993). Intolerant EL students are said to have an adverse reaction to ambiguous circumstances since the lack of necessary facts makes it harder for them to assess risks and make acceptable decisions. For some students, uncertain circumstances are both a threat and a cause of frustration, when confronted with such, individuals are more prone to exhibit tension, early responses, evasion, delay, denial, or suppression (Furnham & Ribchester, 1995).

Additionally, it is asserted that learners' FLAT levels influence the utilization of specific FL learning methodologies. Learners with greater FLAT levels, for instance, are shown to rely on



guessing from context in unclear circumstances, while those with fewer skills are said to avoid doing so (Ehrman & Oxford, 1990).

In recent years, the relevance of FLAT for EFL students has been emphasized prominently. Numerous earlier studies in this field of study demonstrate a considerable positive association between FLAT and successful EFL acquisition. Based on prevailing studies, students with low tolerance are less likely to succeed in English as a Foreign Language (EFL) courses (Basoz, 2015).

In EFL learning environments, ambiguous stimuli may induce anxiety in students. This uneasiness, in turn, can contribute to learners' fear and dissatisfaction, both of which impede language learning (White, 1999). Ambiguity tolerance is the ability of foreign language learners to handle uncertain or vague stimuli with ease, obtaining and retaining meaning through incomplete, numerous, unstructured, erratic, and contradictory information without becoming frustrated or depending on an authority figure like the instructor or the native language to explain the meaning (Ellis, 1994). According to White (1999), inappropriate tolerance of ambiguous components of EFL can result in challenging circumstances in which retrieval of various kinds of information, risk-taking, and applying suitable techniques are severely hampered or altogether precluded.

However, Doughty et al. (2010) relates the importance of FLAT for EFL learners to their capacity to retain and recall chunks of linguistic information from disordered and diverse memory. This is an essential ability for an FL learner, as inconsequential and constricted fragments of input in the early stages of FL learning may become increasingly valuable and significant in the later stages. However, the extent to which FLAT benefits FL learners depends significantly on their prior language understanding and skills.

Anxiety in language acquisition has remained a prominent subject of study for decades. Scovel (1978) conducted the initial review of this area, and early investigations into foreign language learning anxiety were primarily aimed at elucidating its connection with language proficiency, yielding inconsistent findings (MacIntyre, 2017). Scovel (1978) characterized the state of knowledge concerning the role of anxiety in language learning during that period as 'confusing and mixed' (132). The divergence in outcomes can often be attributed to the diverse definitions and assessment methods employed to gauge anxiety (MacIntyre, 2017; Scovel, 1978), without a clear consensus on how and why anxiety precisely impacts language acquisition.

Foreign language classroom anxiety (henceforth FLCA) refers to FL learners' behaviors and feelings of tension, apprehension, and fear that arise, especially during FL language learning in the

classroom (Horwitz et al., 1986). In general, the variable of anxiety in education has been the subject of extensive and comprehensive investigation, and it has been most linked to adverse outcomes such as inadequate score average, low levels of accomplishment at all levels of study, and high dropout rates (Toth, 2010).

Most studies in this field conclude that FLCA can occur in any situation associated with FL performance. It also impacts students' engagement, achievement, and readiness to engage in educational endeavors (Hilleson, 1996). According to the most relevant study findings, high levels of FLCA correspond with inadequate levels of learner accomplishment (Awan et al., 2010).

Although some research alludes to facilitative anxiety and debilitating anxiety in FL learning, Horwitz (1990) represents the dominant perspective in related literature, which views FL anxiety as a debilitating rather than a facilitative aspect. FLCA has been proven to harm learners' performance in every aspect of language and domains (Choi, 2013). However, there is a high association between FLCA and learners' oral performance (Zhang, 2004). According to related research, the FLCA has a detrimental impact on learners' achievement, learning, retention, and usage of the FL (Bekleyen, 2004). Krashen (1985) examines FLCA's debilitating effect on cognition. He contends that anxious students are likelier to struggle with managing significant FL input and are less receptive to FL output.

The detrimental effects of anxiety on learners' attention and cognitive processes necessary in FL acquisition and performance are commonly cited as the cause of the association between classroom anxiety and academic performance and/or accomplishment among second language (SL) students (Mathews & Mackintosh, 1998). On the other hand, the negative effect of FLCA is expressed in three primary phases: communication apprehension, dread of unfavorable social appraisal, and exam anxiety (Horwitz et al., 1986).

It is generally recognized that learning, mainly English as a Foreign Language (EFL) acquisition, is significantly influenced by various subjective variables. Any EFL teaching program will likely succeed if these elements are addressed (Gardner, 1980).

It is widely acknowledged that the learning process, including acquiring English as a Foreign Language (EFL), is significantly influenced by various emotional factors. For an EFL teaching program to effectively achieve its objectives, adequate attention must be paid to the elements outlined by Gardner (1980).

Previous research and scholarly literature have identified many influential characteristics in teaching and learning English as a Foreign Language (EFL). These variables include the attitude of EFL students towards English language learning, their tolerance for ambiguity, and the level of anxiety experienced in the foreign language classroom. These factors have been found to significantly impact the effectiveness of EFL instruction. Data about these variables might prove advantageous in decision-making and implementing corrective measures to support and enhance English as a Foreign Language (EFL) acquisition among Pakistani students.

Moreover, language classroom anxiety is well recognized and has been shown to harm EFL learning and performance among learners (Gardner & MacIntyre, 1993). According to the study by Jaber (2013), university EFL students experience significant classroom language anxiety. It is crucial to find any association, whether favorable or unfavorable, between Pakistani EFL students' anxiety in the classroom and their attitude toward English language learning and tolerance of ambiguity. Understanding these connections enables the acquisition of ample data and facilitates the generation of dependable predictions for one variable based on the other. Additionally, this study has the potential to offer vital insights to English as a Foreign Language (EFL) instructors and educators by providing them with significant data about crucial affective factors within the EFL teaching and learning environment. The provision of such data can assist individuals in making informed decisions on incorporating or using certain activities and processes to fulfill the demands of the variables under investigation, enhancing the educational setting for teaching and learning English as a Foreign Language (EFL).

Examining the relationship between anxiety experienced in English as a Foreign Language (EFL) classrooms and students' attitudes towards EFL learning and tolerance for ambiguity not only enhances our understanding of the interplay between these variables but also enables us to determine the relative impact of each variable on students' classroom anxiety. The potential implications of this intervention might be of great importance in mitigating the adverse and incapacitating consequences associated with classroom anxiety.

There has been a substantial body of research conducted in recent decades on the topic of Foreign Language Anxiety (FLA) and Foreign Language Classroom Anxiety (FLCA) (Ellis, 2008). The primary emphasis of the study conducted by Lu and Liu (2011) was on examining the relationship between foreign language anxiety (FLA) and foreign language classroom anxiety (FLCA) with outcome factors in the context of foreign language learning (FLL). Several studies

have examined the correlation between foreign language anxiety (FLA), foreign language classroom anxiety (FLCA), and personality factors (Dewaele et al., 2008; MacIntyre & Charos, 1996). However, there needs to be more literature on the relationship between students' attitudes toward ELL, FLCA, and FLAT.

Hence, this study aims to investigate university students' attitudes towards English Language (ELL) learning, their tolerance towards ambiguity in the foreign language (FL), and their level of anxiety in the FL classroom. In Pakistan, the national language is Urdu. The university education is in English, so most students face difficulty at the university level while studying their courses, in some way, because of the attitude toward EFL learning, the level of ambiguity tolerance, the level of language classroom anxiety, etc. Finally, this study examines the predictive role of the attitude toward EFL learning and the level of ambiguity tolerance on EFL students' EFL classroom anxiety.

### **Method**

The quantitative study has an association objective; three instruments were used to collect the required data to achieve the aims of this study. These are the Attitude toward EL Learning (ATELL) Scale, the Foreign Language Ambiguity Tolerance (FLAT) Scale, and the Foreign Language Classroom Anxiety (FLCA) Scale. The elaborations of the scales are given below.

**ATEEL Scale:** This 24-item scale designed by Al Samadani et al. (2015) to investigate a sample of Arab university EFL students' attitudes toward English language learning. The scores can range between 24 and 120, with higher scores indicating a more positive ATELL.

**FLAT Scale:** Ely (1995) developed a 12-item scale to assess the ambiguity tolerance of second and foreign-language students. This scale is widely employed in related literature and research. Student scores on this scale can range from 12 to 60, with higher scores indicating a greater tolerance for ambiguity in foreign language learning.

**S- FLCA Scale:** The concept of foreign language classroom anxiety, or FLCA, is well-known in applied linguistics research. It is commonly assessed using the 33-item Foreign Language Classroom Anxiety Scale (FLCAS), (Horwitz et al., 1986), to accurately gauge students' anxiety about learning and using a foreign language in the classroom. Recent research, however, has employed the eight-item Short-Form FLCAS (S-FLCAS).

The S-FLCAS, which consists of eight questions initially discovered by MacIntyre (1992) and later used by Dewaele & MacIntyre (2014), is intended to measure the broad notion of anxiety

related to foreign language acquisition. Statements such as 'It embarrasses me to provide answers in my FL class.' Notably, two of the eight answers are reverse coded: 'I don't worry about making errors in FL class' and 'I feel confident when I speak in FL class.' Respondents score these things using a 5-point Likert scale, which goes from 1 (strongly disagree) to 5 (strongly agree). The scale's internal consistency was evaluated, providing a sample Cronbach's alpha of 0.892 and a McDonald's omega of 0.89. The entire scale is available in the Supplementary Data.

### Face validity

A panel of experts evaluates the three measures and the rating scale to determine the scale's face validity. The jury members are required to determine whether the scales are suitable for evaluating the variables under investigation in the educational context of Pakistan. The jury consists of 15 assistant professors from various Pakistani universities. It comprises five TEFL experts, five educational psychology professionals, and five data analysis and evaluation experts. The jury members (100%) affirm that the three scales and the scoring system are appropriate for accomplishing the study's objectives.

The three scales are pilot administered to a sample of 30 students from various educational institutions. This process aims to examine the clarity and comprehension of items and the accuracy of scales.

The study's instruments are administered to students (not included in the sample) randomly selected from the English department to form the sample for statistical analysis. The purpose is to examine the scales' item-total correlation and item discrimination power, which serve as construct validity markers. The result of the pilot administration shows that the students are okay with item comprehension and understanding.

A purposive sampling technique was adopted to collect the data. A sample of adult university students ( $N = 1002$ ) was taken from different educational institutes in Pakistan. The sample includes men ( $N = 257$ ) and women ( $N = 745$ ).

The inclusion criteria for the present study include (1) University students, (2) Being located in Pakistan, and (3) Students of the English Department. The exclusion criteria for the present study include individuals with psychiatric/psychological disorders (Table 1).

**Table 1:** Demographic Characteristic of Sample of the Study (N=1002)

Demographics	(f)	(%)	Demographics	(f)	(%)
Gender			Age (Years)		

Male	257	25.6	Below 20	84	8.4
Female	745	74.4	21-24	122	12.2
Marital Status			25-28	158	15.8
Married	100	10.0	29-32	183	18.3
Unmarried	902	90.0	33 above	455	45.4
Level of Education			Province		
Bachelors	705	70.4	AJK	82	8.2
Master/MPhil	9	.9	Baluchistan	64	6.4
Doctorate/Ph.D.	288	28.7	Gilgit Baltistan	2	.2
Family Monthly Income			Kyber Pakhtunkhwa	122	12.2
30,000 (Rupees)	164	16.4	Punjab	625	62.4
40,000 (Rupees)	77	7.7	Sindh	107	10.7
50,000 (Rupees)	361	36.0	Family System		
Above 50,000 (Rupees)	400	39.0	Joint	433	43.2
Current Employment Status			Nuclear	569	56.8
Full-time employment	87	8.7			
Part-time employment	104	10.4			
Unemployment	811	80.9			

*Note.* f =Frequency, %= Percentage

The demographic description of the study is shown in Table 1. Results show that our sample included 257 Males (25.6%), whereas females were also 745(74.4%). Additionally, the married participants constituted 100(10.0%) of the sample, while the remaining 902(90.0) were unmarried. The result further indicates that 705 participants' education was up to Bachelor (70.4%), 9 participants' education was up to Master/MPhil (0.9%), and 288 (28.7%) participant education was up to Ph.D. level. The results show that 164(16.4) participants' family income was 30,000, 77 participants' family income was 40,000 (7.7%), 361(36.0) income was 50,000, and 400 (39.0) participants' family income was above 50,000. On the basis of employment 87(8.7%) participants were full-time employees, 104(10.4%) were part-time employees, and 811(80.9%) were unemployed.

The finding shows that 107 participants were from Sindh province (10.7%), Khyber Pakhtunkhwa 122 (12.2%), Punjab 625 (62.4%), Baluchistan 64 (6.4%), Gilgit-Baltistan 2(0.2%), and AJK 82 (8.2%). The result also shows that below 20 years participant was 84 (8.4%), 21-24 was 122(12.2%), 25-28 was 158(15.8%), 29-32 was 183(18.3%), and 33 above was 455 (25.5%).

Furthermore, 569 participants belonged to nuclear families (56.8%), whereas 433 belonged to joint families (43.2%).

Permission was obtained verbally from the chairpersons of the appropriate departments at several educational institutions in Pakistan to conduct this research. In addition, the authors' formal permission to use the instruments to measure pertinent constructs was secured. After the author's approval, the present study's participants were recruited through purposive sampling. After ensuring the participants fulfilled the inclusion criteria, they were informed of the current research objectives. In addition, they were informed of the selection procedure and requested to partake. In addition, they received assurances regarding the privacy and secrecy of their responses. In addition, they were informed that they could cease filling out the questionnaire at any time if they had no intention of completing it. However, they were encouraged to participate actively, voluntarily, and ultimately in the investigation.

All the information provided by the participants was assured to be kept confidential. They were assured that the data would not be misused and only used for research. The scales were now delivered to the participants with their assent in the form of a booklet. The demographic document, informed consent form, and primary study instruments were all contained within the booklet. The subjects' informed, documented consent (i.e., permission) was obtained. The respondents were given written and verbal instructions on completing the questionnaire to make it simpler. All participants were warmly thanked for their time, information sharing, and patience. Following the survey, participants were thanked for their time and valuable responses. 1,100 surveys were distributed, out of which 1019 were returned. The Statistical Package for the Social Sciences (SPSS-26) was used to evaluate all the collected data. Furthermore, the collected data were extensively analyzed to clean it. Questionnaires with missing or incorrect answers were discarded, and 1002 questionnaires were used for further analysis.

## **Results**

The alpha reliability for all instruments ranges from .74 to .77, which shows that the entire instrument used in the study has excellent internal consistency and aims to measure their respective construct reliably. The analysis with Cronbach's alpha reliability of the scale and descriptive statistics, including several items, such as mean, standard deviation and range, were carried out (Table 2). The skewness and kurtosis coefficients are also in the acceptable range for all the scales, which explains the normal distribution of the data.

**Table 2:** Cronbach's alpha and Descriptive Statistics on Measure of the study (N=1002)

Variables	K	M	SD	$\alpha$	Range	Skewness	Kurtosis
Attitude toward English language learning (ATELL)	24	55.29	11.74	.77	24-120	.05	-.56
Foreign Language Ambiguity Tolerance (FLAT)	12	24.62	8.02	.74	12-60	.79	.15
Foreign Language Classroom Anxiety (FLCA)	8	16.85	5.57	.75	8-40	.98	1.13

*Note.* K= Number of Items, M=Mean, SD=Standard Deviation,  $\alpha$ = Cronbach's alpha

**Table 3:** Item Total Correlation of Attitude toward English Language Learning, Foreign Language

Variable	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24
<b>ATELL</b>	.3	.3	.36	.38	.4	.2	.4	.43	.4	.3	.2	.4	.46	.41	.4	.4	.4	.4	.4	.3	.4	.4	.5	.5
	8	5			0	5	4	5	0	5	8	2			8	7	2	4	0	2	2	4	0	1
<b>FLAT</b>	.4	.4	.48	.53	.5	.4	.5	.55*	.5	.5	.5	.5												
	9	8			2	7	6	*	3	2	1	0												
<b>FLCA</b>	.5	.6	.61	.54	.5	.6	.6	.62																
	9	1			7	2	4																	

Ambiguity Tolerance, and Foreign Language Classroom Anxiety (N=1002)

**Note.** ATELL= Attitude toward English language learning, FLAT= Foreign Language Ambiguity Tolerance, FLCA= Foreign Language Classroom Anxiety; on the first row all are the item numbers

Table 3 shows the item correlation of each scale. The Pearson correlation formula calculates the correlation between each item's score and the total one in each scale. The results revealed coefficients ranging between 0.25– 0.51, 0.47-0.56, and 0.54 – 0.64 for the ATELL, FLAT, and FLCA scales. All of these items on the Pearson correlation coefficient are significant at 0.05 level, again indicating that all items are acceptable.

**Table 4:** Correlation of Study Variables (N=1002)

No.	Variables	1	2	3
1	ATELL	-	.40**	.40**
2	FLAT		-	.50**
3	FLCA			-

**Note.** ATELL= Attitude toward English language learning, FLAT= Foreign Language Ambiguity Tolerance, FLCA= Foreign Language Classroom Anxiety.



Table 4 indicates the coefficient of correlation between study variables. ATELL has a significant positive relationship with FLAT ( $r=.40$ ,  $p<.05$ ) and FLCA ( $r=.40$ ,  $p<.05$ ). FLAT has a significant positive relationship with FLCA ( $r=.50$ ,  $p<.05$ ).

**Table 5:** Regression Analysis for the Effect of ATELL and FLAT on FLCA (N=1002)

Independent Variables	FLCA						
	<i>B</i>	<i>SE</i>	$\beta$	<i>P</i>	<i>t</i>	95%CI	
						LL	UL
Constant	3.59	.73		.00	4.90	2.15	5.02
ATELL	.11	.01	.23	.00	8.15	.08	.13
FLAT	.28	.02	.41	.00	14.35	.24	.32
R <sup>2</sup>	.30	<i>F</i>	219.72**				

**Note.** ATELL= Attitude toward English language learning, FLAT= Foreign Language Ambiguity Tolerance, FLCA= Foreign Language Classroom Anxiety, B=Unstandardized Coefficient, SE=Standard Error,  $\beta$ = Standardized Coefficient, P= level of significance, CI= Confidence Interval, LL=Lower Limit, UL=Upper Limit.

Table 5 demonstrates that ATELL and FLAT are predictors of FLCA. The result shows that the ATELL and FLAT together account for 30% of the total variance in the FLCA. Thereby, it indicates that ATELL significantly predicts FLCA ( $\beta=.23$ ,  $p<.05$ ). Findings revealed that an increase in ATELL led to an increase in FLCA. FLAT is significantly positively predicted FLCA ( $\beta=.41$ ,  $p<.05$ ). Findings revealed that an increase in FLAT led to an increase in FLCA.

**Table 6:** Means, Standard Deviation, and T-values of Gender Differences on Study Variables (N=1002)

Variables	Female (n=745)		Male(n=257)		<i>t</i>	<i>P</i>	95%CI	
	M	SD	M	SD			LL	UL
ATELL	55.16	11.47	55.67	12.49	-.60	.54	-2.18	1.15
FLAT	24.28	8.02	25.61	7.95	-2.30	.02	-2.46	-.19
FLCAS	16.72	5.44	17.20	5.94	-1.18	.23	-1.26	.31

**Note.** ATELL= Attitude toward English language learning, FLAT= Foreign Language Ambiguity Tolerance, FLCA= Foreign Language Classroom Anxiety, M=Mean, SD= Standard Deviation, CI= Confidence Interval, LL=Lower Limit, UL=Upper Limit

Table 6 represents mean differences across genders on study variables. Results indicated significant differences across genders, i.e., male and female participants on study variables such as FLAT. The result shows that males are more involved in FLAT than females. It means that males have more Foreign Language Ambiguity Tolerance than females.

**Table 7:** Means, Standard Deviation, and t-values of Family System Differences on Study Variables (N=1002)

Variables	Joint (n=433)		Nuclear(n=569)		t	P	95%CI	
	M	SD	M	SD			LL	UL
ATELL	54.65	11.97	55.78	11.55	-1.50	.13	-2.59	.34
FLAT	24.07	7.66	25.04	8.26	-1.90	.05	-1.97	.02
FLCA	16.35	5.53	17.23	5.58	-2.48	.01	-1.57	-.18

**Note.** ATELL= Attitude toward English language learning, FLAT= Foreign Language Ambiguity Tolerance, FLCA= Foreign Language Classroom Anxiety M=Mean, SD= Standard Deviation, CI= Confidence Interval, LL=Lower Limit, UL=Upper Limit

Table 7 represents mean differences across family systems on study variables. Results indicated significant differences across family systems, i.e., joint and nuclear participants, on study variables such as FLCA. The result shows that nuclear is more involved in FLCA than joint family participants. Nuclear families have more Foreign Language Classroom Anxiety than joint family participants.

## Discussion

Based on the study variables, there is a lack of studies in Asian nations like Pakistan that deal with the pertinent aspects. Studies on the association between Attitude toward English language learning (ATELL), Foreign Language Ambiguity Tolerance (FLAT), and Foreign Language Classroom Anxiety (FLCA) are particularly scarce in the Asian region.

Concerning the first aim, the data collected in this study show that the participants generally have a positive ATELL. This result comes to be in line with those of Ibnian (2015), Al Mamun et al. (2012), Momani (2009), Hashwani (2008), and many other studies. However, Al-Zahrani (2008) found that the participants' ATELL was negative.

Concerning the second aim, different coefficients of correlations are found between study variables. ATELL has a significant positive relationship with FLAT and FLCA. FLAT has a significant positive relationship with FLCA. Consistent with these findings, anxiety was revealed

to have a moderate impact. It was found that listening, writing, and reading anxiety affected EFL learning performance accordingly from the greatest extent to the least (Dikmen, 2021).

Anxiety was viewed as a behavioral trait of persons in uncertain and ambiguous circumstances, notably those who tend to be less tolerant of ambiguity (Bochner, 1965). In other words, when there is uncertainty, individuals become worried, and the amount of anxiety is connected to the individual's level of ambiguity tolerance (AT). FLL learners typically feel more nervous while using a foreign language than their first language since they have to cope with ambiguity in the input, confusion about the correct meaning, and trouble recognizing novel phonemes or idioms.

Further results demonstrate that ATELL and FLAT are predictors of FLCA. The result shows that the ATELL and FLAT together account for 30% of the total variance in the FLCA. Thereby, it indicates that ATELL significantly predicts FLCA. Findings revealed that an increase in ATELL led to an increase in FLCA. FLAT is significantly positively predicted FLCA. Findings revealed that an increase in FLAT led to an increase in FLCA.

Moreover, the result represents mean differences across genders on study variables. Results indicated significant differences across genders, i.e., male and female participants on study variables such as FLAT. The result shows that males are more involved in FLAT than females. It means that males have more Foreign Language Ambiguity Tolerance than females.

Further, mean differences across family systems on study variables were analyzed. Results indicated significant differences across family systems, i.e., joint and nuclear participants, on study variables such as FLCA. The result shows that nuclear families are more involved in FLCA than joint family participants. Participants who belong to the nuclear family have more Foreign Language Classroom Anxiety than joint family participants. This indicates that participants' FLAT is found to have a more significant contribution to their FLCA than their ATELL.

The research possesses specific constraints. Initially, it is essential to note that this study was conducted using a limited sample size, which only includes English department university students. It might be of scholarly interest to investigate the potential existence of a link between Foreign Language Classroom Anxiety, Foreign Language Anxiety Tendency, and Anxiety toward English Language Learning in various demographics and across different foreign languages. Additionally, we employed self-assessed proficiency ratings instead of objective measures of ability. In a previous study conducted by Dewaele et al. (2008), it was contended that self-perceived

proficiency can be considered a valid measure in situations where the objective is to establish associations with other variables. This is particularly applicable when participants need more incentive to overstate their level of proficiency. In the current anonymous survey, these conditions were met. The research strategy employed in this study was exclusively quantitative, a conscious decision made by the authors to explore potential relationships between the variables. Additional investigation utilizing a qualitative framework has the potential to provide a deeper understanding of learners' real encounters with unclear material and their Foreign Language Classroom Anxiety (FLCA).

Teachers must recognize worried students (MacIntyre & Gregersen, 2012a; Gregersen, 2007). This is relatively easy because FLCA may be easily observed without using any instrument. While some symptoms may be culturally specific and require teachers to use their judgment and sense, there are apparent symptoms that teachers can identify in their educational settings, such as general avoidance, stammering or stuttering, and remaining silent (Oxford, 1999, p. 66). Instructors can reduce FLCA by creating a positive and encouraging atmosphere in the learning environment (Arnold & Fonseca, 2007; MacIntyre & Gregersen, 2012b). When students recognize that they are not vulnerable to accusations of criticism for making mistakes, and the teachers might have experienced similar concerns, the teacher will acknowledge them endeavoring new things in the FL, and their FLCA levels will decrease.

Moreover, teachers recognize and employ the emotional factors, particularly FLAT, ATELL, and FLCA, in the EFL learning process. Teachers do their utmost to understand as much as they can regarding their students' individual peculiarities and other emotive elements that may impede or assist their EFL learning. Instructors try to establish and preserve a teaching/learning environment that supports and encourages beneficial ATELL and high FLAT while maintaining a minimal degree of FLCA.

According to Dewaele (2011), it has been suggested that language instructors can utilize their emotions and personal experiences as multilingual individuals. By doing so, they can present the target language as a means of communication and a platform for learners to enhance their symbolic identities. This approach allows learners to become emotionally and cognitively engaged in acquiring a foreign language, ultimately facilitating their tertiary socialization (Dewaele, 2011). MacIntyre and Gregersen (2012) believe positive emotion facilitates foreign language learning

(FLL). They argue that positive emotion helps individuals create resources and broadens their viewpoint, making them more receptive to absorbing the language (p. 193).

### **Conclusion**

Based on the study's findings, it is clear that university students have positive attitudes toward English language learning (ATELL), as evidenced in their responses to the questionnaire distributed to the study sample. Moreover, ATELL has a significant positive relationship with FLAT and FLCA. FLAT has a significant positive relationship with FLCA. Furthermore, it has been seen that ATELL and FLAT are predictors of FLCA, and an increase in ATELL leads to an increase in FLCA. FLAT is significantly positively predicted FLCA. Findings revealed that an increase in FLAT led to an increase in FLCA.

Moreover, based on gender differences, males are more involved in FLAT than females. It means that males have more Foreign Language Ambiguity Tolerance than females. Based on the family system, participants with the nuclear family system are more involved in FLCA than joint family participants. Nuclear family participants have more Foreign Language Classroom Anxiety than joint family participants.

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## **The Differences in Music Culture Teachers' Opinions About Informal Lifelong Learning**

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### **Abstract**

Constant changes in all areas of the 21st century society require continual lifelong learning, especially in the teaching profession. Together with formal and nonformal learning, informal learning, which takes place during daily life and work, is the key to teachers' successful professional development. This type of learning is essential for Music culture teachers because the subject itself is in accordance with modern scientific knowledge and movements that point to the openness and adaptability of learning and teaching. In accordance with the above, the aim of this paper was to determine whether there are differences in Music culture teachers' opinions about informal learning with regard to sociodemographic variables (gender, years of service, and school location). The research took place in October 2022, and it included 86 Music culture teachers from 15 Croatian counties. Using the t-test for independent samples, as well as one-way ANOVA and the post hoc Gabriel test, the existence of statistically significant differences in teachers' opinions about informal learning was analyzed. Regarding gender and years of service, it was concluded that women and teachers with the fewest years of service have a more positive standpoint about informal learning than other groups, and they see the greater importance of participating in informal activities in order to improve the quality of teaching. Regarding school location, it was concluded

that teachers who work in rural areas show a greater tendency to participate in volunteering than those who work in urban areas. However, considering the low amount of statistically significant differences found altogether, the basic null-hypothesis, which states there are no statistically significant differences in teachers' opinions about informal learning with regard to sociodemographic variables, was accepted. The authors suggest expanding this research to examine the other music teachers' opinions about informal learning and to inspect possible differences between the groups.

**Keywords:** Informal Lifelong Learning, Music Culture, Music Culture Teachers, Professional Development, Teachers' Opinions

### Introduction

The term *lifelong learning* has been present for a long time. Mocker presented “four fundamental types of lifelong learning” (1982, p. 2) which are: formal, nonformal, informal, and self-directed learning. He then goes on to describe each. Formal learning is the type of learning that takes place in schools, colleges, and other educational institutions. The specificity of this type of learning is that one has no choice on what and how they will learn, that is, they have “little control over process” (Mocker, 1982, p. 2). The second type, nonformal, is the type of learning in which one has more freedom because what will be learned can be chosen by them, however, the organizer of the event chooses how it will be learned. Mocker then goes on to explain that the informal type of learning is the one that, just like nonformal, gives the learner partial freedom, as they can choose how they will learn, but not what they will learn. Finally, self-directed learning is described as the only type of learning in which the learner has freedom for both what and how they will learn (Mocker, 1982).

It should be taken into consideration that some other authors would argue this classification of lifelong learning, as they recognize only the first three types of lifelong learning (Bennett, 2012; Commission of the European Communities, 2001; Moldovan & Bocoş-BinţiŃan, 2015), and some authors think of self-directed learning as only one of the forms of informal learning (Schugurensky, 2000). Nevertheless, whatever the definitions, it is precisely the connection between all types of lifelong learning that is the key to the conceptual framework of lifelong learning (Smilde, 2005). Furthermore, to have a better understanding of both differences and equalities of formal, nonformal, and informal learning (or education, as the authors named it), criteria with 16 check-

point elements was made. Informal learning meets the conditions of a total of four elements: the flexibility of interactions, the existence of the direct interaction educator–educated, specific contents, and curriculum (Moldovan & Bocoș-Bințișan, 2015).

In this part of the paper, the authors will further present some forms of informal learning, as different authors have different typologies and views on it. Before introducing them, two significant facts should be presented and taken into consideration when talking about informal learning. First, it takes place during daily life and work (Watkins and Marsick, 1992, as cited in Pastuović, 2008). Second, Schugurensky (2000) emphasizes the importance of understanding that informal learning “occurs outside the curriculum of formal and non-formal educational institutions and programs” (Schugurensky, 2000, p. 1) and not “outside educational institutions” (Schugurensky, 2000, p. 2), because it can and many times does occur in educational institutions as well, whether they are formal or nonformal.

The informal learning model, according to Schugurensky (2000), has three forms: self-directed, incidental, and socialization. Undergoing a self-directed form of learning is “both intentional and continuous” (Schugurensky, 2000, p. 3). The second form, incidental, differs from the previous because it is not intentional, however, it is conscious. That means that one realizes they learned something only after the action of learning. Socialization is a form of informal learning which happens when an individual doesn’t have the intention to learn, nor is aware that the learning has just happened. Bennett (2012) edited this model by changing the name of the socialization form into tacit and expanded the model by adding one more form which is an integrative form. It is unconscious but intentional.

Eraut (2004) differentiates forms of informal learning regarding the level of the intention of learning as well, but names them differently: implicit learning, reactive learning, and deliberative learning. Implicit learning is “the acquisition of knowledge independently of conscious attempts to learn and in the absence of explicit knowledge about what was learned” (Reber, 1993 as cited in Eraut, 2004, p. 250). Reactive learning is, indeed, intentional, however, it takes place in the middle of the learning process when there is not much time to think. Contrary to that, deliberative learning is, as the word itself says, deliberate.

Next, and at the same time, the last categorization that will be presented in this paper is different from previous ones because forms are not divided by learners’ level of intention or consciousness, but rather by activities and behaviors, and those forms are: learning from oneself,

learning from others, and learning from non – interpersonal sources. Learning from oneself is when one learns from their work and experience, or when one experiments in their work. Learning from others includes communication with other colleagues to get feedback on present performance and ideas on how to improve it in the future. Lastly, learning from non-interpersonal sources is in a way learning from others, however, there is no communication, as one reads professional literature or browses the internet (Noe et al., 2013).

Informal learning, although optional as opposed to nonformal learning, which is mandatory for teachers through programs approved by the Ministry of Science and Education of the Republic of Croatia (2020), plays an important role in teachers' professional development. Subject Music culture is realized through domains *listening and getting to know music* (domain A), *expression with music, and by music* (domain B) and *music in context* (domain C). Within these domains, different activities are performed: *singing, listening and getting to know music, musical games, playing, movements with music, and musical creativity* (Ministry of Science and Education of the Republic of Croatia, 2019), and it is in this descending order that both teachers and students prefer the mentioned activities, except that the teachers place *musical creativity* on third place alongside *musical games* (Šulentić Begić & Begić, 2015; Šulentić Begić et al., 2020). The teaching of Music culture through the mentioned activities is in accordance with modern scientific knowledge and movements that point to the openness and adaptability of the learning and teaching process, didactic and methodical pluralism, research, project, and individualized learning, but also on the necessity of applying information and communication technologies (Ministry of Science and Education of the Republic of Croatia, 2019). Abbreviated, mentioned constant changes in all spheres of life in modern society are precisely the reason why teachers need continuous training (Šulentić Begić, 2009).

Due to a lack of literature about Music culture teachers' informal learning, in this part of the paper, informal learning activities of teachers who teach other subjects with regard to years of service and gender will be presented. Future teachers' opinions about informal learning will also be presented.

Informal learning is, in relation to formal and nonformal, the most frequent form of lifelong learning in the population of class and primary school subject teachers since 95% of them moderately participate in some form of informal learning (Svedružić & Martinko, 2007). However,

one should ask why some other research results differ from this and indicate that the informal type of learning is less prevalent than formal and nonformal learning among (Croatian language and literature teachers as well as class) teachers (Rogić, 2017). Can participation in any form of lifelong learning be explained by the theory of planned behavior? The answer is yes since the attitude toward behavior, subjective norm (one's perception about the opinion of people who are professionally important to an individual and have an influence on their behavior), and perceived behavioral control are proven to be significantly correlated with teachers' behavioral intention to be involved in professional development (Dunn et al., 2018). When it comes to the period in which teachers participate in informal learning, it was concluded that they participate in it much more during employment than when they were still students or during their internship phase. Any other result would be, as the author explained – discouraging (Rogić, 2017).

By collecting and analyzing 74 research about teachers' informal learning, 10 of which specifically focused on different opinions in regard to years of service, Kyndt et al. (2016) came to the conclusion that, in general, more experienced teachers are less prone to experimenting (Flores, 2005, as cited in Kyndt et al., 2016; Van Daal et al., 2014, as cited in Kyndt et al., 2016) and are more engaged in reading professional literature (Flores, 2005, as cited in Kyndt et al., 2016; Richter et al., 2011). These results are only partially in accordance with one research conducted among Croatian class teachers which showed that there are statistically significant differences in participation in a total of three out of 16 offered nonformal and informal learning activities. All three activities in which statistically significant differences in participation were found belong to informal learning. Teachers who have worked 11 – 20 years participate in experimenting more than those who have worked 0 – 10 years. On the other hand, and same as results presented previously, teachers who have worked for more than 31 years read significantly more professional literature compared to teachers who have worked for up to 20 years (Skupnjak & Tot, 2019).

Observation of the work of colleagues from the profession (Flores, 2005, as cited in Kyndt et al., 2016; Svedružić & Martinko, 2007), cooperation with colleagues from their profession (Svedružić & Martinko, 2007), volunteering (Skupnjak & Tot, 2019) and interaction with informal mentors (Mawhinney, 2010, as cited in Kyndt et al., 2016; Patrick et al., 2010, as cited in Kyndt et al., 2016) are activities in which less experienced teachers participate in more. Svedružić and Martinko (2007) made a thought-provoking point which is about how are more experienced class and primary school subject teachers are going to manage in the context of the upcoming educational

changes if they do not participate in observation of the work of their colleagues from the profession as a form of informal learning.

Regarding teachers' gender, some statistically significant differences in participation in informal learning activities were found as well. Women tend to participate in collaboration with colleagues more actively than men. However, they don't spend as much time reading professional literature as men do (Richter et al., 2011).

Besides differences in participating in the mentioned activities with regard to years of service and gender, some other important differences between the groups are present and those are the "attitudes toward learning, the outcomes of learning, and how they are influenced by their context" (Kyndt et al., 2016, p. 30). For instance, one research showed that less experienced teachers report their workplaces being unsupportive of their professional development and they feel powerless to change it (Flores, 2005; Nawab, 2011, as cited in Kyndt et al., 2016). In contrast to that, some other research showed that novice teachers felt that they received more support and guidance than more experienced teachers (Grosemans et al., 2015).

The lack of more experienced teachers' desire for professional development (Richter et al., 2011) and their decreased participation in professional development activities (Clement & Vandenberghe, 2000, as cited in Kyndt et al., 2016) can be explained by the fact that less experienced, specifically novice teachers, participate in it more because of the anxiety caused by the sudden "reality of their responsibility for these young people" (McNally et al., 2009, p. 325). The mentioned arguments are supported by a statistically significant connection found between extrinsic motivation and informal learning during the teachers' internship phase (Rogić, 2015).

Teachers highly evaluate the influence of intrinsic and some forms of extrinsic motivation and values, which are influenced by forms of lifelong education. They mostly agree with the idea that a sense of personal satisfaction is achieved through mentioned, that it expands their need for knowledge, that it increases their feeling of self-esteem, and that it increases the quality of their work (Svedružić & Martinko, 2007).

Future primary school teachers' opinions about lifelong learning, especially informal learning, are as important as of those who already work. More than two-thirds of students described lifelong learning (and education) as continuous, and half of the students believed it to be necessary for their profession. Interestingly, only two-fifths of them, think that lifelong learning will quality

their work, and not even two-fifths of them think that it will quality the development of their competencies. Half of the students expressed that they see themselves participating in informal learning activities in the future (Rajić & Lapat, 2010). Contrary to that, other research showed that two-thirds of educational sciences students don't have plans regarding participating in informal learning (Plavšić & Diković, 2016).

## **Method**

### ***Aim and research hypothesis***

The aim of the research was to determine whether there are differences in Music Culture teachers' opinions about informal learning with regard to socio-demographics (gender, years of service, and school location). Considering that, the research was based on the following basic null hypothesis and three sub-hypotheses:

*H1: There are no statistically significant differences in teachers' opinions about informal learning with regard to sociodemographic variables.*

*H1a: There are no statistically significant differences in teachers' opinions about informal learning with regard to gender.*

*H1b: There are no statistically significant differences in teachers' opinions about informal learning with regard to years of service.*

*H1c: There are no statistically significant differences in teachers' opinions about informal learning with regard to school location.*

### ***Sample and data collection***

The research took place during October 2022 and it included 86 (N = 86) Music culture teachers. The anonymous questionnaire was filled out both online and on paper. An online questionnaire was filled out by 57 participants from the 15 following counties: Krapina Zagorje County, Sisak-Moslavina County, Karlovac County, Varaždin County, Bjelovar-Bilogora County, Lika-Senj County, Virovitica-Podravina County, Požega-Slavonia County, Brod-Posavina County, Osijek-Baranja County, Šibenik-Knin County, Vukovar-Srijem County, Split-Dalmatia County, Međimurje County, and the City of Zagreb. Twenty-nine participants filled it out on papers at a county professional meeting held in Osijek-Baranja County, and an inter-county professional meeting held in Vukovar-Srijem County – for teachers from both Vukovar-Srijem and Brod-Posavina County. Regarding gender, only 18.6% of participants were male. Two-thirds of teachers (71%) have worked for more than 10 years and almost the same number of them (72%) work in an



urban area (only or combined with rural area). Detailed sample descriptions can be observed in Table 1.

**Table 1.** Sample Description (N = 86)

Gender	Male	16 (18.6%)
	Female	70 (81.4%)
Years of service	0 – 5	13 (15.1%)
	6 – 10	12 (14.0%)
	11 – 20	28 (32.6%)
	21 and more	33 (38.4%)
School location	Urban	39 (45.3%)
	Rural	24 (27.9%)
	Combined	23 (26.7%)

### ***Instrument and statistical procedure***

The questionnaire contained a total of 17 questions and 51 particles. It was divided into three parts: 1. socio-demographic characteristics (gender, age, years of service, county, school location), with five questions and five particles; 2. participation in informal learning activities; with two questions and 10 particles; 3. general opinions about informal learning and its contribution to teachers' competencies and teaching, with 10 questions and 36 particles. Questions that were not included for testing the hypothesis are the ones concerning teachers' age, the county they work in, and one open question in which they were able to write down if they participate in any other informal learning activities that weren't listed in the questionnaire.

That said, 14 questions and 48 particles were used to test the basic null hypothesis. One of the 14 used questions was dichotomous, two were polytomous and three particles from those questions presented independent variables: gender, years of service, and school location. Eleven other questions were in the form of a Likert scale (example: *On a scale of 1 to 5, indicate the extent to which you agree with the following statement: By participating in informal learning activities, I achieve a feeling personal satisfaction: 1 – I don't agree at all, 2 – I don't agree, 3 - I neither agree nor don't agree, 4 – I agree, 5 – I fully agree*) and 45 particles from those questions present dependent variables: teachers' opinions about informal learning.

To test the sub-hypothesis H1a, more specifically, differences in Music Culture teachers' opinions about informal learning with regard to gender, a t-test for independent samples was used. A total of 46 particles were used to test the mentioned sub – hypothesis, gender being the independent and 45 others being dependent variables.

To test the sub-hypotheses H1b and H1c, that is, differences in Music Culture teachers' opinions about informal learning with regard to years of service and school location, one – way ANOVA test was used. Because of slightly different group sizes (Field, 2013, as cited in Horvat & Mijoč, 2019; Grande, 2014), the post hoc Gabriel test was then used to show exactly between which groups statistically significant differences exist. The same number of particles were used to test the mentioned sub-hypothesis, with years of service and school location being independent and 45 others being dependent variables for each sub-hypothesis. Statistical processing of the collected data was carried out using the IBM SPSS Statistics 29 program.

### Results and Discussion

To test the first sub-hypothesis, which states *There are no statistically significant differences in teachers' opinions about informal learning with regard to gender*, the answers to questions from the second and third parts of the questionnaire were analyzed. Out of 45 dependent variables, statistically significant differences were found in eight of them, which is not even one-fifth (17.78%) of the total number of dependent variables (Table 2). Therefore, opinions about informal learning in which men and women differ significantly, will be presented. Statements in Table 2. and in all future tables are listed in order of their appearance in the questionnaire.

Generally, when it comes to all opinions about informal learning for which statistically significant differences were found, women have a more positive standpoint about it than men. Women tend to significantly more agree with the statements about the importance of participating in informal learning for the quality implementation of two out of six musical activities: *singing* ( $p < .05$ ), and *movements with music* ( $p < .05$ ). Informal learning is considered to be very important for the quality implementation of musical activity *singing* by women ( $M = 4.50$ ), while men think of it as (only) important ( $M = 4.06$ ). When it comes to the importance of informal learning for the quality implementation of musical activity *movements with music*, both men and women think of it as important, with men being on the lower end of agreeableness with it ( $M = 3.75$ ).

And so, as expected, the idea that musical activity *movements with music* benefits from informal learning is accepted to a greater extent by women rather than by men ( $p < .01$ ), as women believe that the mentioned activity benefits from it ( $M = 4.30$ ), while men neither agree nor disagree with the statement ( $M = 3.36$ ). Still, a statistically significant difference in women's opinion regarding informal learning benefiting musical activity *singing* was not detected.

Furthermore, statistically significant differences between men and women were also found in their self-assessment of the professional competencies required for the performance of musical activities. Women feel (statistically significant) more competent in performing three out of six musical activities: *playing* ( $p < .01$ ), *musical games* ( $p < .05$ ), and *movements with music* ( $p < .001$ ). Regarding musical activity *playing*, women feel fully competent ( $M = 4.53$ ), and men feel competent performing it ( $M = 4.13$ ). Both men and women feel competent in performing activity *musical games*, however, it can be observed that, still, women ( $M = 4.16$ ) feel more competent in performing it than men ( $M = 3.63$ ). The average scores of the men's self-assessment of competence partially match previous research which shows that *musical games* are the third activity in which teachers feel competent (Šulentić Begić and Begić, 2015). Given the fact that women think that informal learning is very important for the quality implementation of musical activity *movements with music* and that it benefits from informal learning, it is not surprising that they feel more competent ( $M = 4.30$ ) performing the mentioned activity than men, who neither feel competent nor incompetent in performing it ( $M = 3.38$ ).

That lifelong learning increases the quality of work (Svedružić & Martinko, 2017) is also confirmed by the result that both men ( $M = 3.88$ ) and women ( $M = 4.37$ ) agree with the statement *Informal learning is necessary for the improvement of the competencies required for teaching music*. However, a statistically significant difference in agreement with the statement in favor of women was discovered ( $p < .01$ ).

Finally, the last statement in which a statistically significant difference in opinion was found between men and women is *Informal lifelong learning should be continuous* ( $p < .01$ ), with women ( $M = 4.39$ ) more inclined to that way of thinking than men ( $M = 3.94$ ).

No statistically significant differences in men's and women's participation in activities *reading professional literature* and *collaboration with colleagues from the profession* were found to support previous research (Richter et al., 2011). Given the obtained results, sub-hypothesis H1a *There are no statistically significant differences in teachers' opinions about informal learning with regard to gender*, is accepted.

**Table 2.** T-test for Independent Samples of Teachers' Opinions about Informal Learning Regarding Gender

Variable	Gender	N	M	SD	t
Importance of participating in informal learning activities for the quality implementation of musical activity singing.	m	16	4.06	.93	-2.28*
	f	70	4.50	.63	
Importance of participating in informal learning activities for the quality implementation of musical activity movements with music.	m	16	3.75	.93	-2.33*
	f	70	4.27	.78	
The extent in which musical activity movements with music has benefits from participation in informal learning.	m	16	3.36	.96	-3.03**
	f	70	4.30	.77	
Teachers' self-assessment of competencies in musical activity playing.	m	16	4.13	.72	-2.32*
	f	70	4.53	.61	
Teachers' self-assessment of competencies in musical activity musical games.	m	16	3.63	.62	-2.75**
	f	70	4.16	.71	
Teachers' self-assessment of competencies in musical activity movements with music.	m	16	3.38	1.09	-
	f	70	4.30	.75	4.07***
Informal learning is necessary for the improvement of the competencies required for teaching music.	m	16	3.88	.89	-2.47**
	f	70	4.37	.68	
Informal learning should be continuous.	m	16	3.94	.57	-2.64**
	f	70	4.39	.62	

p<.05\*; p<.01\*\*; p<.001\*\*\*

Results regarding the second sub-hypothesis *H1b: There are no statistically significant differences in teachers' opinions about informal learning with regard to years of service*, will be discussed below (Table 3.). Note: Subscripts next to the arithmetic mean values in Tables 3. and 4. indicate between which group statistically significant differences exist (group 1: 0-5 years of

service, group 2: 6-10 years of service, group 3: 11-20 years of service, group 4: 21 and more years of service).

**Table 3.** One-way ANOVA and Post Hoc Gabriel Test of Teachers' Opinions about Informal Learning Regarding Years of Service

Variable	Years of service	N	M	SD	f
Frequency of teachers' participation in experimenting.	0-5	13	3.69 <sub>2, 4</sub>	.95	4.76**
	6-10	12	2.25 <sub>1</sub>	.87	
	11-20	28	2.89	1.34	
	21 and more	33	2.48 <sub>1</sub>	1.00	
Frequency of teachers' participation in observation of the work of colleagues from the profession.	0-5	13	3.69 <sub>4</sub>	.85	4.40**
	6-10	12	2.67	1.23	
	11-20	28	2.93	1.25	
	21 and more	33	2.42 <sub>1</sub>	.97	
Importance of participating in informal learning activities for the quality implementation of musical activity singing.	0-5	13	4.77 <sub>2</sub>	.44	4.03**
	6-10	12	3.92 <sub>1</sub>	1.00	
	11-20	28	4.57	.57	
	21 and more	33	4.33	.69	
Contribution of participation in experimenting to the development of professional competencies.	0-5	13	4.46 <sub>2, 3, 4</sub>	.66	4.14**
	6-10	12	3.75 <sub>1</sub>	.45	
	11-20	28	3.96 <sub>1</sub>	.51	
	21 and more	33	3.91 <sub>1</sub>	.58	
The extent to which musical activity musical games has benefits from participation in informal learning.	0-5	13	4.31	.48	2.87*
	6-10	12	3.83	.72	
	11-20	28	4.14	.65	
	21 and more	33	3.82	.58	

p<.05\*; p<.01\*\*

Statistically significant differences were found in a total of five out of 45 dependent variables, which is only 11.11% of the total number of dependent variables. Opinions about informal learning regarding years of service in which teachers differ significantly will be presented. In general, the order of the four groups in agreement with the statements about informal learning

is, to some extent, consistent through all five statements in which statistically significant differences were found. That is: teachers who have worked 0 – 5 years are the ones who have the most positive opinions about informal learning, always followed by teachers who have worked for 11 – 20 years. Teachers who have worked for 21 years and more, as well as teachers who have worked for 6 – 10 years, exchange third and fourth place in each statement.

Teachers with the least experience participate in *experimenting* more often than the others, and a statistically significant difference ( $p < .01$ ) was observed precisely between them and teachers who have worked for 6 – 10 and 21 years or more. Teachers with the least experience participate in it several times a month ( $M = 3.69$ ), while teachers who have worked for 6 – 10 ( $M = 2.25$ ) and 21 years or more ( $M = 2.48$ ) do it only several times a year. No statistically significant difference was found between them and teachers who have worked 11 – 20 years ( $M = 2.89$ ). This result is in line with some previously mentioned research (Flores, 2005; Van Daal et al., 2014, as cited in Kyndt et al., 2016). However, it differs from some other research which showed that teachers who have worked for 11 – 20 years significantly more participate in *experimenting* than those who have worked for 0 – 10 years. A different grouping of teachers with regard to years of service should be taken into account (Skupnjak & Tot, 2019).

Statistically significant differences in frequency of participating in *observation of the work of colleagues from the profession* were found as well, and it is between teachers with the least and most experience ( $p < .01$ ). Teachers who work 5 – 10 years participate in it several times a month ( $M = 3.69$ ), and teachers with the most experience do it only several times a year ( $M = 2.42$ ). Again, the result is in line with previous research (Flores, 2005, as cited in Kyndt et al., 2016; Svedružić & Martinko, 2007). The great difference in participation in *experimenting* and *observation of the work of colleagues from the profession* between less and more experienced can be explained by the extrinsic motivation to participate in informal learning activities (Rogić, 2015) which occurs at the beginning of the career caused by the sudden realization of responsibility (McNally et al., 2009).

Because of both students' (Šulentić Begić et al., 2020) and teachers' high preferences for musical activity *singing* (Šulentić Begić & Begić, 2015), it is not surprising that all groups of teachers think that participating in informal learning activities is important or very important for the quality implementation of musical activities. However, a statistically significant difference was found between the two groups ( $p < .01$ ): teachers who work 0 – 5 years think of it as very important ( $M = 4.77$ ), while teachers who work 6 – 10 years think of it as (only) important ( $M = 3.92$ ).

Because of the previous results, it was rightly expected that a statistically significant difference would be found in the teachers' opinion about the contribution of participation in *experimenting* to the development of teachers' professional competencies ( $p < .01$ ). However, this time it was found between teachers who have worked for 0 – 5 years and all other groups. Teachers with the least experience agree with the idea that it contributes to their professional competencies the most ( $M = 4.46$ ). All other groups agree, however, because of a statistically significant difference, a lesser degree of agreement with the statement should be taken into account. Interestingly, the descending order of positive opinions about mentioned is equal to that of the frequency of participation in *experimenting*. Also, all groups evaluated the contribution of *experimenting* higher than the frequency of their participation in it.

Finally, one – way ANOVA test showed that there is a statistically significant difference in teachers' opinions about the extent to which musical activity *musical games* has benefits from participation in informal learning ( $p < .05$ ). However, the post hoc Gabriel test didn't find it between any of the groups. Nevertheless, results will be presented. All groups think that activity *musical games* benefits from informal learning, with teachers who have worked for 0 – 5 years agreeing with this the most ( $M = 4.31$ ), and teachers who have worked for 21 years or more agree with this the least ( $M = 3.82$ ).

No statistically significant differences were found between the groups in participation in activities *cooperation with colleagues from their profession* or *volunteering* to support previous research (Svedružić & Martinko, 2007; Skupnjak & Tot, 2019). Given the fact that a statistically significant difference was found in a total of five out of 45 dependent variables, sub-hypothesis H1b *There are no statistically significant differences in teachers' opinions about informal learning with regard to years of service*, is accepted.

Lastly, results regarding the third sub-hypothesis H1c: *There are no statistically significant differences in teachers' opinions about informal learning with regard to school location*, will be discussed.

**Table 4.** One-way ANOVA and Post Hoc Gabriel Test of Teachers' Opinions about Informal Learning Regarding School Location

Variable	School Location	N	M	SD	f
	Urban	39	2.18 <sub>2</sub>	1.39	3.24*

Frequency of teachers' participation in volunteering.	Rural	24	3.13 <sub>1</sub>	1.48	
	Combined	23	2.70	1.52	
Frequency of teachers' participation in reading professional literature.	Urban	39	3.26	1.19	3.40*
	Rural	24	2.96 <sub>3</sub>	1.00	
	Combined	23	3.78 <sub>2</sub>	1.04	
Importance of participating in informal learning activities for the quality implementation of musical activity movements with music.	Urban	39	4.46 <sub>3</sub>	.79	4.83**
	Rural	24	4.00	.83	
	Combined	23	3.87 <sub>1</sub>	.76	
Contribution of learning through own work/experience to the development of professional competencies.	Urban	39	4.67 <sub>2</sub>	.53	5.77**
	Rural	24	4.17 <sub>1</sub>	.70	
	Combined	23	4.57	.51	
Contribution of participation in cooperation with colleagues from the profession to the development of professional competencies.	Urban	39	4.49 <sub>3</sub>	.56	3.67*
	Rural	24	4.25	.74	
	Combined	23	4.04 <sub>1</sub>	.64	

p<.05\*; p<.01\*\*

Statistically significant differences were found in a total of five out of 45 dependent variables, which is only 11.11% of the total number of dependent variables. As it can be seen from Table 4., teachers who work only in urban areas have the most positive opinions about informal learning, as they agreed with the statements the most. Teachers who work in either rural areas or combined share the second place in regard to agreeing with the statements.

Statistically significant differences appear in the frequency of teachers' participation in two out of nine offered informal learning activities: *volunteering* (p<.05) and *reading professional literature* (p<.05). Teachers who work in rural areas show a greater tendency to participate in *volunteering* by answering that they participate in it once a month, (M = 3.13) rather than teachers who work in urban areas and who do it only several times a year (M = 2.18). Teachers who work combined are, as expected, in the middle of these results (M = 2.70), and no statistically significant differences were found between them and other groups.

Regarding *reading professional literature*, statistically significant differences were found between teachers who work in rural areas and combined. Teachers who work combined, that is, in both urban and rural areas, tend to read professional literature more frequently as they do it several



times a month ( $M = 3.78$ ), while teachers who work in rural areas do it only several times a year ( $M = 2.96$ ).

All groups recognize the importance of participating in informal learning activities for the quality implementation of musical activity *movements with music*, yet statistically significant differences were found among teachers who work in urban areas and combined ( $p < .01$ ). Teachers who work in urban areas seem to almost lean to thinking that informal learning is very important ( $M = 4.46$ ) for the quality implementation of musical activity *movements with music*, while it was observed that teachers who work combined agree with the statement to a lesser extent ( $M = 3.87$ ).

As expected, all three groups consider *learning through their own work/experience* beneficial to the development of their professional competencies necessary for work, but statistically significant differences were observed between teachers who work in urban and rural areas ( $p < .01$ ). Teachers who work in urban area think of it as very beneficial ( $M = 4.67$ ), and teachers who work in rural area think of it as (only) beneficial ( $M = 4.17$ ). As expected, teachers who work in both urban and rural areas are again in the middle. They think of it as very beneficial as well ( $M = 4.57$ ), but no statistically significant differences were observed between this and other groups.

Finally, the last variable in this research in which a statistically significant difference in teachers' opinion about informal learning was found, and that is in relation to contribution of participation in *cooperation with colleagues from the profession* to the development of professional competencies ( $p < .05$ ). Teachers who work in urban areas significantly more ( $M = 4.49$ ) believe that *cooperation* benefits their competencies than those who work combined ( $M = 4.04$ ). Even though differences were found in teachers' opinions about the contribution of *learning through their own work/experience* and *cooperation with colleagues from the profession* to their professional competencies, it should be noticed that no statistically significant differences were found in the frequency of participation in these activities between the groups. Given the fact that statistically significant differences were found in a total five out of 45 dependent variables, sub – hypothesis H1c *There are no statistically significant differences in teachers' opinions about informal learning with regard to school location*, is accepted.

Teachers' frequency of participation and opinions about informal learning regarding school location, perhaps can be explained by the subjective norm of the theory of planned behavior and their organized school activities. In this case, it would be useful in future research to ask teachers

about their perceptions of what their principals, school colleagues, and administration think about their professional development and to compare it with these results. And so, observing Table 4., the authors wonder if teachers who work in rural areas participate in *volunteering* significantly more than those who work in urban areas because they have work actions through their school projects or because their school location circle leans toward that type of activity. Contrary to that, can them *reading professional literature* rarely also be explained with the idea that their work environment prefers and encourages other activities rather than reading, such as *volunteering*. Considering that teachers who work in urban areas, even though they don't participate the most in informal learning activities, have the most positive opinions about the contribution and importance of informal learning to professional development and teaching quality, it is logical to assume that exactly their professional circle represents the positive effects of mentioned the most.

### **Conclusion**

The analysis of the questionnaire found some statistically significant differences in the teachers' opinions about informal learning with regard to gender, years of service, and school location.

Regarding gender, it was concluded that women, generally, have a more positive standpoint about informal learning than men, and so, a statistically significant difference was found in a total of eight out of 45 dependent variables in favor of women. Women significantly more believe that informal learning is important for the quality implementation of musical activities *singing* and *movements with music*. They also tend to think more that musical activity *movements with music* has benefits from informal learning than men do. Furthermore, they feel significantly more competent performing activities *playing*, *musical games*, and of course, *movements with music*. Consequently, it is not surprising at all that women agree much more with the statements that *Informal learning should be continuous* and that *Informal learning is necessary for the improvement of the competencies required for teaching music*, rather than men.

Regarding years of service, statistically significant differences were found in only five out of 45 dependent variables. It should be noticed that, generally, teachers who are in the initial phase of their career, that is, teachers who have worked for 0 – 5 years, have the most positive opinions about informal learning, and teachers who have worked for 11 – 20 years are always second in order of agreement with the statements about informal learning. Teachers with the least experience participate significantly more in *experimenting* and *observation of the work of colleagues from the*

*profession* than colleagues with more experience. They consider participation in informal learning activities really important for the quality implementation of musical activity *singing* and participation in *experimenting* beneficial to the development of their professional competencies. Teachers who have worked for at least 21 years and teachers who have worked for 6 – 10 years have the least positive opinions about informal learning, as they exchange third and fourth places in each statement.

Regarding school location, statistically significant differences were found in five out of 45 dependent variables as well. Teachers who work in rural areas significantly more often participate in *volunteering* and it would be desirable to investigate in the future whether it is because of the opinions of their school environment or because of their organized school projects. The same goes for teachers who work combined and participate in *reading professional literature* more often than the others. An interesting fact was noticed, and that is that even though they don't participate the most in informal learning activities, teachers who work in urban areas have the most positive opinions about the contribution and importance of it.

Given the low amount of statistically significant differences found among teachers' opinions about informal learning, the basic null – hypothesis *There are no statistically significant differences in teachers' opinions about informal learning with regard to sociodemographic variables*, is accepted. The authors suggest expanding this research to examine the other music teachers' opinions about informal learning and to inspect possible differences between the groups.

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## **The Impact of Cyberloafing on Employees' Job Performance: A Review of Literature**

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### **Abstract**

Today, the Internet is a tool that provides access to any possible information. Over the years, it has changed the way people communicate with each other, also bringing changes in new technological devices. Various institutions use the Internet to communicate more quickly and freely with superiors, colleagues, subordinates and clients from all over the world, all thanks to e-mail and video-conferencing. But despite its advantages, using the Internet in the workplace has its disadvantages. But how does this fact, affect the job performance of the employees? Some researchers state that cyberloafing has a negative impact on employee performance by distracting employees from their job descriptions; while others argue that cyberloafing is quite beneficial in various ways by adding quality to the work of employees. The purpose of this paper is to review the past literature to understand the impact of cyberloafing on increasing or decreasing the work performance of employees. A review of the literature from the studies of information technology, business, management and organizational behavior was carried out. The study comprised articles published within the last 10 years, in the time frame 2014-2024. Keywords related to the research questions of the study like: Cyberloafing, Employees' job performance, Employees' productivity, Workplace environment were used to research the appropriate articles. The literature review showed that cyberloafing significantly affects the work performance of employees. However, the findings were controversial where both positive and negative impacts of cyberloafing on employee performance were found. Put differently, low-level cyberloafing is important for healthy communication, innovation, and productivity; while cyberloafing at high levels was found to have negative effects on work performance. Therefore, it is recommended to design cyberloafing control strategies that are equally acceptable to both employees and employers.

**Keywords:** Cyberloafing, Employees' job performance, Employees' productivity, Workplace environment, Literature review.

## **Introduction**

In recent years, the proliferation of digital technologies has transformed the landscape of workplace dynamics, presenting both opportunities and challenges for organizations and employees alike. Among these challenges is the phenomenon of cyberloafing, defined as the act of engaging in non-work-related online activities during work hours. The advent of the COVID-19 pandemic further accentuated the prevalence of cyberloafing, with remote work becoming the norm for many individuals.

This shift in work arrangements not only intensified the reliance on digital platforms but also underscored the need to understand the implications of cyberloafing on employee job performance. Zhong et al. (2023) delved into the intricate interplay between cyberloafing and innovation performance amidst the backdrop of the COVID-19 pandemic. Their study, grounded in the conservation of resources theory, elucidated the multifaceted effects of cyberloafing on employees' innovation endeavors.

They found that while COVID-19-based informational cyberloafing positively correlated with innovation performance by enhancing employees' perceived meaning of work, it also introduced complexities by concurrently increasing job anxiety and state gratitude, leading to mixed outcomes in innovation performance. This nuanced perspective highlights the need for organizations to navigate the dual nature of cyberloafing, harnessing its potential benefits while mitigating its adverse effects.

## **Literature review**

Building on this discourse, Ngowella et al. (2022) provided insights into the impact of cyberloafing, particularly through social platforms, on work performance within the context of Saudi Arabia. Their review and analysis underscored the pivotal role of educational activities in shaping employees' work performance, with increased engagement in such activities correlating positively with productivity. Furthermore, their findings emphasized the importance of delineating boundaries between work and leisure, as reducing time spent on social media networks was associated with heightened work-related activities and enhanced productivity. This study accentuates the intricate relationship between cyberloafing behaviors and work performance, advocating for tailored interventions to optimize employee productivity in the digital age. Meanwhile, Kularathne and Senevirathne (2021) delved into the empirical examination of cyberloafing behaviors and employee performance within the banking sector in Sri Lanka. Their study, conducted among non-managerial employees of private banks, revealed a concerning inverse relationship between cyberloafing and job performance. The findings underscored the detrimental impact of cyberloafing on employee productivity, highlighting the urgency for organizations to address this issue to safeguard organizational performance and employee well-being. Moreover, the study advocated for future research endeavors to explore potential mediating and moderating variables to deepen our understanding of the complexities surrounding cyberloafing's influence on workplace dynamics.

Collectively, these studies illuminate the multifaceted nature of cyberloafing and its implications for employee job performance. While cyberloafing may offer avenues for enhancing aspects of work performance, such as innovation and perceived meaning of work, its excessive manifestation can engender detrimental effects on productivity and organizational outcomes. Thus, organizations are tasked with devising holistic strategies to effectively manage cyberloafing



behaviors, fostering a work environment that balances digital connectivity with productivity and well-being.

The advent of digital technologies has revolutionized workplace dynamics, offering unparalleled opportunities for communication, collaboration, and productivity. However, alongside these benefits, the phenomenon of cyberloafing has emerged as a significant concern for organizations worldwide. Cyberloafing, defined as the engagement in non-work-related online activities during work hours, poses challenges to employee productivity and organizational performance. This review synthesizes findings from recent studies to elucidate the multifaceted impact of cyberloafing on employee job performance.

Jiang (2019) conducted a field experiment to investigate the effects of cyberloafing-related internet monitoring on employee job performance. Their study revealed that while internet monitoring effectively reduced employees' cyberloafing behavior, it also diminished intrinsic work motivation, thereby presenting a trade-off between surveillance measures and employee performance. These findings underscore the complexity of managing cyberloafing behaviors within organizations, highlighting the need for balanced approaches that mitigate undesirable behaviors without compromising employees' intrinsic motivation. Sao et al. (2020) contributed to the discourse by examining the causes and consequences of cyberloafing on employee behavior and job performance. Their study, encompassing 172 employees across various sectors, unveiled the multifaceted nature of cyberloafing activities and their impact on behavioral and affective factors. Results indicated that cyberloafing activities, such as engaging in learning new skills and generating ideas, exhibited positive associations with employee behavior and performance. This suggests that certain forms of cyberloafing may contribute positively to employee engagement and productivity, warranting nuanced approaches to its management. Eze et al. (2024) delved into the specific context of cyberloafing among administrative staff at a university, employing qualitative methods to gain an in-depth understanding of the phenomenon. Their study shed light on the detrimental effects of cyberloafing on organizational productivity, as employees neglect tasks to indulge in non-work-related online activities. Moreover, the study underscored the challenges faced by organizations in mitigating cyberloafing behaviors, despite the implementation of monitoring software. This highlights the imperative for managerial intervention to address cyberloafing effectively and uphold employee job performance.

In aggregate, these studies underscore the multifaceted nature of cyberloafing and its implications for employee job performance. While internet monitoring may offer a means to curb cyberloafing behaviors, its implementation must be balanced with considerations for employees' intrinsic motivation and autonomy. Moreover, understanding the diverse motivations behind cyberloafing activities can inform targeted interventions aimed at promoting productive behaviors while mitigating distractions in the digital workplace.

As we transition further into the digital era, characterized by pervasive technological advancements and widespread internet access, organizations grapple with the challenges posed by the phenomenon of cyberloafing. Cyberloafing, defined as the engagement in non-work-related online activities during work hours, presents multifaceted implications for organizational productivity and employee behavior. This literature review synthesizes findings from recent studies to elucidate the intricate interplay between cyberloafing and its impact on employee job performance and organizational dynamics.

Jandaghi et al. (2015) shed light on the imperative of cyberloafing management within organizations, highlighting the antecedents, behaviors, and consequences of this phenomenon. Through an Antecedents-Behavior-Consequences (ABC) model, they underscored the role of factors such as personality traits, job demands, and organizational policies in shaping cyberloafing behaviors and their subsequent impact on employee productivity and exhaustion. Their comprehensive analysis underscores the importance of addressing cyberloafing proactively to foster a conducive work environment and uphold organizational performance. Similarly, Shahzad and Iqbal (2016) explored the impact of cyberloafing on job performance and organizational citizenship behavior (OCB), with a focus on the mediating role of non-work-related presenteeism. Their study, conducted within the banking sector in Pakistan, revealed nuanced insights into the relationship between cyberloafing and employee outcomes. While cyberloafing exhibited a negative impact on job performance, it paradoxically correlated with increased OCB. Moreover, the mediation analysis underscored the role of presenteeism in explaining the relationship between cyberloafing and OCB, highlighting the complexities inherent in managing cyberloafing behaviors within organizational contexts. In a similar vein, Khan et al. (2023) delved into the telecommunications sector, investigating the interplay between employees' cyberloafing behaviors, psychological well-being, and job performance. Through regression analyses based on data from telecom workers in Pakistan, they elucidated the mediating role of psychological well-being and the moderating effect of internal locus of control on the relationship between cyberloafing and performance. Their study contributes novel insights into the mechanisms underlying cyberloafing behaviors and offers practical implications for mitigating cyberloafing-related challenges within the telecom sector.

In aggregate, these studies underscore the complex nature of cyberloafing and its ramifications for organizational dynamics and employee well-being. While cyberloafing may manifest as a hindrance to job performance, its relationship with organizational citizenship behavior and psychological well-being unveils nuanced pathways through which organizations can address and manage cyberloafing behaviors to foster a productive and healthy work environment.

The pervasive integration of the internet into daily work routines has given rise to the phenomenon of cyberloafing, characterized by employees engaging in non-work-related online activities during work hours. This review synthesizes findings from recent studies to elucidate the antecedents, consequences, and organizational implications of cyberloafing behavior.

Askew (2012) delved into the intricacies of cyberloafing, aiming to replicate previous findings and test the Theory of Planned Behavior as a model of its antecedents. Their investigation, encompassing 447 subordinates and 147 supervisors across various organizations, affirmed the applicability of the Theory of Planned Behavior in understanding cyberloafing behaviors. Moreover, their findings shed light on the nuanced relationships between cyberloafing, task performance, and job satisfaction, highlighting the need for comprehensive frameworks to address this phenomenon effectively. Weissenfeld et al. (2021) conducted a systematic literature review to identify the factors contributing to cyberloafing behavior. Their analysis of 69 studies revealed a multifaceted array of antecedents, including personality traits, job-related factors, organizational dynamics, and personal life circumstances. By synthesizing these factors, their study offers valuable insights into the conditions that foster or mitigate cyberloafing behaviors, providing a foundation for organizational interventions and policy development. Ngowella et al. (2023)

focused on the impact of cyberloafing, specifically through the use of social platforms, on work performance in Saudi Arabia. Their review and analysis underscored the complex interplay between social media usage, educational activities, and work-related tasks. By elucidating the potential benefits of balancing work and leisure time and implementing work-leisure policies, their study offers practical recommendations for organizations seeking to optimize employee productivity in the digital age. Tandon et al. (2023) conducted a systematic literature review to assess past achievements and future promises in the study of cyberloafing and cyberslacking. Drawing on a diverse array of studies, their review provides a comprehensive overview of the organizational implications of cyberloafing behavior, highlighting its impact on employee productivity, job satisfaction, and organizational performance. Moreover, their analysis offers insights into the evolving nature of cyberloafing research, pointing towards promising avenues for future inquiry.

In summary, these studies underscore the multifaceted nature of cyberloafing and its implications for organizational dynamics and employee well-being. By elucidating the antecedents, consequences, and organizational implications of cyberloafing behavior, they provide valuable insights for researchers, practitioners, and organizational leaders seeking to address this pervasive challenge in the digital workplace.

The evolution of digitization has introduced profound changes to both personal and professional domains, prompting scholars to examine its impacts on human behavior. Cyberloafing, a prevalent phenomenon characterized by the personal use of the internet during work hours, has emerged as a significant focus of inquiry. This section continues to explore recent studies that contribute to our understanding of cyberloafing and its implications for workplace dynamics.

Tandon et al. (2023) embarked on a systematic literature review (SLR) to synthesize existing research on cyberloafing and cyberslacking in the workplace. By analyzing 87 studies through content analysis, the authors identified four thematic research areas: conceptualization, operationalization, antecedents and stakeholders, and consequences. Their findings underscored the fragmented nature of existing literature and highlighted key research gaps, paving the way for future inquiries to address these lacunae. Moreover, the authors proposed a comprehensive theoretical framework grounded in SLR findings, offering a roadmap for advancing cyberloafing research. Askew (2012) conducted an investigation aimed at examining the antecedents and consequences of cyberloafing behavior in actual organizational settings. Through a comprehensive study involving 447 subordinates and 147 supervisors, the author tested the Theory of Planned Behavior as a model of cyberloafing antecedents and explored its influence on task performance and job satisfaction. Findings revealed nuanced relationships between cyberloafing frequency, duration, and its impact on task performance and job satisfaction. Notably, the study highlighted the differential effects of cyberloafing on desktop versus mobile devices, underscoring the need for tailored interventions to address this phenomenon effectively. Weissenfeld et al. (2021) contributed to the literature by conducting a systematic literature review to identify factors contributing to cyberloafing behavior. Their analysis of 69 studies revealed a diverse array of antecedents, including personality traits, job-related factors, and organizational dynamics. By synthesizing these findings, the authors provided insights into the circumstances that foster or mitigate cyberloafing behaviors, offering implications for organizational interventions and policy development.

In summary, these studies underscore the multidimensional nature of cyberloafing behavior and its implications for organizational dynamics and employee well-being. By synthesizing existing research and identifying key research gaps, these studies offer valuable insights and directions for future inquiry into this complex phenomenon.

As scholars delve deeper into the ramifications of digitization on human behavior, cyberloafing emerges as a focal point of inquiry due to its prevalence and impact in both personal and professional settings. The following abstracts contribute to our understanding of cyberloafing through systematic literature reviews, empirical investigations, and theoretical frameworks.

An interesting study presents a comprehensive systematic literature review (SLR) conducted to consolidate existing research on cyberloafing and cyberslacking in the workplace. Tandon et al. synthesized 87 studies to identify thematic research areas, including conceptualization, operationalization, antecedents, stakeholders, and consequences. Their findings reveal significant gaps in the literature and propose a theoretically grounded comprehensive framework to guide future research endeavors. By offering a broader scope than prior SLRs, this study provides a valuable synthesis of cyberloafing research, contributing to the advancement of this field. Kevin Askew explores the antecedents and consequences of cyberloafing behavior through a multifaceted investigation. By replicating previous findings and testing the Theory of Planned Behavior, Askew sheds light on the intricate relationship between cyberloafing, task performance, and job satisfaction. His study involving 447 subordinates and 147 supervisors highlights nuanced effects of cyberloafing frequency and duration on workplace outcomes, emphasizing the need for tailored interventions to address this phenomenon effectively. In another study Albert Feisal Muhd Feisal Bin Ismail and colleagues investigate the impact of cyberloafing on employees' productivity in higher education institutions. Their study, conducted at Multimedia University (MMU), examines the relationship between cyberloafing behavior and administrative staff productivity. Through the distribution of questionnaires to 131 administrative staff members, the authors analyze the data to discern the effects of cyberloafing on workplace productivity, providing valuable insights for organizational management in the digital age. Another study offers a literature review by Deepthy K Kumar on the impact of cyberloafing on job performance. As an assistant professor at Sahridaya Institute of Management Studies, Kumar synthesizes existing research to elucidate the effects of cyberloafing on various aspects of job performance. By critically examining the literature, Kumar contributes to our understanding of the implications of cyberloafing for organizational productivity and employee well-being. In summary, these abstracts underscore the diverse approaches and contexts through which scholars investigate cyberloafing, offering valuable insights into its antecedents, consequences, and implications for workplace dynamics.

Cyberloafing, the act of engaging in non-work-related activities online during work hours, has become a prevalent phenomenon in modern workplaces (Tandon et al., 2023). As scholars increasingly focus on the adverse effects of digitization on human lives in personal and professional contexts, cyberloafing has garnered attention for its impact on employee behavior and job performance (Sao et al., 2022). Despite its widespread occurrence, cyberloafing remains a relatively new area of study, prompting researchers to explore its causes, consequences, and implications for organizations.

Several studies have examined the relationship between cyberloafing and employee behavior. For instance, a study by Sao et al. (2022) investigated the impact of cyberloafing on employee behavior and job performance across various sectors. Through a sample of 172 employees, the authors found significant positive effects of cyberloafing activities on behavioral factors such as recovery from work, learning new skills, and feeling enthusiastic and excited at work. This suggests that cyberloafing may influence employees' engagement and productivity in unexpected ways. Furthermore, Eze et al. (2023) explored the effects of cyberloafing on job performance among administrative staff at a university in South Africa. Their qualitative study revealed the detrimental consequences of cyberloafing on organizational productivity, particularly in the context of remote work arrangements. Managers were identified as key actors in mitigating cyberloafing behavior and maintaining employee performance in academic settings. In addition to its impact on behavior, cyberloafing has been linked to employee performance outcomes in various industries. Kularathne and Senevirathne (2023) conducted an empirical study in the banking sector of Sri Lanka to investigate the relationship between cyberloafing and employee performance. Their findings indicated a negative association between cyberloafing and performance, highlighting the importance of addressing cyberloafing behaviors to enhance organizational efficiency. Jiang (2023) examined the effects of cyberloafing-related internet monitoring on employee job performance through a field experiment. The study found that while internet monitoring interventions reduced cyberloafing behavior, they also decreased employees' intrinsic work motivation, ultimately shaping performance outcomes. This suggests a complex interplay between surveillance measures, employee motivation, and job performance in contemporary work environments. Furthermore, Khan et al. (2023) explored cyberloafing behaviors and performance outcomes in the telecom sector of Pakistan. Through a three-wave data analysis, the authors investigated the mediating role of psychological well-being and the moderating role of internal locus of control in the relationship between cyberloafing and employee performance. The study provided insights into potential mechanisms for mitigating cyberloafing and enhancing organizational performance in the telecommunications industry. Lastly, another study (2023) examined the impact of cyberloafing on job performance and organizational citizenship behavior (OCB) in the banking sector of Bahawalpur, Pakistan. The study found that cyberloafing had a negative impact on job performance, while it was positively associated with OCB. Non-work related presenteeism was identified as a mediator in the relationship between cyberloafing and OCB, underscoring the importance of understanding employees' attitudes and behaviors in the digital workplace. These studies collectively contribute to our understanding of the multifaceted nature of cyberloafing and its implications for employee behavior and organizational performance across different industries and contexts.

### **Methodology**

We conducted a literature searches on cyberloafinng using information from the Google Scholar Platform. The study comprised articles published within the last 10 years, in the time frame 2014-2024. Keywords related to the research questions of the study like: Cyberloafing, Employees' job performance, Employees' productivity, Workplace environment were used to research the appropriate articles. The articles reviewed covered disciplines among, information technology, business, management and organizational behavior.

### **Discussion of the results**

The literature review on the impact of cyberloafing on employee job performance shows a very complex picture. These findings of different studies underline the dual nature of cyberloafing, showing both positive and negative effects on employee performance, depending on the context and extent of behavior.

Various research studies by Ngowella et al. and Sao et al. in 2022 and 2020 reveal the potential advantages of low-level cyberloafing in enhancing innovation, recovery from work-related stress, and improvement in general job satisfaction. Ngowella et al. discovered that the educational activities conducted through cyberloafing could increase productivity by engaging the employees in meaningful learning experiences. Likewise, Sao et al. found out that cyberloafing activities, such as learning new skills and generating ideas, positively affect employee behavior and performance. These show that moderate cyberloafing might act as a mental break to allow cognitive rejuvenation and, most importantly, enhance creativity and problem-solving ability.

On the other hand, high cyberloafing has always been linked to negative effects in the performance of one's job. The existing evidence from the studies by Kularathne and Senevirathne (2021) and Eze et al. (2024) shows the negative effect of high-level cyberloafing on productivity. Kularathne and Senevirathne found an inverse relationship between cyberloafing and job performance among non-managerial staff in the banking sector, clearly indicating that much time spent online for non-job-related activities may take away productive time from completing tasks and reducing job performance. Eze et al., further point out how organizations fail to limit cyberloafing despite having monitoring software, indicating that such measures possibly decrease cyberloafing but also lead to a decrease in intrinsic motivation and job satisfaction.

A collective look at these studies shows that the impact of cyberloafing is not simple but results from several factors: the nature of the work, the extent of the cyberloafing, and what the person is doing online. For example, Jiang (2019) and Khan et al. (2023) examine the interplay between cyberloafing, job performance, and psychological well-being. Jiang found that internet monitoring decreased cyberloafing but also resulted in reduced intrinsic motivation, thus pointing to a trade-off between surveillance and employee engagement. Khan et al. found that psychological well-being and internal locus of control had a moderating role in the relationship between cyberloafing and job performance, hence suggesting that individual differences are important to determine the impact of cyberloafing.

The literature review shows that cyberloafing may influence employee job performance both positively and negatively. Low-level cyberloafing would provide necessary mental breaks that increase creativity and innovation, while high-level cyberloafing tends to hamper productivity and job effectiveness. It is, therefore, of vital importance for an organization to develop balanced cyberloafing control strategies that recognize its possible positive effects while minimizing its negative effects. For example, such policies would encourage healthy boundaries between work and personal online activities and a workplace culture that promotes employee well-being and productivity.

### **Conclusions**

The literature review on the impact of cyberloafing on employees' job performance reveals a complex and multifaceted phenomenon. Cyberloafing, which refers to the act of engaging in non-work-related online activities during work hours, presents both challenges and opportunities for organizational management and employee productivity.

Research findings indicate that the effect of cyberloafing on job performance is not uniformly negative. In fact, low levels of cyberloafing can have beneficial effects. Studies such as those by Ngowella et al. (2022) and Sao et al. (2020) highlight that moderate cyberloafing activities can contribute to employee well-being by providing necessary mental breaks, facilitating stress recovery, and promoting creativity and innovation. These positive outcomes suggest that cyberloafing can be strategically leveraged to enhance certain aspects of job performance and employee satisfaction.

However, excessive cyberloafing poses significant concerns. Research by Kularathne and Senevirathne (2021) and Eze et al. (2024) demonstrates that high levels of cyberloafing are detrimental to employee productivity and organizational performance. When employees spend excessive time on non-work-related online activities, it can lead to substantial declines in task completion and overall job effectiveness. Additionally, efforts to curb cyberloafing through stringent monitoring can negatively impact employee motivation and job satisfaction, as noted by Jiang (2019).

A recurring theme in the literature is the importance of context in understanding the impact of cyberloafing. The type of work, specific online activities involved, and individual differences among employees all play crucial roles in determining whether cyberloafing will have a positive or negative effect. For instance, Khan et al. (2023) found that the psychological well-being and internal locus of control of employees significantly moderate the relationship between cyberloafing and job performance, suggesting that personal traits and mental states are critical factors.

Given these findings, it is clear that a one-size-fits-all approach to managing cyberloafing is not effective. Organizations need to adopt nuanced strategies that balance the potential benefits of low-level cyberloafing with the need to minimize its excessive forms. This could involve creating policies that allow for flexible breaks, promoting a healthy work-life balance, and fostering an organizational culture that values productivity while recognizing the human need for occasional mental reprieve.

In conclusion, cyberloafing presents a complex challenge for contemporary organizations. By understanding its dual nature and the various factors that influence its impact, managers can develop more effective strategies to harness the positive aspects of cyberloafing while mitigating its potential downsides. Future research should continue to explore the intricate dynamics of cyberloafing, particularly focusing on identifying effective interventions and understanding the long-term implications of cyberloafing in increasingly digital workplaces.

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## **The Perspective of A Modern School in The World of Digital Transformation%**

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### **Abstract**

In the context of the new civilization and teaching situation, an issue was presented indicating a new perspective of the modern school in the digital learning environment. We are faced with the need to take into account in the modern vision of the school aspects related to individualization and personalization of teaching, as well as lifelong learning, shaping practical skills, developing online education and preparing teachers as professionals specializing in teaching. Information technologies are becoming the basic interface for access to knowledge and information, an opportunity for individualization, integration and personalization of teaching and learning. Traditional learning, which involves adapting to existing conditions, is becoming inadequate to the needs of the modern generation. The discourse on the function of school and what to teach is still current. Most often, the debates highlight the needs of developing educational, social and emotional competencies of students along with their practical dimension, as well as developing skills related to the possibility of using digital communication techniques. The need for changes to adapt to the current needs of the young generation is essential. The thesis is gaining general acceptance that the current, linear model of multi-level education must give way to a hybrid model in which new competences and their levels will be adapted to current personal and professional challenges. The modern understanding of education is based on such assumptions as: continuing education, multidimensionality (covering various aspects of reality), interactivity (focusing on individual and integral development).

**Keywords:** Education, teacher, digital transformation, school.

### **Introduction**

Close to my views is the pragmatic belief that the world is characterized by permanent change; it is pluralistic and does not have a completed form... it "becomes" just like the one who wanders. In this position, there is space for the autonomy of a person/student/whose actions influence the future shape of civilization (Melosik, 1995). Never before has the future of the world been so opaque and everyday life so saturated with variability and uniqueness. The world has never been so open, especially for young people who should be prepared to cope with the fluid times of postmodernity (Kwieciński, 2010). This preparation requires thorough human education, criticism, tolerance and dialogue, but also courage and adequate response to changing living conditions. Through the varied degree of adaptation and the multi-threadedness of interpenetrating cultures, the school becomes a place for imposing its own meanings and experiences on existing and newly created transmissions and messages. In this case, the image of the school as an autonomous institution that enables its participants to emancipate themselves by transforming the school space into "democratic public spheres" is also important. An alternative to the current shape of the school may be a qualitatively new school, open to changes, promoting children's development, but definitely more expensive because it creates better conditions and poses greater requirements. Currently understood as a place of subjective coexistence and co-creation, it is evolving from a closed school to a school using the educational potential in a wider environment.

### **Changes in the social and information space**

The school is still undergoing an undefined reform process, which can hardly be called a real transformation. Transformation means a situation in which something important at school changes and takes a new shape, which indicates fully justified functions from the perspective of the adopted educational goals. The continuity of changes and their unpredictability in the post-modern reality means that the implemented reforms do not work because they are still not oriented towards using the student's potential and transgressive orientation of his or her development. It is also easy to notice that from the point of view of everyday life at school, not much is changing, or at least these are not transformations aimed at optimizing the student's development situation. In many cases, the school life space does not become an area of comprehensive development and experience of positive educational and upbringing situations, but a place of increasing frustration, anxiety, and experiencing limitations in self-expression and self-creation.

Favorable conditions for efficient communication among society, made possible by modern technologies, create opportunities for learning from interpersonal contacts, continuous exchange

of ideas, mutual stimulation and immediate sharing of cognitive results. M. Castells (cited in: Rutkowiak, 2010), an expert in the issue of network power, called it "mass self-communication". There has been a clear change in cognitive directions: people do not go out into the world to get to know it, but the world comes to them. The image of reality is transported directly to a symbolic space in which a person experiences a kind of paralysis. This immobility applies only to the physical sphere and real space, because compared to the virtual world, a person is distinguished by a high degree of non-physical (mental) activity.

One could imagine a situation when students present their self-presentation strategies on Facebook during classes. They can be described as "chilling effects" as constant "moderating" comments and profiles by adding and modifying them, all in order to maximize the intensity of "likes", a signal of one's self-worth. An outstanding American scientist in the field of social psychology and philosophy, S. Zuboff, referring to the concepts of E. Goffman<sup>1</sup>, raises the question for reflection: have we currently "traded" the real world for a virtual one instead of constructed curriculum vitae? One of the students replies - and is quoted here: *For us, the space behind the scenes is shrinking. I can hardly be my true self anywhere anymore. Even when I'm walking around alone and think I'm behind the scenes, something happens - an ad appears on my phone, someone takes a photo, and I discover that I'm on stage, and everything changes* (Zuboff, 2019). As the described experienced situation shows, a person remains immersed in this world, even when he is not active. Being outside its area of influence does not mean that the "participant's" activity within it ceases (e-mails arrive on his accounts, program updates are activated, comments appear on discussion forums). The presented trends indicate the lack of parameterization of place and time. Well, the need to identify a physical location disappears and the importance of the concept of time also decreases, because "access to elements of virtual space is available outside a clearly defined time" (Jaskuła, 2015).

Modern civilization requires from individuals and social groups patterns of behavior that are more adequate to current situations, i.e. different than those that existed in the past in less complex and more stable conditions. Education can play a significant role in this matter, as it aims to prepare young generations for transformation in development, participation in Europe's

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<sup>1</sup> Erving Goffman (social psychologist) in the publication "The Presentation of Self in Everyday Life" (PIW, Warsaw 1977) developed the idea of "backstage" as a region to which "I", the self, withdraws from the performative demands of social life. The concepts of "backstage" and "stage" have become a metaphor for the universal need for isolation, an asylum where we can "be ourselves."

problems and solving them, and co-creation of a global community. The civilizational breakthrough taking place in the world, which was called by A. Toffler (2001) the "third wave", involves a systematic transition from the so-called industrial civilization to the information civilization, based on new processing technologies.

Interesting views are represented by K. Robinson, according to whom H. G. Welles's thesis that civilization is a race between education and catastrophe is currently gaining particular importance. The author emphasizes the emerging tendency on many levels according to which modern education systems "are a disaster." However, he emphasizes that civilization has a body (i.e. technology) and a soul (i.e. culture). Therefore, in his opinion, it would be justified to claim that "education should ensure that civilization is not reduced only to a body" (as cited in: Murzyn, 2013).

The new paradigm of distribution and use of information on the Internet is characterized by independent creation and a high degree of popularization of content, as well as decentralization of authority. Hence, the school is moving away from the pattern according to which the teacher is only a person who provides students with ready-made knowledge assigned and subordinated to the core curriculum at various stages of education. Its place must be taken by a different model of a teacher, i.e. an organizer and translator, who recognizes the thesis that nowadays it is not enough to transmit mnemonic knowledge, but to operationally shape the student's skills with the authentic use of information resources.

### **Where is the school heading?**

In the era of network-cybernetic relations, a new type of student identity is undoubtedly being created, which can be called a hybrid identity (Skubisz, 2019). Therefore, expanding the catalog of skills in the education process is necessary to increase the level of communication in the digital and media environment, which enables teachers to take over leadership roles and take the initiative. Bearing in mind that modern youth can no longer imagine life without multimedia tools such as iPads, MP4 players, laptops, tablets, smartphones, etc., which are not only a source of entertainment, but also learning. The new paradigm of distribution and use of information on the Internet is characterized by independent creation and a high degree of popularization of content, as well as decentralization of authority. Hence, the school is moving away from the pattern according to which the teacher is only a person who provides students with ready-made knowledge assigned and subordinated to the core curriculum at various stages of education. Its place must be taken by

a different model of a teacher, i.e. a manager and a translator, who accepts the thesis that nowadays it is not enough to transmit knowledge, but to operationally shape the student's skills with the authentic use of information resources. An alternative to the current shape of the school may be a qualitatively new school, open to changes, promoting children's development, but definitely more expensive because it creates better conditions and poses greater requirements. Currently treated as a place of subjective coexistence and co-creation, it is evolving from a closed school to a school using the educational potential in a broader environment.

Debates are ongoing all over the world about the meaning and tasks of the modern school. Further reports are being developed to indicate the directions and prospects for educational changes, as well as the requirements of the future labor market and the scope of key competences important in the 21st century.

The Partnership for 21st Century Skills and the National Council for Social Studies, as well as American organizations, developed in Washington in 2008 a map of social competencies that were considered important for the empowered functioning of the young generation in the information society. The following areas of competence were indicated:

- 1) creativity and innovation,
- 2) critical thinking and problem solving,
- 3) communicating,
- 4) collaboration – cooperation within communities/groups,
- 5) information literacy (the ability to search, analyze and manage information),
- 6) media literacy (ability to use digital media),
- 7) ability to use ICT tools,
- 8) flexibility and adaptability (ability to adapt to changing conditions),
- 9) ability to function in a diverse environment, initiative and self-decision,
- 10) leadership skills and responsibility (as cited in: Wollman, 2013).

In addition to the observed variability and unpredictability in the area of socio-cultural, technological and educational functioning of the young generation, we can see the need to overcome barriers in space and time that enable a turn towards individualism. The autonomy of human functioning and the ability to make individual decisions are expanding, but at the same time - as A. Giddens (2001) emphasizes - the space in which it is more and more difficult to take the

risk of one's own choices is deepening, because it is associated with responsibility for the consequences of making them, and this may mean growing insecurity.

Paradoxically, a person functions in such a cognitive environment, supposedly informed but not oriented, supposedly knowing but not understanding. The basic thread of this issue was included in the views of A. Bard and J. Söderqvist (2006), presenting the role of information in obtaining orientation in reality and assessing the process of intensifying the exchange of information as a precisely created strategy for exercising control over society. Interestingly, by retrospectively looking at the change in the social status of information, they found that in the past information was an underestimated object of interest, then it became a category in the sense-creating approach as an element of creating the entire field of knowledge, i.e. computer science, while currently it is a substance occurring in excess, even intentionally making it difficult to orient oneself in the surrounding world. On the other hand, the favorable conditions for exceptionally efficient communication among people provided by today's technologies enable learning in contacts with others, continuous exchange of thoughts, mutual stimulation and instant sharing of cognitive results.

New challenges and priorities currently constitute an opportunity for school education and indicate extraordinary threats in various areas of existence. The theory of human subjectivity rightly recognizes the possibility of progressive social acceptance of equal opportunities, and thus the emerging integration readiness of society and decreasing stigmatization.

In the report of the International Commission on Education for the 21st Century prepared for UNESCO (1998), much attention was paid to the use of modern technology in education. According to the authors, it is necessary for educational systems to: prepare all students to use ICT tools, develop the ability to assess and use in practice the information available to students, and provide initial and continuing education of teachers in the use of information and communication technology.

In the virtual information space, the principle of extraterritoriality applies - the boundaries of the "new territory" are independent of the physical space and material existence of man. The virtual world is a huge tool for becoming independent from contextual and physical limitations. The integration of information space in traditional and virtual dimensions may contribute to the creation of innovative solutions in educational practice. The teacher faces challenges, seeing new

opportunities to expand the contemporary educational space in the phenomenon of deterritorialization.

Therefore, an important task of the teacher is to develop the competence to critically select information, while eliminating the barrier between the multitude of information and its understanding and evaluation. Interestingly, in the OECD report (2000) "Knowledge management in the learning society", knowledge was classified into four types:

1) know-what – refers to knowledge of facts (such knowledge can be transmitted using data and bits);

2) know-why - concerns knowledge about the rules and laws in the natural environment, in the human mind and society;

3) know-how - refers to skills, i.e. the ability to act (it is important at a higher level of management and knowledge creation);

4) know-who – is related to having knowledge; describes knowledge (also applies to social abilities to cooperate and communicate with external experts).

Knowledge is now becoming a central element of economic development and international cooperation, and its role in social life and education is increasing. Moreover, it expands human freedom, makes choices easier and becomes a tool for defense against stereotypes, simplifications and mythologies. Without appropriate support from the teacher, the following threats may arise resulting from students' use of digital technology, as well as from misunderstanding of the acquired information resources:

- spontaneous return to didactic encyclopedism (Wikipedia treated as the main source of knowledge, copying information without understanding it);

- lack of ability to evaluate information sources (using websites with ready-made studies);

- susceptibility to manipulation (uncritical belief in pseudoscientific theories and prepared "facts", lack of ability to confront) (Kuźmińska-Sołśnia, Bartoszewski, 2020).

N. Postman (1995) points to the phenomenon of technopoly, treated not only as a certain state of culture, but also as a form of cultural AIDS - in this case the acronym stands for Anti-Information Deficiency Syndrome. According to the author, "only now are we beginning to understand that cultures can also suffer severely from information congestion, from information without meaning, from information without control mechanisms." It is worth emphasizing the importance of the belief in the teacher's thinking about didactics that students "no longer know how

to find meaning in their own experience, they lose the ability to remember" and are trapped, as it were, by "unleashed information."

Due to the proposed changes, school should be a place of learning to look for answers to questions about how to organize and use the acquired knowledge in institutional and non-institutional conditions, and then how to improve independent learning processes and stimulate reflective (questioning) thinking in constructing one's own knowledge. Knowledge acquired as a result of personal activity becomes the most significant and lasting. Meanwhile, the developmental burden that a student receives in a traditional school is the initiation of schematic learning, with teachers expecting the reproduction of the knowledge provided.

In the author's opinion, a specific educational situation can be observed more and more often, pointing to a systemic paradox. Well, in kindergartens and schools, children are presented with textbooks, worksheets and ready-made tests, and then they are expected to "react". According to E. de Bono (2010), the propagator of the thesis "I think, therefore I develop", in this way only "reactive" thinking is shaped, which is in opposition to the operative model. If a teacher does not develop research skills in a child, he or she will never be able to free himself from stereotypes and patterns. Operative action is conditioned by various factors directly related to the thinking process, such as: priorities, goals, views of other people, decisions, problem solving and creativity. These determinants, usually absent in "reactive" thinking, constitute the basis for original initiatives and are therefore characteristic of "proactive" thinking. To conclude, thinking should be - according to E. de Bono - the center of attention of every educational institution, because it is the human ability to think that determines the extent to which intelligence will be used.

The author thinks that supporting a child in his or her development by introducing emancipatory values should be considered a strategic assumption of education. It is the teacher who is responsible for creating conditions for change in the child - in his thinking, feeling and acting. That is why multi-faceted, content-differentiated offers are important, which will integrally fill the space for the student's activity in the educational process.

### **Conclusion**

The world co-created by interactive digital technology prompts action, as the information revolution has gained a new driving force in the form of mobile tools. The positive aspects of using IT can only be observed at secondary and higher levels of education, so the challenge for teachers is to intensify them at the early education stage. Information technologies are becoming the basic



interface for access to knowledge and information, an opportunity for individualization and personalization of teaching and learning. This approach to teaching needs redefinition on many levels, including the attitudes of an early education teacher, who should stop playing the role of an omniscient person and instead play the role of a person supporting conscious participation and use of information resources, including selecting, interpreting, evaluating and using content online. It should be remembered that children have different strategies for reading texts: they do not read linearly, but in hypertext; data collection and visualization. Unfortunately, as D. Klus-Stańska (2008) rightly noted, the search for the so-called "new" didactics is aimed at proposing "progressive" methods of its transmission, which are intended to improve the acquisition of knowledge, invariably understood as a set of information. There is still a lack of projects in which the most important is the process of reasoning, "consuming" and contesting knowledge, where exploration and student experimentation are more important than the result in the form of conclusions - and therefore "interpretative-constructivist education projects". The dynamic development of digital technology and emerging changes in social impact require teachers to systematically expand their professional competences and a new vision of their professional role.

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## **English-Medium International Schools: Language Policy and Statement Contents**

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### **Abstract**

All English-medium international schools have a language policy, whether the policy is written or implied. In place of a language policy, some schools have a language statement. While many international schools develop a written language policy or statement, these are often inaccessible to various stakeholders. Additionally, the contents of school language policies and statements vary significantly from school to school. Downloaded while examining 1633 websites in 2020 and 1892 websites in 2023, this research study analyzed 212 language policies and language statements found in digital form on international school websites in East Asian countries. When analyzing the language policies and statements, the researcher explored whether they addressed the following four areas: second language acquisition instructional model(s) in use, the interaction between classroom teachers and English as an additional language or English as a second language teachers, student language assessment, and language-specific professional development for school staff that was designed specifically for teaching language. The findings show that most analyzed language policies and statements failed to address these critical areas. Failing to address these areas in school language policies or statements can jeopardize many students' academic and social well-being and lifelong learning. English-medium international schools must ensure student well-being through consciously developed and efficiently planned approaches to language instruction and learning. A transparent, formal written language policy developed with input from multiple stakeholders, fully implemented, and reviewed periodically can provide English-medium international schools with an organized approach to language use, instruction, and learning that can be referred to by all school community members.

**Key Words:** Language Policy, Language Statement, English-Medium, International Schools

### **Introduction**

A language policy is a statement of intentions (Birkland, 2014), and many English-medium international schools choose to develop a written school language policy to express their intentions concerning language learning and use within their school. A written language policy can present an organized and well-developed approach to language learning, instruction, and use within a school. While Ricento and Hornberger (1996) focused on language policies detailing the *what*, *how*, and *why* of language, Lehman (2023) encouraged furthering this focus to include *which*, *whom*, and *where*. As such, a school language policy for an international school should provide precise details on *what*, *how*, *why*, *which*, *whom*, and *where* concerning language learning, instruction, and use within an international school community (Lehman, 2023). However, many schools do not provide clearly expressed information in their language policy about how language is learned, taught, and used within the school. Further, many schools will have a language policy that states the school uses English as the medium of instruction, with little other information given. While this is a language policy, Lehman (2023) classified such policies as being language statements since there was no information given pertaining to the *what*, *how*, and *why* of language (Ricento & Hornberger, 1996) or the *which*, *whom*, and *where* (Lehman, 2023). Language policies and statements that lack detailed information or poorly express the school's intentions can have a negative impact on student's academic and social well-being and lifelong learning.

### **Aim of the Study and Research Question**

As a means to begin investigating the *what*, *how*, *why*, *which*, *whom*, and *where* concerning language learning, instruction, and use with international schools, the researcher chose to examine whether written language policies or language statements found on international school websites provided information about what second language acquisition instructional model(s) (SLA IM) is used, the interaction between classroom teachers and English as an Additional language (EAL)/English as a second language (ESL) teachers, student language assessment, and language-specific professional development for school staff. Focusing on these four key areas, the researcher aimed to develop a picture of the current state of international school language policy content of language policies and language statements found on international school websites in East Asia. The researcher used the following research question to guide the study:

To what extent are language policies and language use statements on international school websites in East Asia addressing what second language acquisition instructional model is used, the interaction between classroom teachers and EAL/ESL teachers, student language assessment, and language-specific professional development for school staff?

### **Second Language Acquisition Instructional Models**

There are different SLA IMs that an English-medium international school can implement, and many schools choose to implement more than one. Researching teacher-reported usage of SLA IMs in their English-medium international schools in East Asia, Lehman and Welch (2020a, 2022a) examined and compared the frequency of implementation for the following SLA IMs: mainstream no support, push-in, push-in and pull-out (hybrid), intensive English, and after school, before school, or weekend activity (extracurricular). Among the findings, Lehman and Welch (2020a, 2022a) found that the push-in and pull-out hybrid model was the most implemented SLA IM (see Table 1).

**Table 1.** Comparison of Implemented SLA IMs in Percentages\*

SLA IM	2021** N=274 Teacher Participants	2018*** N=543 Teacher and Administrator Participants
Mainstream no support	16.4	13.4
Push-in	20.8	13.6
Push-in and Pull-out	56.6	44.2
Pull-out	25.9	16.9
Intensive English	14.6	9.6
After-school, before-school, or weekend	9.1	2.2

\*Some schools implemented more than one SLA IM

\*\* (Lehman & Welch, 2022a)

\*\*\* (Lehman & Welch, 2020a)

While the pull-out model had been considered to be the most commonly used model in international schools in the past (Carder, 2014), Lehman and Welch (2020a) found that the combination of push-in and pull-out was being used more than the two models being implemented independently. Lehman and Welch (2022a) further found that the push-in and pull-out hybrid model was the most preferred SLA IM, as reported by the teacher participants in their study. Studying international secondary school teacher experiences and attitudes towards EAL in countries in Eastern Europe, Spencer (2021) reported that the participant teachers overwhelmingly favored the hybrid model. Further, the combination of push-in and pull-out has also been found to be favored by teachers in native English-speaking countries. Studying the responses of 83 licensed EAL/ESL teachers in Minnesota, Pearson (2015) reported that many of these teachers responded favorably to using the push-in and pull-out hybrid SLA IM.

However, some research shows that many EAL/ESL teachers prefer the pull-out model (Pearson, 2015; Thompson, 2019; Whiting, 2017). Reasons for this preference include the EAL/ESL teacher having their own teaching space, developing a deeper rapport with their students, increased instructional time, a greater sense of student growth compared to push-in, and understanding the teaching role as an EAL/ESL teacher.

While every school has at least one SLA IM in place, many schools have yet to go beyond implementation, ensuring effectiveness. According to Zen (2001), an SLA IM that does not seek to maintain high standards and meet the needs of the students it serves "is doomed to fail" (p. 10). Zen (2001) further asserted that a poorly implemented SLA IM can negatively affect the social and academic development and well-being of the English language learners it is intended to serve. Stunted or failure to develop language abilities to function socially and academically within the school community influences the state of the language learner's affective filter (Krashen, 1981), which can have a long-lasting negative influence on academic and future linguistic development.

The SLA IM(s) a school chooses to implement can reveal much about the school's overall attitude and beliefs toward second language acquisition. For example, some schools expect the mainstream classroom teacher to accommodate all students' needs, including language acquisition, and do not use any EAL/ESL support teaching staff. However, many schools will use SLA specialists as push-in, pull-out, and intensive SLA teachers. While mainstream classrooms and

push-in support are considered more inclusive, there is evidence showing that the pull-out IM produces positive results in student language development (Agumagu, 2020; Balthrop, 2018; Thompson, 2019). However, a key aspect of implementing any SLA IM is the availability of language-specific professional development for teaching staff.

### **Interaction between Classroom Teachers and ESL/EAL Teachers**

When the push-in SLA IM is implemented in a school, more than one teacher will be in the classroom simultaneously. When two or more teachers are working with students in the same classroom, communication, collaboration, and coordination are essential to smoothly deliver instructional content. Often, push-in may involve separate activities conducted independently by the different teachers. However, there may be the expectation that co-teaching occurs, or there may be differences in the roles of the different teachers, and confusion abounds due to a lack of administrative clarification or support. Confusion, power disposition, and inefficient instructional delivery are usual culprits of poorly implemented SLA IMs using push-in.

Some language policies or language use statements in schools implementing the push-in SLA IM will mention that teachers collaborate or have planning sessions. According to the Programme Standards and Practices of the International Baccalaureate Organization (2018), authorized schools are to provide “time and other resources for teachers to collaborate effectively in the implementation of IB programme(s)” (p. 9). However, many schools fall short of providing collaborative planning time to teachers. Studying teachers' opinions of push-in and pull-out in Italy and Norway, Demo et al. (2021) found that push-in required the development of collaborative practice amongst the teaching staff involved in push-in. Examining teaching assistant push-in in an international school in Hong Kong, Blease (2023) concluded that the school should provide support structures enabling teaching staff to communicate more effectively. Studying push-in language support in English-medium international schools, Lehman and Welch (2022b) found that only 90 of the 168 teacher participants reported that time was provided during the workday for classroom and EAL/ESL teachers to meet and plan. In general, a lack of planning time between classroom teachers and EAL/ESL teachers has been reported as hindering the effectiveness of push-in and collaborative teaching (Blease, 2023; Demo et al., 2021; Lehman & Welch, 2022b; Russell, 2019; Spencer, 2021; Vintan & Gallagher, 2019).

Some policies or statements will go so far as to specify teacher roles during push-in. According to International Baccalaureate Organization (2018), authorized schools are to describe “in its language policy the rights and responsibilities of all members of the school community and what constitutes good practice within the school context” (p. 11). Investigating whether school language policies in schools in East Asia defined teacher roles, Lehman and Welch (2020) found that only 54% of 363 administrator and teacher participants reported that teacher roles were defined within the school's language policy. Studying push-in language support in English-medium international schools, Lehman and Welch (2022b) found that of the 168 participants, only 78 revealed that the language policy in their school defined the roles of the classroom and EAL/ESL teachers. Lehman and Welch (2022b) further explored the expected roles of the EAL/ESL teacher during push-in between classroom teachers and EAL/ESL teachers. Was the EAL/ESL teacher expected to help the classroom teacher, teach the class as a co-teacher, work with all EAL/ESL

students, or work with all students in the mainstream classroom? Lehman and Welch (2022b) found that most classroom teachers expected the EAL/ESL teacher to work with all students, followed closely by teaching the class as a co-teacher (see Table 2). However, EAL/ESL teachers thought their role was to help the classroom teacher, followed by working only with EAL/ESL students.

**Table 2.** Expected Roles of the EAL/ESL Teacher during Push-in (Mann-Whitney) \*

EAL/ESL Teacher Role	EAL/ESL Teacher n=54	Classroom Teacher n=114
Help classroom teacher	Mean Rank = 98.52	Mean Rank = 77.86
Teach class as a co-teacher	Mean Rank = 74.59	Mean Rank = 89.19
Work with EAL/ESL students	Mean Rank = 93.59	Mean Rank = 80.19
Work with all students	Mean Rank = 72.19	Mean Rank = 90.33

\*Lehman & Welch (2022b)

Researchers and authors have reported on the confusion of the role of the EAL/ESL by classroom teachers and EAL/ESL teachers (Lehman & Welch, 2022b; Pearson, 2015; Vintan & Gallagher, 2019). Further reported have been the perceived power imbalances between the classroom teachers and EAL/ESL teachers during push-in. Often, the EAL/ESL teachers find themselves having to negotiate their roles due to a lack of job specification and being relegated to being a teaching assistant to the classroom teacher (Billak, 2015; Lehman & Welch, 2022b; Pearson, 2015).

Studying challenges in collaboration between a small grouping of EAL/ESL teachers and classroom teachers in the southern part of the United States, Russell (2019) reported that it took months for some co-teaching pairs to develop a comfortable working routine. Russell (2019) further stressed the need for multiple support structures, such as professional development, examples of model co-teachers, mentors, and systems of accountability. Although discussing the pull-out IM, Wibowo et al. (2023) presented an overall framework that can also be applied to the push-in and hybrid IMs. This four-stage framework includes preparation, implementation, evaluation, and reflection. All four stages involve communication between the teachers.

The development of teacher collaborative routines and the implementation of collaborative frameworks emanate from school leadership. Additionally, administrative clarification is often needed to avoid confusion, power disposition, and inefficient instructional delivery so these do not hamper student language and content acquisition, which would further negatively affect their social and academic well-being and future learning. In short, teacher roles, responsibilities, and in-class functions can be clarified and made transparent within a school's language policy.

### **Assessment of Language**

There are many ways to assess language in international schools. For example, some schools use Cambridge, NWEA MAP, and WIDA assessments to measure language acquisition and ability, while other schools have implemented in-house developed assessments or guidelines. As a guiding question in its self-reflection document concerning language policy, International Baccalaureate Organization (2012) directs schools to question whether there are “effective practices relating to language teaching and learning in place” (p. 4). Assessing student language acquisition and ability is a practice related to language teaching and learning that is critical to measuring the effectiveness of a school's chosen SLA IM(s). Additionally, language assessment is



crucial for many schools when deciding whether students need EAL/ESL support. This is especially important when some international schools charge fees for EAL/ESL support or instruction (Carder, 2007; Kim, 2022; Lehman, 2020, 2022; Lehman & Welch, 2022b), and often these fees can be substantial. As a matter of transparency, schools that charge additional fees for EAL/ESL support are encouraged to publicize benchmark scores or exit criteria used to determine EAL/ESL student levels, and when a student no longer is determined to need EAL/ESL support, also known as exiting EAL/ESL support.

Although some schools have established benchmark scores for determining a student's EAL/ESL status, many schools use a combination of factors ranging from test scores and EAL/ESL teacher, classroom teacher, parent, and administrative input. For schools that wish to avoid high-stakes testing for their EAL/ESL students, using a combination of factors appears to be a logical choice. Carder (2007) suggested that dossiers be developed and used when assessing EAL/ESL students. These dossiers should include various student work and assessments so a more informed decision can be made concerning those students. Regardless of how a school chooses to assess and determine EAL/ESL students' language ability, transparency can be provided in the school's language policy.

### **Professional Development**

According to Gallagher (2008), successful implementation of language instruction in a school is dependent on the school's leadership. As a guiding question in its self-reflection document concerning language policy, International Baccalaureate Organization (2012) directs schools to question whether there is “continuing professional development (CPD) for all staff on effective practices relating to language teaching and learning” (p. 4). Professional development specific to teaching and learning language is essential for implementing any SLA IM, developing collaboration amongst staff, and assessing EAL/ESL students appropriately. Regardless of whether pull-out or push-in instruction occurs, language-specific professional development is beneficial for any English-medium international school that enrolls students whose native language is not English. Language-specific professional development is unique in that it specifically provides school staff with knowledge and strategies for working with EAL/ESL students, including instruction, assessment, and well-being.

However, many people positioned in the school's senior leadership lack knowledge of SLA and how SLA IMs work effectively. Studying 22 school principals in the United States, Padron and Waxman (2016) discovered that only two of the participating principals could explain how their school's EAL/ESL program worked. The lack of administrative understanding of SLA and successful implementation of SLA IMs can be an acute problem in many English-medium international schools.

Further, a lack of knowledge of school language policy is problematic in many English-medium international schools. According to its guidelines for developing a language policy, International Baccalaureate Organization (2008) stated that administrators and school staff “require professional development in the fields of language learning and teaching, and on how to make sure the language policy becomes a working document” (p. 1). Studying language policy in international schools in East Asia, Lehman and Welch (2020b) found that only 61.5% of the 387 teacher

participants knew there was a language policy in their school. Of those teachers who knew there was a language policy in their school, only slightly more than 40% admitted to following the policy consistently. In a follow-up study of language policy in international schools, Lehman and Welch (2022c) found that 67% of the 295 teacher participants knew there was a language policy in their school and that only 33% admitted to following the policy consistently. Further, of the 295 teacher participants, only 46% reported receiving a medium, high, or very high amount of professional development for working with English language learners.

The leadership of an English-medium international school is responsible for ensuring that the school community understands the contents of the school's language policy. The school leadership is responsible for ensuring that language-specific professional development and support structures are provided to implement the school's SLA IM(s) successfully. Support structures beyond professional development include timetabling planning and collaboration times, providing mentoring and mentorships, and creating a culture of informed teaching staff that buy into the language policy contents and the school's overall mission.

### **Methodology**

The researcher used a purposefully selected qualitative research design to study English-medium international school language policy and language statement contents. According to Creswell and Creswell (2018), documents enable researchers to obtain data that has been purposefully written. The researcher is responsible for ensuring that the documents under scrutiny are authentic and constructed specifically for their intended purposes (Bowen, 2009). Language policies and statements uploaded to school websites show that the authors paid attention to the contents before being placed into the public's view. Additionally, most documents analyzed for the current study were labeled as a language policy or statement. A few schools used a different label, such as EAL or ESL policy; however, after careful consideration of the criteria of the information concerning language policy (Lehman, 2023; Ricento & Horneberger, 1996), the researcher concluded that the contents presented the school's language policy. For this study, the researcher used data collected during a previous study by Lehman (2023) in 2020 and 2023 that studied language policy transparency using English-medium international school websites. All language policies or statements were downloaded or taken from English-medium international school websites in East Asia in 2020 and 2023. Although the researcher recorded and tracked the schools' names, the researcher chose not to reveal any names of the schools in the previous or current study to protect individual school identity. When reporting qualitative data in later sections, the author chose not to use a research subject identifier.

### **Sampling**

In 2020 and 2023, the researcher used a sampling developed to study language policy transparency reported by Lehman (2023). The following websites were used to develop listings of international schools in 22 countries and city-states in East Asia (see Table 3).

- Council of International Schools
- Google Maps
- International Baccalaureate Organization

- International Schools Advisor
- International Schools Database
- International Schools Review
- Western Association of Schools and Colleges

*Table 3. Countries, City-states, and Number of Schools by Year*

Country	Schools 2020	Schools 2023
Brunei	7	7
Cambodia	53	64
China	316	462
Hong Kong	116	121
Indonesia	154	160
Japan	212	236
Laos PDR	8	11
Malaysia	171	178
Mongolia	6	8
Myanmar	28	32
Papua New Guinea	18	19
Philippines	96	99
Republic of Fiji	4	4
Singapore	83	83
Solomon Island	1	1
South Korea	71	86
Taiwan	49	58
Thailand	170	181
Timor	1	1
Tonga	1	1
Vanuatu	1	1
Vietnam	67	79
Totals	1633	1892

(Lehman, 2023)

The researcher examined 1633 international school websites in 2020 and 1892 in 2023 (Lehman, 2023). Many of the school websites examined in 2023 were for the same schools as those examined in 2020. However, there was little duplication of language policy between the two years. As the websites were examined, the researcher downloaded language policies and statements available in portable document format or made screenshots or digital images of language policies or any statements on a school's website that detailed language use or learning in the school.

### **Ethics**

The researcher did not obtain ethical approval since the data were collected from online websites that were open to the public. The researcher did not reveal the individual identities of the subjects. No living things were used in the study. For these reasons, the study does not have an ethics committee document.

### **Findings**

Table 4 shows how often the policies and statements addressed the four research areas by year and combined. For 2020, Lehman (2023) reported 60 language policies and 10 language

statements; in 2023, 115 language policies and 41 language statements. However, 14 language policies in 2023 were duplicates of policies from 2020. The researcher removed the duplicates, leaving 101 language policies and 41 statements. For 2020 and 2023 combined, there were 212 language policies and statements.

**Table 4.** Language Policies and Statements in 2020 (n=70) and 2023 (n=142)

Research Areas	No	Yes	Implied
SLA IM 2020	38	32	0
SLA IM 2023	88	53	1
SLA IM total (n=212)	126	85	1
Interaction 2020	48	22	0
Interaction 2023	110	32	0
Interaction total (n=212)	158	54	0
Assessment 2020	29	41	0
Assessment 2023	85	56	1
Assessment total (n=212)	114	97	1
Professional Development 2020	40	30	0
Professional Development 2023	108	42	0
Professional Development total (n=212)	148	72	0

### General Observations

Many language policies and statements use language depicting the future tense. For example, “The school will ensure that practices are in place to support students learning in a language other than their home language,” “The administration will provide professional development,” and “Professional development will be provided as necessary.” Sometimes, declarative statements were made concerning the roles of various stakeholders. For example, “Teachers provide support to the development of literacy and language for all learners,” and “Teaching and learning demonstrates that all teachers are responsible for language.” Some policies specifically mentioned standards from an accrediting or authorizing entity. For example, “Assessment at the school aligns with the requirements of the programme(s). (IB Standard C4, Practice 1).” Another school stated, “Teaching and learning demonstrates that all teachers are responsible for language development of students (IB Standard C3, Practice 8).”

### Second Language Acquisition Instructional Models

Of the 212 language policies and statements, 85 mentioned which SLA IM was used for developing and acquiring the language of instruction. Of those 85, some schools specifically stated that push-in, pull-out, immersion, or intensive instructional models were employed in the school (see Table 5). Of the 49 schools using the push-in SLA IM, only nine were solely using push-in. Additionally, 28 of the 68 schools using the pull-out SLA IM were solely using pull-out.

**Table 5.** SLA IMs (n=85\*)

SLA IM	Number implemented
Mainstream no support	3
Push-in	9 (49)
Push-in and Pull-out	40
Pull-out	28 (68)
Intensive English	11
After-school, before-school, or weekend activity	3

\*Some schools implemented more than one SLA IM

Some schools specified different SLA IMs for different levels. For example, a school may have stated that it used push-in in the primary years and intensive language in the secondary years. At times, a school stated a particular belief or practice. For example, one school mentioned, “Children in the Early Years will not be considered for EAL classes, as language development is at an early stage for all of the children at this age.” Another school stated, “In most cases, pupils receive EAL support for no longer than a year, although there may be exceptions to this according to the pupil’s age and level of English when they enter the school.”

While only three policies or statements specified using a mainstream no-support immersion model with no other SLA IMs implemented, some stated that various strategies were used in the classroom, such as differentiation and sheltered instruction, to aid English language learners. For example, one school stated that teachers were “employing suitable English immersion pedagogical approaches,” and another stated that teachers were “employing varied support structures, including sheltered instruction and in-class support.” Additionally, eight policies and statements stated that translanguaging occurred. Lastly, 11 policies and statements stated that co-teaching occurred. Co-teaching was mentioned, usually in passing, such as when one school stated that “support may include parallel teaching, co-teaching, push in or pull-out lessons or an alternative pathway.”

### **Interaction between Classroom Teachers and ESL/EAL Teachers**

Fifty-two school language policies and statements stated that classroom teachers and EAL/ESL teachers collaborate, liaise, work together, or co-teach. For example, one school stated, “Unit planning and collaboration across subjects is an essential,” and another stated, “Through co-teaching and collaborative planning agreements, our teachers are aware of the individual needs of a student, and are available to provide support where it is required.” One school stated, “The English as an Additional Language (EAL) at [school name] uses a co-teaching model with an EAL teacher co-teaching regular content classes with a content teacher.” However, the policy did not specify how the co-teaching model worked. Furthermore, this school mentioned offering PD, but it gave no specific information.

Of the 54 language policies or statements that mentioned interaction between classroom teachers and EAL/ESL teachers, only two gave specific information concerning the interaction. For example, one of those two schools stated the following:

Before entering the classroom, the EAL teacher and the class teacher plan a differentiated lesson to ensure that the lesson learning targets and home learning are made accessible to all students. The differentiation for the EAL students is planned in collaboration meetings that are reflected on the timetables of both the EAL teacher and the class teacher.

Some schools stated that EAL/ESL teachers support the classroom teachers. For example, one school stated, “In the PYP, providing in-class support to teachers through various models of co-teaching and through pull-out support,” and another school stated, “The EAL teacher(s) will support class teachers and will take part in collaborative planning.” These statements can position the EAL/ESL teacher in a subordinate position to the classroom teacher.

### **Assessment of Language**

Of the 212 language policies and statements, only 97 mentioned the assessment of language. Of those 97 policies, 22 referred to an assessment policy. Often, the word assessment was mentioned with scant to no details concerning how assessment would occur. For example, one school stated that it used "On-going moderated language assessment." This type of statement is vague. Another common statement was, "The school uses effective and valid assessment tools on a regular basis." Another example is, "There will be various summative tests throughout the term. EAL pupil assessment results are readily disseminated to teaching staff." Sometimes, these select schools were thorough, with detailed explanations for various levels of language acquisition. A small number of schools provided specific information. For example, one school stated, "Assessing of the progression of language acquisition using multiple points of data including: WIDA MODEL Assessment, NWEA MAP Assessment, Writing Samples, Class and Subject Assessments and other work samples, observations, teacher feedback and student feedback."

While 97 schools mentioned assessment, only 23 addressed how EAL/ESL students are exited from being classified as students receiving EAL/ESL support. These 23 schools offered various degrees of detail on how students exit receiving EAL/ESL support. For example, one school stated the following:

Once a student reaches the required language target, which shows that a student now has sufficient English to succeed in the mainstream, at that time they will be exited from the ESL program into the mainstream where they will continue to develop their social and academic English alongside their classmates.

However, this school did not specify the language target that is needed to show that the student has sufficient English ability to succeed in the mainstream. Sometimes, schools base when a student exits an EAL/ESL program partly on a classroom teacher's recommendation. For example, one school stated, "At the end of the school year, based on the child's progress and the recommendation of the Class Teacher, a student can be asked to exit the ESL program." At other times, schools used a variety of factors to decide. For example, one school stated, "The decision to exit students from the ELL program will be assessed on a case-by-case basis by a group of educators (ELL teacher, homeroom and subject teachers, and Administrators) ..." Another school stated the following:

A student will be exited from the pullout or scheduled ESOL classes when s/he can participate fully in the regular HIS program. When evaluating a student's possible exit, a team consisting of the ESOL teacher, a classroom teacher and a Leadership team member will make a judgement using information from several sources, including a portfolio of the student's work in all four skills areas, feedback from teachers, and any relevant test and assessment results.

Some schools specified the use of language assessments, such as WIDA or Cambridge assessments, as the sole criteria for exiting EAL/ESL support. However, only a few schools stated a specific benchmark score or level, such as WIDA 3 or CEFR B2.

### **Professional Development**

Many school language policies and statements made claims that all teachers were language teachers. For example, one school stated, "It is recognised that all teachers at [school name] are

‘EAL teachers’” Another school stated, “All [school name] teachers are language teachers in practice. They bear the responsibility to nurture the language development of students, to enable and extend learning using the target language, and to facilitate communication in the target language.” However, neither school mentioned professional development in their language policy. Of the 212 policies and statements, 72 mentioned PD. Although most school policies or statements did not mention PD, some of the schools that mentioned PD often made generic statements such as “All staff are provided with continuing professional development ...” or “Teachers take part in workshops on and off campus.”

Some schools mentioned that PD was the administration's responsibility. For example, "The role of the administrators is to provide a variety of professional development opportunities ...” Sometimes, schools placed the burden on the teachers. For example, one school that did not mention professional development in their policy stated:

Classroom teachers are responsible for ensuring that pupils can participate in lessons and will be aware of good practice in providing for ESL pupils. This may include, but is not limited to: differentiated tasks, translated resources, more time given when answering questions and teacher/teaching assistant support.

Another stated that the school will "Have teachers who constantly review their pedagogy for 21st Century learning through relevant and targeted CPD.” However, the school did not mention professional development separately from this statement. Another school stated, “The library also provides resources for collaborative planning, researching and teacher professional development.” This school did not mention professional development apart from this statement.

While several schools mentioned their libraries as resources for professional development, other schools mentioned specific professional development models. For example, several schools mentioned using Teaching English Students in Mainstream Classrooms (TESMC) – for example, “All staff complete the ‘Making it Comprehensible Course’ from ESOL in the Mainstream Course.

Some schools stated that the EAL/ESL Coordinator or department conducted professional development sessions. For example, one school stated, “The EAL Coordinator will liaise with Year Leaders on issues of planning, assessment and teaching strategies.” Another school stated, “All teachers have regular professional development from the EAL department and should seek extra guidance when needed. However, we would only expect EAL teachers to regularly visit classes from Year 1 upwards.” Another school stated, “EAL Coordinator responsible for supporting EAL learners through WIDA testing, cooperative learning and offering differentiating teaching strategies to subject teachers.”

## **Discussion**

### **General Observations**

The use of the future tense in a language policy can be seen as a statement of intentions (Birkland, 2014). However, intentions are very different from implementation. Stating the school's and various stakeholders' roles in the language policy can provide some degree of transparency to the reader concerning job functions and responsibilities. The specification of job roles can be especially beneficial to classroom teachers and EAL/ESL teachers when working together or in the same space. Stating how a policy aligns with specific standards can also be beneficial for various

stakeholders to see, especially for schools seeking accreditation or authorization. Unless the accrediting or authorizing entity ensures the policy is being implemented to realize those standards, the supposed alignment becomes ornamental or merely window dressing for nothing more than a paper policy (Lehman, 2020, 2023; Lehman & Welch, 2020b).

### **Second Language Acquisition Instructional Models**

According to the policies and statements that specified which SLA IMs were implemented, pull-out language support is being implemented the most in international schools in East Asia. However, many schools using the pull-out SLA IM also use the push-in SLA IM. Table 6 shows the implementation of SLA IMs corresponding to previously reported data by Lehman and Welch (2020a, 2022a). Overall, a hybrid push-in and pull-out model appears to be the predominant SLA IM in use in international schools in East Asia.

**Table 6.** Comparison of Implemented SLA IMs in Percentages\*

SLA IM	Current N=85	2021** N=274	2018*** N=543
Push-in and Pull-out	47	56.6	44.2
Pull-out	32.9	25.9	16.9
Push-in	10.6	20.8	13.6
Intensive English	12.9	14.6	9.6
Mainstream no support	3.5	16.4	13.4
After-school, before-school, or weekend	3.5	9.1	2.2

\*Some schools implemented more than one SLA IM

\*\* (Lehman & Welch, 2022a)

\*\*\* (Lehman & Welch, 2020a)

Two statements concerning SLA revealed in the data need to be addressed. One policy stated, "Children in the Early Years will not be considered for EAL classes, as language development is at an early stage for all children at this age." A number of classroom teachers and EAL/ESL teachers in international schools do not think that early language learning intervention is needed (Lehman, 2022), and the researcher has seen this being the case working with international school administrators as an ESL specialist teacher and EAL Coordinator in international schools in East Asia. According to Dickinson, McCabe, and Essex (2006), early language and literacy development heavily influence reading development in later years. While classroom teachers can fulfill language and literacy development, teachers may need guidance and training in best practices for language and literacy development in the early years.

Another policy stated, "In most cases, pupils receive EAL support for no longer than a year, although there maybe exceptions to this according to the pupil's age and level of English when they enter the school." If a school only offers support for a specific duration of time, the school has the responsibility to ensure the students it admits will acquire the linguistic skills needed to access the curriculum within that period. One year may seem like a substantial amount of time, and many parents and teachers assume that students develop grade-level academic ability in a second language within a short amount of time (Lehman, 2020, 2022). However, research by Thomas and Collier (2002) has shown that it can take 5 to 10 years for second language learners to develop academic ability in their second language.



Some language policies and statements stated that various strategies were used in the classroom, especially when working with language learners, including differentiation, sheltered instruction, translanguaging, and co-teaching. EAL/ESL teachers with teaching credentials specific to language acquisition often have knowledge and experience with most of these strategies. However, many mainstream classroom teachers often have little to no training in using these strategies in the classroom when working with language learners. Therefore, schools are responsible for providing teachers with training in these strategies if they are expected to be implemented correctly and effectively in the classroom.

### **Interaction between Classroom Teachers and ESL/EAL Teachers**

Although 54 of the 212 schools used interactive language in their language policy or statement to describe the relationship between classroom teachers and EAL/ESL teachers, only two schools gave detailed information about the interaction. *Collaboration*, *liaise*, *work together*, and *co-teach* were words or phrases seen in about one-quarter of the policies and statements, yet very little information was given concerning planning time for teachers. Schools should carefully consider the language used to define teachers' roles during push-in instruction. Statements such as an EAL/ESL teacher "will support class teachers" can position the EAL/ESL teacher in a subordinate position to the classroom teacher.

With the hybrid push-in and pull-out model being the most implemented SLA IM (Lehman & Welch, 2020a, 2022a) and being preferred by many school staff (Lehman, 2022; Pearson, 2015; Spencer, 2021), the need for collaborative planning time is critical for its efficient implementation. Lack of collaborative planning time has been named as a hindrance to the push-in SLA IM (Blease, 2023; Demo et al., 2021; Lehman & Welch, 2022b; Russell, 2019; Spencer, 2021; Vintan & Gallagher, 2019). Further, without collaborative planning time and administrator-provided support structures, such as professional development, examples of model co-teachers, mentors, and systems of accountability (Russell, 2019), the implementation of an SLA IM using push-in may not be efficient and could result in confusion (Lehman & Welch, 2022b; Pearson, 2015; Vintan & Gallagher, 2019), power disposition (Billak, 2015; Lehman & Welch, 2022b; Pearson, 2015), and inefficient instructional delivery. All these issues can harm students' academic and social well-being and lifelong learning.

### **Assessment of Language**

Less than half of the policies or statements mentioned the assessment of language. However, about ten percent of the policies referred to an assessment policy, which shows policing linkage. Although 97 schools mentioned assessing language, only a small percentage specified how language was assessed. Instead, schools often used vague language concerning the assessment of language, such as "on-going moderated language assessment," and "the school uses effective and valid assessment tools on a regular basis." While some school leaders may argue that the assessment of students is fluid or a work in progress, language assessment enables students, parents, teachers, and administrators to see and understand patterns in student language acquisition. Student language assessment data should be used to monitor the effectiveness of the SLA IMs implemented, the potential need for staff professional development, and the exiting of students from the classification of needing language learning support.

Only 23 schools provided information about how EAL/ESL students are exited from being classified as students receiving EAL/ESL support. Various schools mentioned different assessments and methods of assessment. These assessments ranged from informal to standardized to review panel. Regardless of the assessment method, transparency should be prioritized. Transparent information on how students may exit being classified as needing EAL/ESL support is especially important when a school charges extra fees in addition to tuition for EAL/ESL support or instruction (Carder, 2007; Kim, 2022; Lehman, 2020, 2022; Lehman & Welch, 2022b).

### **Professional Development**

Many of the schools asserted that all the teachers were language teachers. This idea has become a catchphrase in the international school market. However, language-specific professional development is often needed to help non-language teachers understand the significance of such an assertion. The data revealed that about a third of the policies and statements mentioned professional development. In alignment with the data reported by Lehman and Welch (2022c), many English-medium international schools do not provide teaching staff with professional development for working with English language learners. Of the schools mentioning professional development, very few honed in on professional development specific to language teaching. Once again, schools used vague language, such as "all staff are provided with continuing professional development ...," or "teachers take part in workshops on and off campus." These statements are generic and do not offer the school community any definitive information. As Gallagher (2008) asserted, the successful implementation of language instruction is dependent upon the school administration. Further, it is the responsibility of the school administration to ensure that the staff is knowledgeable of the contents of a language policy or statement and follows the policy (Lehman & Welch, 2020b, 2022c). Without professional development for teachers that is specific to teaching language, students' social and academic well-being and lifelong learning could be at risk.

Because school administrators' knowledge of SLA IMs and language acquisition can be minimal (Padron & Waxman, 2016), schools are encouraged to use resources to provide language-specific development that may already be a part of the school community. For example, some schools reported in their language policy or statement that the EAL/ESL coordinator or department conducted professional development sessions or provided guidance to other members of the teaching staff. Additionally, some schools reported the school library as a location to find resources for helping staff develop knowledge in working with English language learners.

### **Limitations**

One limitation of the study is the use of school websites to acquire data. Not all schools post their language policy or a statement on their website. While the study by Lehman (2023) included a sizeable number of subjects, there were English-medium international schools that may not have been represented in the data set. Further, not all school language policies or statements mention the four areas of the current study: second language acquisition instructional model used, the interaction between classroom teachers and EAL/ESL teachers, student language assessment, and language-specific professional development for school staff. Although a policy or a statement may not have mentioned one or all of the above areas, the area or areas could have been linked in the policy as discussed earlier and shown within the data.

## **Conclusion**

Many schools state intentions within their language policy or statements. However, intentions are not the same as implementation. Stating how intentions align with standards for authorization or accreditation shows some level of thought; however, it does not guarantee successful implementation, and that the authorization or accreditation entity has even ensured the successful implementation of the contents of the language policy or statement (Lehman, 2020, 2023; Lehman & Welch, 2020b). Considering that the researcher was only able to find 161 unique language policies and 51 unique language statements from examining 1633 international school websites in 2020 and 1892 in 2023 (Lehman, 2023), a rather bleak picture of the transparency of how language is taught, learned, and assessed in English-medium international schools in East Asia begins to unfold. The findings of the current study revealed that, of 212 policies and statements, only 85 mentioned the SLA IMs, 54 used interactive language, two gave specific information about classroom teacher and EAL/ESL teacher interaction, 97 mentioned the assessment of language, and 72 mentioned PD. The results of the present study show that many English-medium international schools in East Asia do not provide transparency in how language is taught, learned, and assessed within the school. Further, the findings may show that many English-medium international schools and associated entities are failing the people they are supposedly striving to serve for a significant cost. In a worst-case scenario, the overall findings suggest that the academic and social well-being and future learning of many students attending English-medium international schools in East Asia may be at risk.

The researcher encourages further research into the implementation of SLA IMs, classroom teacher and EAL/ESL teacher interaction, appropriateness and effectiveness of student language assessment, and the provision of language-specific professional development in international schools. Additionally, the researcher suggests further research into the transparency of policy contents in international schools. Lastly, the researcher encourages future research into the auditing practices of entities that offer authorization and accreditation to international schools and the assurance that policy contents are more than just wishful statements of intentions.

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## **Employment of People with Disabilities**

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### **Abstract**

Employment is one of the key elements for social inclusion and economic privacy of people with disabilities in working age. This paper aims to analyze the employment situation of people with disabilities in Albania mainly in Durres city. It sheds light on the difficulties and obstacles they encounter in realizing the right to employment. This study provides a general overview of the relationships between disability and employment, focusing mainly on the employment policies of people with disabilities. It analyzes the right of employment of people with disabilities in the international and national standards and legislation. The employment situation of persons with disabilities in our country has been analyzed and it has been argued that until now the Employment Promotion Law has not been fully implemented and social policies are not oriented towards employment, to support independent living, but oriented towards increasing disability payments. Several recommendations have been made to improve and harmonize legislation policies to promote the employment of people with disabilities. Ensuring employment rights for people with disabilities should be an important target for our country after improving policies and employment situations to bring benefits to society as a whole. The right to employment of people with disabilities should be ensured on equal terms for people with disabilities as well as for other citizens so that this category can enjoy life in all aspects.

This report aims to assess the realization of the right to employment for persons with disabilities in our country. The assessment aims to provide information on the number and status of the different categories of people with disabilities, and their access to employment and to shed light on the difficulties and obstacles they face.

**Keywords:** Disability, Economic, Employment, Discrimination

## **Introduction**

The new models of disability redefine individuals with special needs as members of society with full rights who have the opportunity to make valuable contributions to themselves, their families, and the communities they live in. This revised approach is often called the 'social model' of disability. It views disability as an interaction between the person with impairments and the social environment through discriminatory and isolating barriers that hinder full participation in social life (Goering, 2015). The social model of disability emphasizes that individuals with special needs are not prevented from developing their potential due to impairment but as a result of legal discriminatory barriers, prejudices, attitudes, architectural, communicative, and other types of barriers. The focus is primarily on identifying, uncovering, and examining the limitations encountered by individuals with disabilities in the physical and social environment in which they live (Chapireau & Colvez, 1998). People with special needs have attempted to combat traditional perceptions of individuals with special needs as objects of pity or as sick people in need of treatment. This model is commonly referred to as the individual model of disability. (Olkin, 2002).

The expectation of persons with disabilities is nothing more than raising awareness of their existence and the necessity of solving their problems. Promoting the rights of these individuals and ensuring conditions for the full enjoyment of their rights is not a privilege, but simply implies their active inclusion as citizens in society, who have equal rights like everyone else, to live, create families, and raise their children, the right to education and work, participation in social life (Convention on the Rights of Persons with Disabilities, 2006). Achieving these rights requires creating a barrier-free living environment, but also encouraging these individuals to live independently by contributing to society in all aspects (FSHDP, 2008).

What is disability? Disability is defined as a condition or function that is judged to be significantly impaired compared to the normal standard of an individual or group (WHO, 2002). The term is used to refer to individual functioning, including physical impairment, sensory impairment, and cognitive impairment.

Disability is conceptualized as a multidimensional experience for the individual involved. It can have effects on organs or parts of the body and can also have effects on a person's



participation in life areas. Specifically, the three dimensions of disability are recognized in the ICF: body structure and function (and their impairment), activity (and limitations in activity), and participation (and limitations in participation). The classification also acknowledges the role of environmental and social factors in influencing the outcomes of disability (Chapireau & Colvez, 1998).

The right to work is a fundamental right. It is essential for realizing other human rights and is integral to human dignity (UNICEF, 2012). Every individual has the right to be able to work, allowing them to live with dignity. The right to work contributes simultaneously to the survival of the individual and their family, and as long as the work is freely chosen or accepted, to their development and recognition within the community. According to the Convention on the Rights of Persons with Disabilities, individuals with disabilities have the right to work equally with others. This includes the right to the opportunity to earn a living from freely chosen or accepted work in an open, inclusive, and accessible work environment for persons with disabilities (Coomara, 2019).

Persons with disabilities face discrimination and barriers that limit their ability to participate in society on equal terms with others. They are denied their rights to be included in the general education system, be employed, live independently in the community, move freely, vote, participate in sports and cultural activities, enjoy social protection, choose medical treatment, and freely enter into legal commitments such as buying and selling property (Goering, 2015). A disproportionate number of persons with disabilities live in developing countries, often marginalized and in extreme poverty (Ombudsman, 2006). The protection guaranteed in other human rights treaties and based on the Universal Declaration of Human Rights must apply to all. Persons with disabilities have remained largely "invisible", often helpless in the debate on rights to enjoy the full range of human rights (UNICEF, 2012).

Non-discrimination against persons with disabilities remains an issue that requires special attention. There is a legal framework that sanctions this right, but its implementation and raising awareness among all relevant parties about the rights of this community are essential (FSHDP, 2008). The Constitution and laws prohibit discrimination against persons with physical, sensory, intellectual, and mental disabilities in employment, education, health, and other state services (National Strategy for Persons with Disabilities, 2005) .

The object of this research is that through desk-top analysis of national legislation, the implementation of research on the quality of life of people with intellectual disabilities and

combined skills, the realization of semi-structured interviews and focus groups, and the design of case studies, to define the current situation, first of all, the barriers that these individuals face when accessing information and services for people with intellectual disabilities and combined abilities, in the three relevant sectors: education, social protection, and health (Dema et al., 2022). The purpose of the research and analysis is the advancement of persons with intellectual disabilities and combined abilities, through the provision of concrete recommendations for the advancement of access to information and services in these sectors: employment, education.

### **Literature Review**

Limited ability refers to a broad term covering impairments, activity limitations, and participation restrictions. An impairment constitutes a problem in body function or structure; activity limitation represents the difficulty encountered by a particular individual in performing a task or action; participation restriction is the problem experienced by an individual related to their engagement in life situations (World Health Organization). Thus, limited ability is not simply a health issue. It constitutes a complex phenomenon that reflects the interaction between the characteristics of an individual's body with the characteristics of the society in which they live. Overcoming these difficulties by people with limited abilities requires the removal of environmental and social barriers (Goering, 2015).

The category of people with disabilities includes those who have long-term physical, mental, intellectual, or sensory impairments, which, in interaction with various barriers, may hinder their full and effective participation in society on an equal basis with others (Convention on the Rights of Persons with Disabilities, 2006). Also, in the UN assessment, it is emphasized that: A person with a disability may be considered as an individual with a disability in one society or environment and not in another, depending on the role that this individual is envisaged to take in this or that community where they live (UN, 2006).

In our country, Albania, persons with disabilities have been identified with various terms such as invalids, incapacitated, handicapped, para-tetraplegic, individuals with mental retardation, blind, etc. Following the terminology of the United Nations and the concepts of Equal Opportunities for Persons with Disabilities and in line with the international categorization of the WHO, the term 'handicapped person' has been replaced with the term 'person with limited abilities'. (Chapireau & Colvez, 1998).

According to the National Strategy for Persons with Disabilities 2005, now and onwards "Persons with Limited Abilities" are those individuals whose physical functions, mental capacity, or psychological state tend to deviate for more than six months from the typical condition for their respective age, resulting in limitations to their participation in social life. A person with limited abilities (PLA) is an individual whose ability is restricted as a result of physical, sensory, intellectual, psycho/motor impairments, congenital or acquired during life from accidents, temporary or permanent illnesses, which are not related to employment causes. Referring to the strategy, statistical data and knowledge about the situation of persons with disabilities are scarce. Currently, they are reduced to the number of persons with disabilities, the main types of disabilities, which are assessed and determined by special commissions of specialists, the payments given by the state budget, as well as some supportive services provided in residential centers and the community. Currently, there is no data on the gender structure of persons with disabilities, for disabilities after retirement age (National Strategy for Persons with Disabilities, 2005) .

### **Types of Limited Abilities**

Limited ability can be classified as follows:

- Limited physical ability: Any impairment that restricts the physical functioning of limbs, or motor skills, is considered a physical disability. Other physical disabilities relate to impairments that limit other aspects of daily life. (World Health Organization)
- Limited sensory ability relates to the impairment of a sense. This includes impairments of vision, hearing, taste or smell, somatosensory impairments (related to touch, cold, heat, or pain), or balance disorders. (World Health Organization).
- Limited intellectual ability includes cognitive delay, learning disorders, as well as brain impairments, or neurodegenerative diseases such as dementia. The term "limited intellectual ability" has begun to be preferred as it is considered less prejudiced than the term "mental retardation" (World Health Organization).
- Limited emotional and mental health ability includes mental and emotional disorders. (World Health Organization)
- Limited developmental ability: This limited ability results from growth and developmental problems. Although the term is often used as a synonym for limited

intellectual ability, it also encompasses many congenital medical conditions that do not have intellectual or mental components, such as spina bifida. (World Health Organization)

A long list of definitions could be mentioned without any difficulty, but the greatest challenge lies in supporting these individuals through health, social, and educational services (Bond & Hebron, 2016). When we talk about a child with limited abilities, we imply that despite their wealth of personality traits, there is a difference from others, an additional difficulty that affects their life, and their relationships with the surrounding world, but this does not represent their entire being.

In recent years, there has been a revolutionary shift in global approach, to bridge the gap of protection and ensure that persons with disabilities enjoy the same standards of equality, rights, and dignity as everyone else. The Convention on the Rights of Persons with Disabilities, adopted in 2006 and entered into force in 2008, signaled a "paradigm shift" from traditional charity-based approaches, medically oriented towards disability, to one based on human rights. Former UN High Commissioner for Human Rights, Louise Arbor, said: "Celebrating diversity and empowering individuals are core messages for human rights. This Convention embodies and conveys these messages by envisaging a fully active role in society for persons with disabilities" (UN, 2006).

The right to work is a fundamental right. It is essential for the realization of other human rights and forms an integral part of human dignity. Every individual has the right to be able to work, allowing them to live with dignity. The right to work contributes simultaneously to the survival of the individual and their family, and as long as the work is freely chosen or accepted, to their development and recognition within the community. According to the Convention on the Rights of Persons with Disabilities, persons with disabilities have the right to work equally with others. This includes the right to the opportunity to earn a living from freely chosen or accepted work in a labor market and a work environment that is open, inclusive, and accessible to persons with disabilities (UN, 2006).

Although in recent years the legal framework and society's sensitivity towards persons with disabilities have improved, this category is still in a more inferior position compared to the rest of society. Direct and indirect discrimination against persons with disabilities exists in all aspects of social and private life and it is more pronounced in employment, education, access to buildings and services, as well as in independent living. The position of persons with disabilities can be better observed considering the high level of unemployment, low level of education, poverty, low

representation in political life, risk of institutionalization, and lack of adaptation for this category, which mainly brings difficulties in accessing services and buildings (UN, 2006).

Laws and regulations in the field of employment should not discriminate against persons with disabilities and should not create barriers to their employment. States should actively support the integration of persons with disabilities into open employment. This active support should be achieved through several measures, such as professional training, quota schemes with motivational incentives, employment through appointment, credits or grants for small businesses, exclusive contracts or priority production rights, tax exemptions, contracts, or various technical or financial assistance with enterprises employing workers with disabilities. States should also encourage employers to make necessary changes to ensure the appropriate space for persons with disabilities (National Strategy for Persons with Disabilities, 2005) .

### **Comprehensive Employment**

- Providing supportive services for persons with disabilities before and after they find employment.

- Integration of persons with disabilities into the labor market requires a series of interventions, such as providing assistive devices, access to occupational rehabilitation services, workplace counseling, support from colleagues, and referral to employers (Local Health System Sustainability Project, 2019; UN, 2006)

- Provision of supportive services to combat discrimination in the workplace (UN, 2006).

- Challenging negative perceptions of employers towards persons with disabilities (FSHDP, 2008; European Movement Albania).

Based on the Study Report "Employment of Persons with Disabilities in Albania," in Albania, there is a very low number of employed persons with disabilities. Reasons for the lack of employment can include the concerning fact that persons with disabilities are not willing to work and prefer disability benefits over earned income. Those who want to work may fear losing their disability benefits upon finding a job. Primarily, obstacles to employment include prejudices from employers and recruiting staff, as well as difficulties faced by persons with disabilities when they are employed, such as the lack of adapted resources and environments that would enable their access and adaptation to the workplace. Generally, employers have adapted the workplace in terms of infrastructure, and a small portion of them have provided appropriate transportation.

### **Methodology**

The purpose of this study is related to assessing the implementation of the right to employment for people with disabilities in our country. The assessment aims to provide information on the number and status of different categories of people with disabilities, and their access to employment, and shed light on the difficulties and barriers they face.

The study was conducted with 78 individuals in the city of Durres at the Center for Disabled People. This type of sample is a simple random sample where the individuals surveyed had an equal chance of being part of the sample. How large this sample should be in order to reduce the margin of error and make the results as objective and representative as possible is a difficult question to answer. It would be even more fruitful if other institutions were involved, but in their absence, I believe that this data will serve the study well. And I hope that the individuals who have responded to my questions have been the right ones.

The questionnaire consisted of 10 questions:

A) The first part consisted of basic information such as gender and age.

B) The second part addressed whether they encountered difficulties in finding employment, and if so, the type of problem and potential solutions.

Closed-ended questions were chosen because they make administering and analyzing responses easier. Additionally, they are even more efficient because an individual can answer more closed-ended questions in a given time than open-ended ones.

One of the major issues in studies including questionnaires is the possibility of a high non-response rate and the validity of surveys containing questionnaires. Moreover, the number of respondents should be as large as possible to reduce the percentage of errors. Additionally, one problem was that some people with disabilities were unwilling to participate in the survey, which reduced the number to 78, but the participants responded to each question meticulously and freely expressed their opinions.

### **Analyses and Results**

To carry out the study more reliably, we participated in the main KEMP in Durres while individuals with disabilities were getting ready for the commission. we distributed the questionnaire, mainly targeting individuals aged between 25 and 45. According to the questionnaire data, a total of 78 questionnaires were distributed at the KEMP institution in Durres. The data from

each questionnaire were inputted and processed in Microsoft Excel. Based on the first section of personal information, we observed that:

The employment situation of people with disabilities in our country has been analyzed, and it has been argued that so far, the employment promotion law has not found full implementation, and social policies are not oriented towards employment to support independent living, but rather focused on increasing disability benefits. A series of recommendations have been provided to improve and harmonize legislative policies, aiming to promote the employment of people with disabilities. Ensuring the right to employment for people with disabilities should be a significant objective for our country, as improving policies and the employment situation will bring benefits to society as a whole.

People with disabilities face discrimination and barriers that limit their participation in society on equal terms with others. They are denied their rights to inclusion in the general education system, employment, living independently in the community, moving freely, voting, participating in sports and cultural activities, enjoying social protection, choosing medical treatment, and freely engaging in legal commitments such as buying and selling property.

Some responses to the questionnaire are calculated in the following graphs regarding people with disabilities and their full rights engagement in society.

Figure 1:

The following chart presents 3 questions from the questionnaire translated into percentages:

1) The first question asked whether their disability restricted them from participating in various activities. Respondents to the survey answered 78% yes, and 22% no.

2) Whereas for the second question, whether they have had social or institutional protection from the competent authorities, respondents answered as follows: 26% yes, and 74% no.

3) For the third question, whether they have ever been denied rights due to their issue, respondents answered 69% yes, and 31% no.

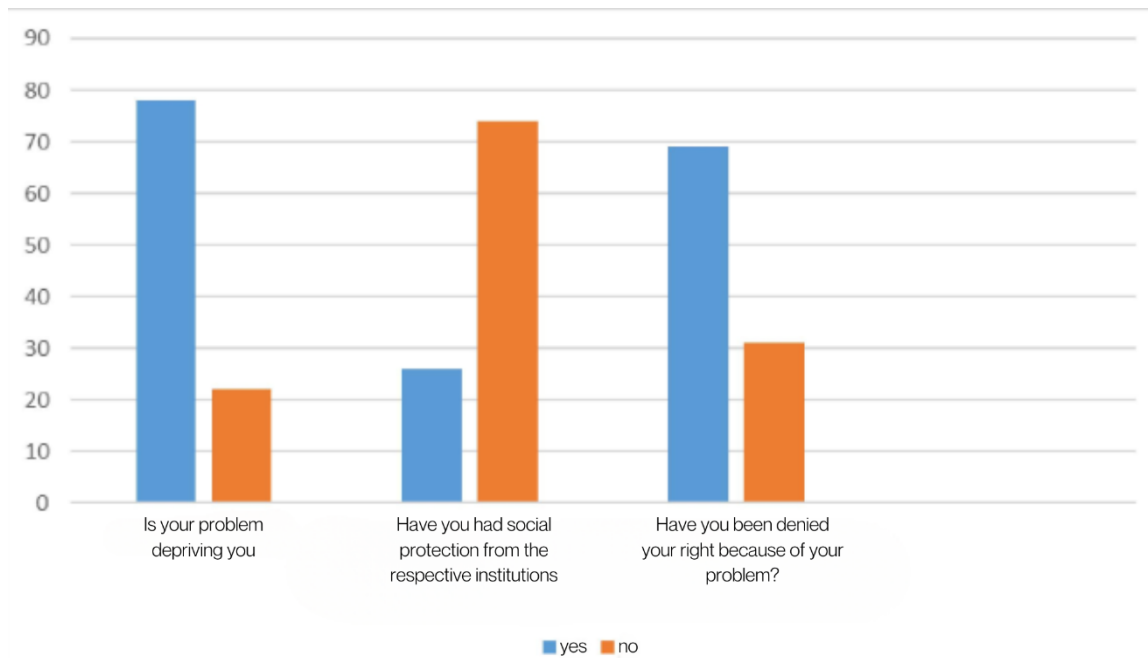


Figure: 2

However, contrary to what one might expect, the respondents regarding questions related to the outcomes they might achieve are quite optimistic about their expectations.

1) In the first question, respondents answered with a very high percentage regarding whether they would achieve results in their work, with 88% saying yes and 12% no.

2) While in the second question, regarding whether they feel differently and less willing to work due to their issue, respondents answered 11% no and 89% yes.

3) The third question about whether salary and financial rewards motivate people with disabilities to work received almost half of the responses as no, with 42% answering no and 58% saying yes.



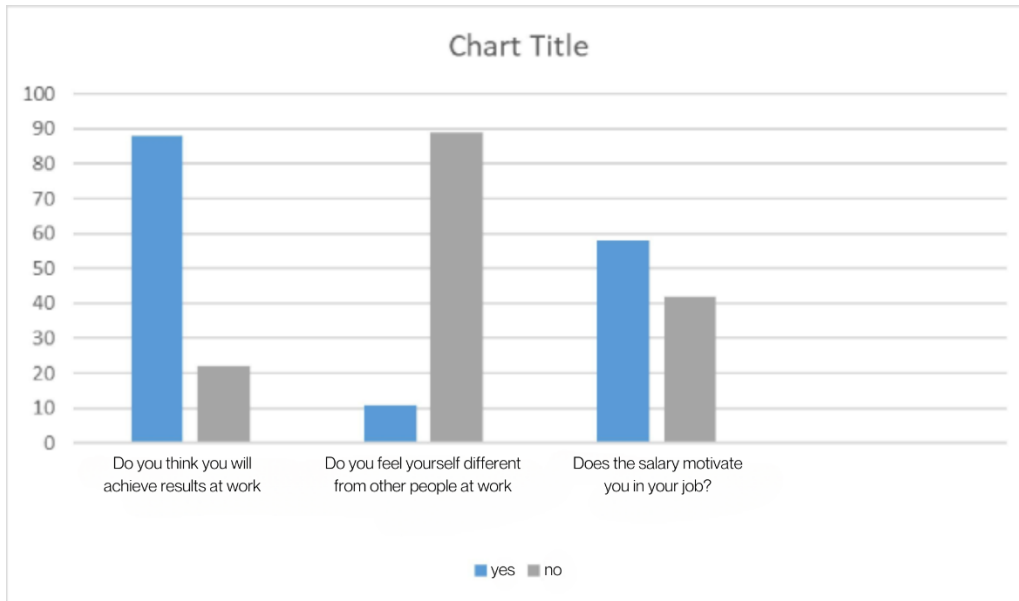


Figure 3:

The respondents who answered questions about where they find satisfaction in showcasing themselves and their abilities responded that 58% find it in the workplace and 42% in the family environment.

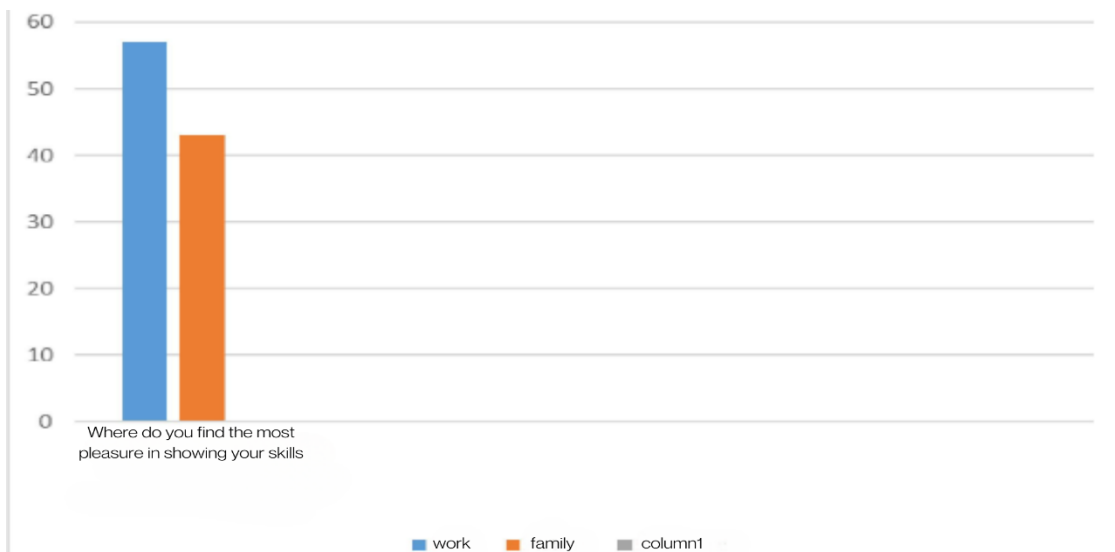
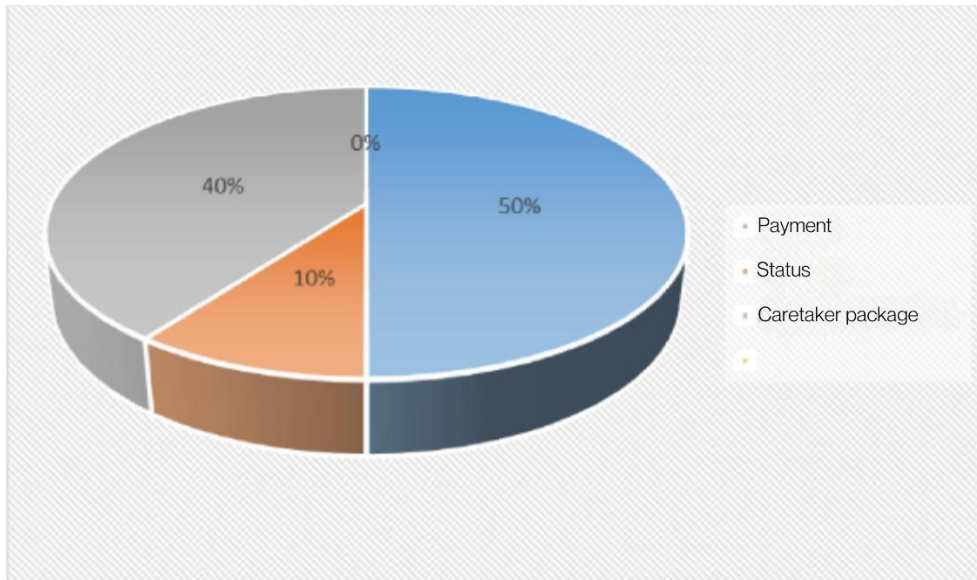


Figure 4:

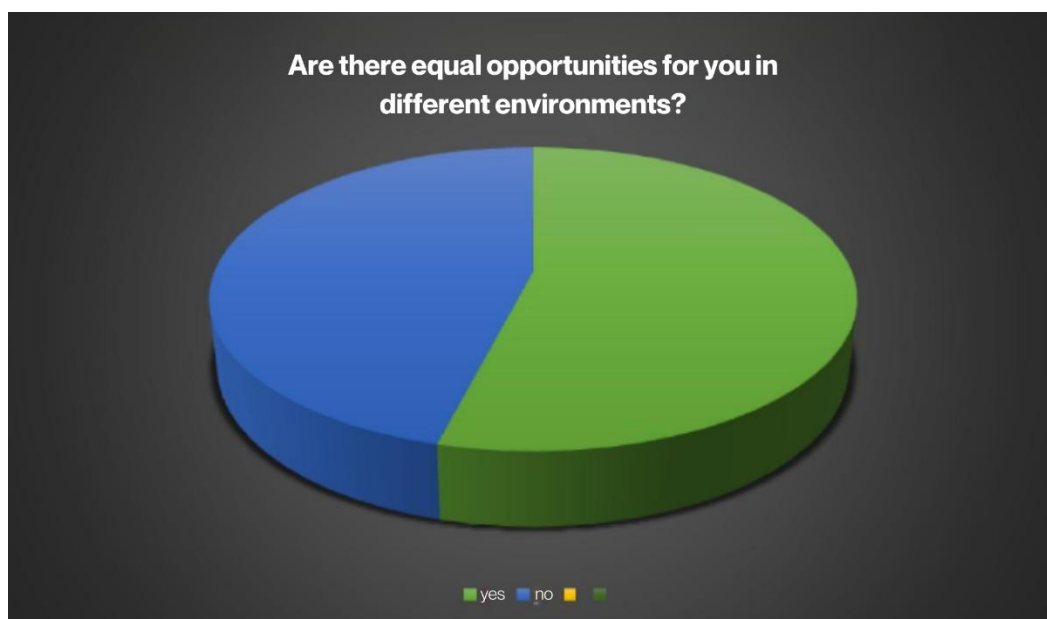
What would you change in the law for Persons with Disabilities (PWD)?



Based on the results of their responses, 50% of the surveyed individuals want to change their payment, 40% the care package, and only 10% their status.

Figure 5:

People with disabilities were asked whether there are equal opportunities for them in the environments they frequent, such as hospitals, workplaces, etc. They responded almost evenly, with 54% saying yes and 46% saying no. This indicates that they are divided in their perception of the discrimination, prejudice, etc., they face.



## **Discussion and Conclusion**

The issue addressed throughout the entire study, "Employment of Persons with Disabilities," is a highly discussed and delicate matter that requires careful handling by the relevant authorities (Coomara, 2019). Much progress has been made, and many laws have been amended and enacted to protect and promote the rights of individuals with disabilities, just like any other citizen (Convention on the Rights of Persons with Disabilities, 2006).

As we know, employment is a key factor that influences the well-being of every individual, especially those with special abilities. While some individuals with disabilities have been successfully employed and fully integrated into society, forming a significant group, persons with disabilities often face disproportionate poverty. They continue to be discriminated against and marginalized by society in many cases (Chapireau & Colvez, 1998).

Although their issues have been addressed in several national documents for a long time, their situation continues to remain difficult (FSHDP, 2008). However, in a world where human rights play a crucial role in the development and implementation of policies and legislation, the situation of persons with disabilities has taken a new direction, with positive developments in their favor (UNICEF, 2012). What is considered most essential in this aspect is the shift in approach towards the concept of disability. Moving from a model of pity and charity and treating disability as solely a medical issue, there has been a transition to a model of human rights, where persons with disabilities are not objects of laws but subjects with full rights in society (Goering, 2015).

Based on the Study Report "Employment of Persons with Disabilities in Albania," there is a very low number of employed persons with disabilities in Albania. One reason for the lack of employment can be attributed to the concerning fact that persons with disabilities are unwilling to work and prefer disability benefits instead of those earned through employment. Moreover, those who want to work fear that they might lose their disability benefits upon finding a job (FSHDP, 2008). Mainly, among the barriers to employment are listed prejudices from employers as well as from recruiting staff, and the difficulties persons with disabilities encounter when they are employed.

This study was conducted in order to investigate the rights of persons with disabilities to participate in employment on an equal basis with others and to enjoy full rights in society by eliminating discrimination. Guaranteeing the right to employment for persons with disabilities should be an important objective for our country as improving employment policies and

situations will bring benefits to the entire society (Okoro et al., 2018). The implementation of the right to live independently and to be included in the community would require, among other elements: establishing equal recognition before the law for all persons with disabilities and ensuring supported decision-making, when necessary, to ensure that all individuals have choices and control over their lives on an equal basis with others (Coomara, 2019). Providing the right to employment for persons with disabilities should be an important objective for our country as improving employment policies and situations will bring benefits to the entire society (National Strategy for Persons with Disabilities, 2007). The implementation of the right to live independently and to be included in the community would require, among other elements: establishing equal recognition before the law for all persons with disabilities and ensuring supported decision-making, when necessary, to ensure that all individuals have choices and control over their lives on an equal basis with others

The research and analysis aim to advance individuals with intellectual and combined disabilities by providing specific recommendations for improving access to information and services in three sectors: employment, education, social protection, and healthcare (LHSS, 2019). The right to work is a fundamental right. It is essential for the realization of other human rights and forms an inseparable part of human dignity. Every individual has the right to be able to work, allowing them to live with dignity (Super, 2010). The right to work contributes simultaneously to the individual's and their family's survival, and as long as the job is chosen or accepted freely, it contributes to their development and recognition within the community (UNICEF, 2012).

The aim should be for persons with disabilities to gain employment in the open labor market. For persons with disabilities who cannot meet their needs in the open labor market, alternatives may include small units tailored to them or supported employment. The quality of these programs must be evaluated in terms of their importance and suitability to provide persons with disabilities with the opportunity to be employed in the labor market (FSHDP, 2008).

The lack of adapted facilities and environments, which would enable access and adaptation to the workplace according to the suitability of the job site, were also listed as challenges (General Assembly, 1975). Generally, it is observed that employers have adapted the workplace from a structural perspective, and a small portion of them have provided adapted transportation (FSHDP, 2008).

However, if certain conditions were offered, such as a modified schedule, which is among the most frequent needs, and safe transportation for these individuals, their inclusion in the workforce would be a solution for society and the economy (Coomara, 2019). Their inclusion could enable employers to utilize this pool of talented candidates and help people perform their jobs better, as this tactic can inspire loyalty and teamwork (Super, 2010)

The right to work concerns the attachment that should be provided equally to everyone to work. Employment is closely linked to economic and social stability, but in no way is it limited. Therefore, it should be emphasized that besides well-being, work guarantees much more: it ensures the fulfillment of an individual, the principle of self-determination that they should have, and characteristics directly related to human dignity (Coomara, 2019).

#### Recommendations

1) The focus primarily lies on the identification, discovery, and examination of the limitations encountered by individuals with disabilities in the physical and social environment in which they live (UNICEF, 2012). People with special needs have endeavored to combat traditional perceptions of individuals with disabilities as objects of pity or as sick people in need of a cure. This model is commonly referred to as the individual model of the issue of disability (Goering, 2015). .

2) A long list of definitions could be mentioned without any difficulty, but the greatest challenge lies in supporting these individuals through health, social, and educational services (Bond & Hebron, 2016).

3) Establishing equal recognition before the law for all persons with disabilities and ensuring supported decision-making, when necessary, to ensure that all individuals have choices and control over their lives on an equal basis with others (Coomara, 2019).

4) The right to work is a fundamental right. It is essential for the realization of other human rights and forms an integral part of human dignity. Every individual has the right to be able to work, allowing them to live with dignity. The right to work contributes simultaneously to the survival of the individual and their family, and as long as the work is chosen or accepted freely, it contributes to their development and recognition within the community (Super, 2010).

5) By enabling people with disabilities to have effective access to general technical and vocational guidance programs, services, and ongoing professional training (FSHDP, 2008).

6) Promoting employment opportunities and career advancement for people with disabilities in the open labor market, both in the public and private sectors (Okoro et al., 2018).

7) Ensuring that reasonable accommodation is provided for people with disabilities in the workplace (Goering, 2015).

8) Recruitment, employment, and hiring conditions, job retention, career advancement, and safe and healthy working conditions (Convention on the Rights of Persons with Disabilities, 2006).

9) Protecting the rights of people with disabilities, on equal terms with others, in fair and favorable working conditions, including equal opportunities and equal remuneration for work of equal value, safe and healthy working conditions, including protection from harassment and grievances (UNICEF, 2012).

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## **Anthropocentric Model of Communication from The Perspective of Social Robotics**

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### **Abstract**

The term "algorithmic turn" has already taken root in scientific discourse (Uricchio, 2011). Numerous researchers write about the formation of "algorithmic identity" (Cheney-Lippold, 2011), "algorithmic life" (Amoore, Piotukh, 2016). Attempts are being made to define, "sociology of algorithms" (Szpunar, 2019). We are also witnessing the formation of a new humanoid model of communication, which is an environment for the expansion of non-human entities. Research questions: 1. what implications does the humanoid model of communication, based on artificial intelligence technology, have? 2. what changes does it imply in the perception of the role and function of humans in the age of algorithms and AI? The purpose of the paper is to demonstrate, through an analysis of the literature on the subject, that the humanoid model of communication can be the source of human deanthropocentrism. Anthropocentrism places the human individual at the center of research interests. It recognizes the primacy of humans and what is human over other non-human entities (such as humanoid robots). Following Ewa Bińczyk, we will consider four dimensions of anthropocentrism: 1. cognitive, 2. ontological, 3. methodological, and 4. axiological. Research hypotheses: H1: The application of AI technologies in communication implies changes in all four types of anthropocentrism (cognitive, ontological, methodological, axiological) distinguished by Ewa Binczyk, shaping human deanthropocentrism. H2: The design of social AI leads to the perception of humanoids in terms that go beyond treating them objectively. This perspective implies a change in the role of humans in the communication model. Research methods: analysis and synthesis Conclusions: The conclusions of the analysis allow confirmation of the research hypotheses. The design of social AI leads to the perception of humanoids in terms

that go beyond treating them objectively. This perspective implies a change in the role of humans in the communication model.

**Keywords:** Social Robotics, Artificial Intelligence

### **Introduction**

The term "algorithmic turn" (Uricchio, 2011) has been a prominent topic in scholarly discourse for some time. Numerous scholars have written about the formation of an "algorithmic identity" (Cheney-Lippold, 2011), an "algorithmic ideology" (Mager, 2012), an "algorithmic life" (Amoore, Piotukh, 2016), the "power of algorithms" (Kreft, 2018) and even the "culture of algorithms" (Szpunar, 2019). In addition, there have been attempts to define a "sociology of algorithms" alongside the sociology of people (Szpunar, 2019). As stated by Jan Kreft (2018), we are currently living in the "age of the algorithm", which can be defined as an environment shaped by the impact of decisions made by algorithms. The question thus arises as to whether this is merely a decision?. The question posed in this way implies a theoretical reflection on the social consequences of the entanglement of artificial intelligence (AI) technologies in the causal nature of human action. Furthermore, it is important to note that the dynamic progress in the field of AI technology and robotics is currently leading to a situation in which we are witnessing the formation of a new, hybrid and also humanoid model of communication. This is happening through the expansion of non-human entities into different areas of human activity. This model represents a new quality of reflection on society, in which the question of the primacy of humans and their world of values is being revived.

In this context, we would like to pose the following research questions:

- What are the implications of the hybrid and humanoid model of communication in education?
- What changes does this imply in the perception of the role and function of the human (teacher/student) in education from a social robotics perspective?

The aim of this paper is to demonstrate - through an analysis of the literature - that the hybrid and humanoid model of communication can be a source of human (teacher and students) deanthropocentrism. In this context, we pose two research hypotheses. The use of AI technologies in education in a communication context implies changes in all four types of anthropocentrism (cognitive, ontological, methodological, axiological) distinguished by Ewa Bińczyk (2018), shaping human deanthropocentrism. The second hypothesis concerns the social design of AI, which, when used in educational processes, can result in humanoid AI entities being viewed in

terms that extend beyond their object treatment. This perspective implies a change in the role of the human in the communication and teaching model, in line with the assumptions of social robotics.

The terminological basis for the analyses conducted is social robotics (Guang-Zhong, Paolo, Danica 2012; see also Sarowski Ł., Gruchola M. (2023)). The focus of this research is on the attempt to capture the dynamic nature of social interactions in which humanoid robots are to play an important role. Social robotics is becoming an area of empirical research with the objective of determining the most optimal applications of robots in care (robot assistants) and therapy that (1) engage in social interactions with humans and (2) support humans in a variety of ways (Scassellati, Admoni, Matarić, 2012). A social robots, both autonomous and semi-autonomous, interact and communicate with humans on different levels: tactile-kinesthetic, sensory and verbal. It adheres to linguistic and social norms, uses natural communication signals (e.g. gazes, gestures) and takes actions to develop learning skills, as well as modelling motor, emotional, social and cognitive behaviour in humans (Coeckelbergh, Pop, Simut, Peca, Pintea, & David, 2016).

The field of social robotics draws upon a range of disciplines, including artificial intelligence, machine learning, medical science, psychology, and social science. Kate Darling (2012) defines social robots as „materially incarnated, autonomous actant that communicates and interacts with humans on an emotional level”. An essential distinguishing feature of social robots is their ability to follow accepted rules of social behavior (Kanda, Ishiguro, 2013). In addition to the physical features of the robot and its software, which are important for achieving the above goal, the process of coordinating the robot's interaction with humans is also important (Alač, Movellan, Tanaka, 2011). In this chapter, we use the method of literature analysis and synthesis.

### **Communication variants**

The most fundamental and natural form of communication is well documented and described in the literature on human interactions. The advent of technological inventions as the result of the technological revolutions that have taken place over centuries has prompted a closer examination of the interaction between humans and machines. The book has written by Norbert Wiener, *Cybernetics or Control and Communication in the Animal and the Machine* (1948), can be considered as one of the landmark studies in this field. Consequently, the rapid development of internet technologies has led to the emergence of two key concepts: the *Internet of Things* and the

*Internet of All Things*. These concepts describe the interaction of people with objects and the objects themselves being in constant communication with each other (M2M communication).

A distinctive category of machines is defined by their design principles, which are based on the mapping of the human physical structure. One can cite the humanoid embodiment of robots and the humanoid virtual embodiment of chatbots as examples of this phenomenon. The humanoid embodiment represents the initial point of design for the interactivity of such devices. Consequently, the application of assumptions about the verbal and non-verbal interactions that occur in human-to-human interactions is necessary. The construction of user interfaces based on these assumptions is paving the way for the emergence of a novel communication paradigm - a model of hybrid and humanoid communication. This model is based on the concept of humanoid/anthropomorphic embodiment, both physical and virtual. Its objective is to shape the user's positive attitude towards devices that mimic socially recognised behaviour. This attitude can be defined as the attempt to create the illusion of the reality of objects in interactional processes thereby attributing to them a form of causality and moral responsibility (see Sarowski & Gruchola, 2023).

### **Theoretical assumptions**

The aforementioned issues pertain to the comprehensive discourse on the endeavour to delineate the phenomenon of the human being as a responsible agent of their own actions (Krzysztofek, 2015). In the humanist tradition, the concept of the human subject was unambiguous: "an integral individual endowed with reason, consciousness, and the capacity to act" (Teddy, 2006). This is exemplified by the philosophical and theological concept of the person, as defined by Boethius as "an individual substance of a rational nature". In the contemporary era, three fundamental attributes of the human subject are typically identified: rationality, freedom and the capacity to love. These qualities may be considered as criteria for determining whether an entity is to be regarded as personal. The possession of these qualities is accompanied by further properties: subjectivity to rights, dignity and absoluteness (Kulicki, 2020; Krąpiec, 1986). This was also how the essence of subjectivity was understood in relation to tools, including robots. Humans exercised control over them, employing them in creative ways (Krzysztofek, 2005). Subjectivity was understood to imply the human agency. It was assumed that only humans exhibited causality (e.g. the capacity to exercise power and bear responsibility), positioned themselves above social

creations and technological artefacts, and demonstrated the ability to think independently, understand and control the natural world.

The development of artificial intelligence and robotics, and indeed the attempts to combine developments in these two fields have led to the empirical verification of theoretical assumptions about the possibility of constructing machines that act in a human-like manner. In this context, two concepts of AI can be highlighted: the so-called weak/narrow AI currently under development - "programs that perform certain tasks or solve certain problems which, if performed or solved by humans, are considered to require the demonstration of intelligence" (Sartre). The second concept is hypothetical – strong AI. The work on narrow AI will result in the development of complex, or at least multitasking AI systems that function autonomously in the environment, demonstrating intelligence (Searle, 1995).

In both cases, projects are being developed concerning social robots and social chatbots. Within the field of social robotics, it is particularly noteworthy to direct attention to the humanoid robotics strand, which represents the majority of definitions of social robots and chatbots. These factors indicate the importance of anthropomorphism in the design and shaping of user interfaces. As an illustration, one may cite the definition of social robots proposed by K.M. Lee, N. Park, and H. Song (2005): "devices designed to elicit social interactions using anthropomorphic shapes (and commands issued using natural modes of communication, e.g. gestures, speech) with users who may tend to view robots as social actors". Another definition was proposed by K. Darling (2012) defining social robots as "materially incarnated, autonomous actant that communicates and interacts with humans on an emotional level". It is essential that they are able to act in accordance with the rules of social behaviour, and as research has demonstrated that this can contribute to people's perception of them not only as tools, but also as social actors (Media Equation Theory: B. Reeves). A social chatbot, alternatively described in the literature as a conversational agent, is a computer program that is able to process natural language in order to "natural interaction" with humans using voice, text and images.

The research perspective outlined requires a systematic analysis relating to the criteria of anthropocentrism mentioned in the introduction: cognitive, ontological, methodological and axiological.

### **Anthropocentrism**

The primary criterion for analysis is the distinction between the human and the non-human. In addition, the identification of common elements, as a result of their ectypal transfer from human interaction analyses into the field of social AI design.

A review of the literature reveals that the key categories for describing human subjectivity are mindfulness, freedom, capacity for love, dignity and communicability. At present, these categories are being applied to the design of social AI interfaces. It is important to note that the application of these concepts is constrained by the technical limitations of their implementation. Consequently, when analysing the subjective nature of AI and robotics creations, it is necessary to consider their cognitive functions and autonomy. The concept of autonomy avoids the issues associated with free will, causality and accountability for actions. In projects of embodied AI, particularly those involving anthropomorphic embodiment, the construction of interactivity in AI technological artefacts is of paramount importance.

It is important to recognize that anthropocentrism places the human individual at the centre of research interests. The concept of anthropocentrism posits that the primacy of humans and what is human should be acknowledged over other non-human entities, such as humanoid robots and social chatbots. (Gruchola, 2022) The four dimensions of anthropocentrism proposed by Ewa Bińczyk (2018) can be characterised as follows:

- (1) Cognitive anthropocentrism refers to the adoption of a human perspective regardless of the specifics of a given situation. From this point of view, questions about AI's cognitive abilities and functions, determining the issue of the causal nature of AI.
- (2) Ontological anthropocentrism gives humans a central position in the hierarchy of entities, which relates us to the question of AI's position in the hierarchy of entities.
- (3) Methodological anthropocentrism is a theoretical perspective that emphasises the causal role of humans in decision-making processes, with the potential influence of non-human entities. The issue of autonomy and the possibility of attributing causation or co-causation to AI resurfaces.
- (4) Axiological anthropocentrism posits that human values are the most fundamental. This therefore permits inquiry into the domain of values, including the aspect of values generated by AI (Gruchola, 2022).

**Anthropocentrism in the context of the hybrid and the humanoid communication model in education%**

In the context of artificial intelligence (AI) in education, the above comments can be applied to demonstrate that:

- (1) Cognitive anthropocentrism relates to the implementation of educational tasks and the support of the learning process by AI generative systems (e.g. the creation of lesson plans and syllabuses and tasks made for students).
- (2) Ontological anthropocentrism draws attention to the problem of anthropomorphisation that can occur when students interact with robots and chatbots. Attributing subject properties to them as a result of succumbing to the illusion of their reality (e.g. learning by talking to a chatbot and a robot).
- (3) Methodological anthropocentrism allows to ask what should be the extent of autonomy of robots and chatbots in the educational process (e.g. the need for certificates confirming the possibility of using AI in education).
- (4) Axiological anthropocentrism allows to ask about the criteria and values that should underpin the construction of robots and chatbots for educational processes. (including the need to verify the effectiveness of teaching by AI).

### **Cognitive anthropocentrism**

In the context of educational processes, the question of AI's cognitive abilities and their implications relate to the creation of content, its analysis and evaluation, and the formulation of the message in a communicable form.

The assessment of students' work, both homework and work produced in class, is often a subjective and time-consuming process. The use of software for analysing essays, automatically checking tests or analysing the assessment of homework assignments can significantly ease the burden on teachers, thus facilitating the process of teaching automation. AI technology can not only assess the correctness of answers, but also analyse the structure of the argumentation and compliance with the assigned topic, writing style. This approach facilitates a more comprehensive evaluation of students' abilities, which may be regarded as a form of assessment automation.

One of the key elements in the process of decoding meanings is the context and contextualisation of the message. In contrast to AI technology, humans are capable of interpreting the same message in different ways, depending on the cultural, economic, and political context. Nevertheless, it is important to note that AI is a useful tool in the process of freeing humans from statistical reporting and routine activities. On the other hand, AI is less adept at handling complex

tasks, such as in-depth analysis of events, which necessitate multifaceted contextualisation and abstract thinking (Drozdz 2012). Consequently, the fundamental challenges from the perspective of cognitive anthropocentrism are to define the scope of causality in AI learning activities. In particular within tasks that require creativity, which should be combined with the concept of originality. Are these categories currently applicable to AI? What should be the legal status of AI-generated handouts for students?

### **Ontological anthropocentrism**

As previously stated, ontological anthropocentrism assigns humans a privileged position in the hierarchy of entities. It therefore generates questions about the place of AI in the hierarchy of entities in the context of defining its subjective status. Especially when many areas of human activity are being supplemented by new technological developments, especially those in the field of AI.

One of the most significant applications of AI in education is the personalisation of learning, which entails the consideration of the individual needs of each student. The application of AI technology enables the analysis of data on students' progress, which in turn allows for the adaptation of learning materials and teaching methods to the individual needs of each student. AI systems can monitor students' learning rates, identify their strengths and weaknesses, and suggest appropriate resources and exercises. This can lead to a more effective and engaging learning process.

AI can also support teachers by providing tools for better classroom management and lesson planning. Learning management systems (LMS) integrated with AI can analyse student data to suggest optimal teaching methods, materials and teaching strategies. In addition, chatbots and virtual assistants can answer students' questions about the material, relieving teachers of the need to answer repetitive questions and allowing them to focus on more complex aspects of teaching.

In the educational context, it is worth noting that more and more of the activities assigned to the role of teacher are being transferred to AI tools. Although the human being – as a social subject – is being replaced by a technological product, it should be emphasised that only the human being interacting with other human beings, has a dialogical nature. Defines the tools for shaping and understanding meanings (encoding and decoding). Co-creates the space of communicative relationships, including the possibility of experiencing the other. This aspect of human subjectivity in the field of robotics and AI is limited to interactivity, e.g. the possibility of different systems of



devices interacting with each other, able to exchange information and modifying each other's actions (Wierzchoń 2016). What is missing is dialogue, mutual communication, the formation and understanding of meaning (Randall 2004).

It is important to note a fundamental ontological error, namely the failure to distinguish between the tool for action/communication and the subject of action/communication. Social robots, regardless of their technical parameters, are only a man-made tool. They are merely machines/creatures supporting human mental and physical activities (Bobryk 2015).

In this context, it becomes appropriate to inquire into the nature of teaching, didactics and the process of knowledge transfer. Does the teacher-student relationship extend beyond the mere transmission of information and knowledge, encompassing a bonding component based on trust and the mutual experience of each other's learning process? In addition to physical presence, an encounter necessitates emotional involvement, preferably on the part of both communication partners (teacher and student).

### **Methodological anthropocentrism**

Methodological anthropocentrism focuses on the causal role of humans, also allowing for the interference of non-human entities. Machine learning, a key element of AI, can be used to analyse large educational data sets. It can identify trends, patterns and problems in the learning process and make data-driven decisions. Data analysis can help detect students who may have learning difficulties and require additional support. The analysis of test results can provide valuable information on the effectiveness of particular teaching methods and educational programmes. The above mentioned activities provide evidence in favour of the agency of artificial intelligence. This raises the question of autonomy, which determines a specific kind of causality of AI - in the anthropocentric sense it involves responsibility for actions taken. Does this responsibility occur in relation to AI? It is therefore important to highlight the difference between autonomy in a personalist perspective and a robotic perspective. The first refers to the issue of free will and the subject's capacity to develop it. It therefore characterises only the human beings. The second presupposes the gradual autonomy of robots in decision-making processes carried out on the basis of information gained through receiving systems, which may only suggest intentionality of action. Autonomy thus conditions certain forms of causality, including the emergence of intentionality in humanoid human-AI communication. The extent of autonomy remains an open question (Gruchola 2022).

In anthropocentrism, causality is related to the sphere of intentional, emotional, rational human action. For many years, it was associated only with human beings endowed with reason, consciousness and the capacity to act. There was a clear distinction between the subject of action and the object of action. With the development of the autonomy and causality of AI technologies, this concept has become blurred (Krzysztofek, 2016).

### **Axiological anthropocentrism**

If axiological anthropocentrism treats human values as supreme and non-negotiable, the question arises: what role and value can be assigned to the information generated by AI? The problem in this aspect concerns the subject (teacher and student) and the object of value (the message - the knowledge transmitted). The functions of the teacher are changing, including authority. It is increasingly being replaced by algorithmic authority (Kreft 2021). Furthermore, the evaluation of information and events are transferred to AI, and communication itself becomes an act of interaction between human and non-human entities. This leads to a situation where the interpretation of issues from the perspective of and by humans is sometimes replaced by the "interpretation" of AI. Until recently, the "moral creations" of AI were indirectly the creations of a programmer - a human. Today, one can venture the hypothesis that AI technology is changing this perspective (Kreft 2018).

Ethical issues and the protection of personal data should also be included in the axiological aspect. The use of student data for analysis requires appropriate safeguards and respect for privacy. It is important that artificial intelligence systems are transparent and operate according to ethical standards to ensure fair and responsible use of the technology.

### **Hybrid and humanoid model of communication in educational processes**

Current research points to numerous areas where humanoid robots and social chatbots can support the educational process and increase student engagement. Introducing artificial intelligence technology into schools - as mentioned above - can bring numerous benefits, improving the quality of teaching, adapting educational processes to the needs of individual students and increasing administrative efficiency. AI technologies support the development of computational thinking, promote greater engagement in learning curriculum subjects and are a valuable educational tool when working with children on the autism spectrum (Kossewska 2024). Empirical research shows that the humanoid form of a robot engages children more strongly, which promotes learning for

social interaction (Scassellati, Admoni, Matarić 2012; Coeckelbergh, Pop, Simut, Peca, Pinte, David 2016).

The increasing use of educational tools such as anthropomorphic robots and chatbots is leading the design of social AI to consider humanoid AI in terms beyond its instrumental treatment.

It should be emphasised that the development of social robotics changes the ontological status of the subjects of communication. In the anthropocentric view, both the sender and the receiver of communication are human beings. In social robotics: non-human subjects (such as chatbots and humanoid robots). This perspective implies a change in the role of the teacher and student in the AI communication model. A hybrid model based on human communication with non-human entities such as social chatbots and humanoid robots is now emerging. In the future, a humanoid model may emerge that includes communication between non-human entities themselves, such as robots and chatbots, using humanoid modes of interaction. The hybrid model will determine changes in educational processes at all four levels of anthropocentrism.

In addition to the subjects of the communication model, its important element is the message itself. From the perspective of anthropocentrism, the creator of the content of the message is the human being. He decides on its cognitive, methodological and axiological aspects. In social robotics, the role of man is often overlooked or reduced to that of co-creator.

### **Conclusion**

We assume that the ontological deanthropocentrism would mean equating the human with an algorithm. Legislative efforts are already underway in the European Union to grant non-human entities 'electronic personhood' and authorship of a computer-generated work. A certain form of AI causality derived from the automation of many human activities argues for human/teacher methodological deanthropocentrism. That is to say, the values, priorities, goals towards which human beings move are central to anthropocentrism. On the other hand, AI is outside the world of values. Algorithms do not know the categories of value, credibility, originality or goodness. Jan Kreft (2018) notes that 'relying on the action of algorithms poses fundamental problems, because it means giving up control over the process of information acquisition and creation' and thus over the transmission of knowledge. In this context, is not the reliance on a hybrid as well as humanoid model of communication a step towards a deanthropocentrism of teacher and student in the educational process?

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## **Teacher Educators' Perceptions and Practices for Keeping Mental Health in This Digitized World**

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### **Abstract**

General observation of the society proofs that mental health is much more important than physical health. Mental health can be defined as an ability to think, feel, learn, and work. It also include building meaningful relationship and contribute to the world. It is more than the absence of mental disorder. (UNICEF). It is goal 3 promoting health and wellbeing is one of the 17 goals proposed as an agenda to achieve by 2030. The circumstances reveals that keeping mental health in this digitalized world is the real challenge due to diversified and technological issues. Mental health basically depend on your mental satisfaction and recognition. It creates positive solution in your body, which keeps you cooperative and competent. The purpose of the study is to explore the teacher educators' mind sets, their understanding and strategies to keep their mental health for quality performance. It's a qualitative study almost ten in-depth focused group interviews of fifty minutes each and multiple classroom observations are maintained in five teacher education institutions based in Karachi. Almost fifty teacher educators' views, opinion, thoughts, feelings, emotions and experiences were the part of data. Researcher as a participant observer and interviewer add authenticity to the data collected. Thematic analysis of the data revealed that teacher educators are facing serious issues in maintaining their mental health in this digitized and challenging world. Especially the increasing involvement of artificial intelligence in teaching learning process impacts the teachers' mental health. Teacher educators feel insecure and hesitant in the modern digitalized classrooms due to weak technological and digital skills. The situation recommended high level digital and technological training, so that they can fit their self in this fast growing environment.

**Keywords:** Mental Health, Teacher Educators, Digitalized World

## **Introduction**

General observation of the society proves that mental health is much more important than physical health. Mental health can be defined as an ability to think, feel, learn, and work. It also includes building meaningful relationships and contributing to the world. It is more than the absence of mental disorder. (UNICEF). Its goal 3 promoting health and wellbeing is one of the 17 goals proposed as an agenda to achieve by 2030. The circumstances reveal that keeping mental health in this digitalized world is the real challenge due to diversified and technological issues. Mental health basically depends on your mental satisfaction and recognition. It creates a positive solution in your body, which keeps you cooperative and competent. The purpose of the study is to explore the teacher educators' mind sets, their understanding and strategies to keep their mental health for quality performance.

### **Literature Review:**

### **Methodology:**

It's a qualitative study almost five in-depth focused group interviews of fifty minutes each and multiple classroom observations are maintained in five teacher education institutions based in Karachi. Almost fifty teacher educators' views, opinion, thoughts, feelings, emotions and experiences were the part of data. Researcher as a participant observer and interviewer add authenticity to the data collected.

### **Thematic Analyses:**

The thematic analyses process involves number of steps like transcription and transcription of data. Identifying the pattern in generated data. Coding and decoding of data is also processed. Verbatim are also the part of data description in order to maintain the originality of data. These Themes have been identified in the generated data:

- **Perception of mental health:**

Majority of the teacher educators have weak and unclear concept of mental health. They have an understanding that physical health is more important than mental health. As the literature says that both type of health are important. You cannot work with your full potential without health. It is important to understand that both physical and mental health are linked to each other. Weak physical health cause frustration and laziness while mentally unfit person face fatigue and stresses quickly. Teacher educators pointed their understanding of mental health in these

words, “Healthy body healthy mind is the best fit explanation for the importance of mental health (1<sup>st</sup> FGD dated 15<sup>th</sup> April, 2024)”. Thus it can be said that we need to select physically balanced and mental smart person for teaching. Majority of the teacher educators told that, “Fresh smiling face defines your mental health (2<sup>nd</sup> FGD dated 31<sup>st</sup> April, 2024)”. Your face reflects your inner feeling, if you are satisfied from your position than your face pass the signals of interest, motivation and hard working. Mostly mentally satisfied persons are ready to take the challenge.

- **Mental health v/s classroom management**

“Teaching is a stressful profession (4<sup>th</sup> FGD dated 20<sup>th</sup> May, 2024)”

“Keeping one self-satisfied and mentally fit is difficult in this complex and challenging era (1<sup>st</sup> FGD dated 15<sup>th</sup> April, 2024)”

**The topology of ideal teacher**

“In my starting years I enjoyed the profession but now frustrates (1<sup>st</sup> FGD dated 15<sup>th</sup> April, 2024)”. “Don’t depend your mood on others attitude and behavior (2<sup>nd</sup> FGD dated 31<sup>st</sup> April, 2024)”.

- **Sustainability of mental health:**

“Keeping oneself in competition, spoil mental health (1<sup>st</sup> FGD dated 15<sup>th</sup> April, 2024)”

- **Environmental verses mental health:**

Day to day temperature, availability of resources, rules and daily expenses

In this illiterate society use of gadgets is more negative.... It gradually destroys our young generation (1<sup>st</sup> FGD dated 15<sup>th</sup> April, 2024)”

- **Globalization verses mental health:**

“Digitalization badly demolish students’ behavior and their responses (4<sup>th</sup> FGD dated 20<sup>th</sup> May, 2024) ”.

“Peace education is the solution for mental health (3<sup>rd</sup> FGD dated 14<sup>th</sup> May, 2024)”

### **Results and Discussion**

The study reveals that keeping mental health in this digital world is a real challenge due to diversified and technological environment. Especially the increasing involvement of Artificial Intelligence in teaching learning process have negative impact on teachers’ mental health. Due to limited technological learning they feel insecure and helpless in engaging students in digital



learning process. This frustrate them and adopt revenge strategies to maintain their status. The situation recommended high level of digital training and supply of gadgets to teacher educators', so that they can fit their self in this fast growing environment. Mental health basically depend on your mental satisfaction and recognition. It creates positive solution in your body which keeps you calm and cooperative. Both these traits are essential to be a competent educator. The phenomenon of teaching is mental, emotional and physical. High mental ability with emotional balance and physical health is required for standardized teacher. A mentally fit, emotional balance and physically active teacher can initiate innovative learning activities and accelerate the quality of outcome. A bore mentally unfit and emotionally unbalance teacher not only generate hate for learning in students' mind but also spoil their future. Professional institutions are the place where these factors become much more important. Teacher educators have maintain their mental health for maximizing the outcome.

Regular academic visits, picnics, Seminars, discussions, rewards and other facilities are essential to keep the teacher mentally fit.

### **Recommendation and Conclusion**

Thematic analysis of the data revealed that teacher educators are facing serious issues in maintaining their mental health in this digitized and challenging world. Especially the increasing involvement of artificial intelligence in teaching learning process impacts the teachers' mental health. Teacher educators feel insecure and hesitant in the modern digitalized classrooms due to weak technological and digital skills. The situation recommended high level digital and technological training, so that they can fit their self in this fast growing environment. An integrated approach is is the only way to attain maximum number of sustainable development goals.

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## **Imbibing Science Education in Lifelong Learning for Total Wellness in A Digital World**

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### **Abstract**

In this era of digital world with rapid technological advancement and the imperative for continuous personal growth, the integration of science education into lifelong learning emerges a pathway to holistic wellness. This paper explores the symbiotic relationship between science education, lifelong learning, and digital technology, emphasizing their collective potential to empower individuals with knowledge, skills, and perspectives essential for navigating the complexities of modern life. Science education serves as the cornerstone of understanding the natural world, offering insights into diverse phenomena ranging from human physiology to environmental sustainability. The pursuit of scientific knowledge is a lifelong journey, and each step empowers individuals to take charge of their well-being and build a foundation for a healthier future. Lifelong learning, framed as a lifelong commitment to personal development and growth, complements formal education by fostering curiosity, critical thinking, and adaptability across the lifespan. In the digital age, where information is abundant and technology permeates every aspect of daily life, the intersection of science education and lifelong learning becomes particularly salient. The digital age presents both opportunities and challenges for lifelong science learning. Imbuing science education into lifelong learning practices can enhance total wellness by promoting health literacy, fostering environmental awareness, cultivating critical thinking skills among others. By leveraging digital resources, individuals can access knowledge and engage in immersive learning experiences of their interests and needs. While digital tools offer unprecedented opportunities for self-improvement, a balanced approach that prioritizes well-being and mindful engagement is also required. Conclusively, a holistic approach to lifelong learning that integrates science education as a foundational element of total wellness in our digital world is required. By fostering a culture of lifelong curiosity, critical inquiry, and ethical engagement with digital technology,

individuals are empowered for healthier and sustainable lives, while contributing to sustainable and equitable future for all.

**Keywords:** Science education, lifelong learning, wellness, digital technology.

### **Introduction**

In today's rapidly evolving digital landscape, the importance of science education extends far beyond the confines of traditional classrooms. As we navigate the complexities of modern life, from health and wellness to environmental sustainability, a foundational understanding of scientific principles becomes increasingly essential. Science literacy is a crucial skill in today's world, where we are constantly bombarded with information about scientific advancements, health issues, environmental concerns, and technological innovations. Moreover, the concept of lifelong learning has emerged as a cornerstone of personal and professional development in the digital age, offering each individual, the opportunity of expanding knowledge and skills through live. Being scientifically literate, individuals are empowered to make informed decisions that impact their own lives and the lives of others. Science literacy is an on-going process of learning and critical thinking. By promoting science education and encouraging individuals to engage with scientific information, people are empowered to make decisions that could contribute to a healthier, more sustainable future. This article explores how imbuing science education into lifelong learning practices can contribute to total wellness in our ever-connected world. The article examines the benefits of imbibing science education for individuals seeking to optimize their physical, mental, and social well-being in the digital age.

### **Science Education in Lifelong Learning**

Science education serves as bedrock for understanding the natural world, providing insights into everything from the intricacies of the human body to the mechanisms of climate change. Lifelong learning, on the other hand, represents a mind-set of continuous growth and development, transcending formal education to encompass self-directed learning, skill acquisition, and personal enrichment across the lifespan. By integrating science education into lifelong learning practices, individuals can acquire the knowledge and skills needed to make informed decisions, foster curiosity and critical thinking, and adapt to the ever-changing demands of the digital age.

### *Imbibing Science Education for Lifelong Wellness in the Digital Age: A Proactive Approach*

The digital age presents a unique paradox for achieving total wellness, while it offers an unprecedented volume of knowledge and education resources, it can also be a minefield of

misinformation and unhealthy habits. Multiple studies emphasize the importance of lifelong learning in fostering scientific literacy (Byrd et al., 2018). Scientific literacy empowers individuals to critically evaluate information, make informed decisions about their health, and engage in evidence-based practices (Miller, 2019). The digital age presents both opportunities and challenges for lifelong science learning.

### *The Role of Science Education in Lifelong Learning*

Science education serves as the foundation for understanding the natural world and making informed decisions in everyday life. Research by Dawson and Venville (2010) highlights the importance of integrating science education into lifelong learning practices to promote critical thinking, problem-solving skills, and scientific literacy across the lifespan. Similarly, the work of Hodson (2014) emphasizes the role of lifelong learning in fostering a deep appreciation for science and promoting engagement with scientific issues beyond the classroom. In the digital age, lifelong learning in science education is not a mere suggestion, but a proactive approach to achieving total wellness. By imbibing science education, individuals can navigate the complexities of digital health information, make informed choices that optimize their physical and mental well-being, and contribute to a healthier and more informed society. The pursuit of scientific knowledge is a lifelong journey, and each step empowers individuals to take charge of their well-being and build a foundation for a healthier future. Strategies for Imbibing Science Education in a Digital Landscape include;

Harnessing the Power of online resources through multitude of reputable online courses and educational platforms which offer science education catering to diverse interests and learning styles. MOOCs (Massive Open Online Courses) and educational websites from universities and scientific organizations are valuable resources for lifelong learning.

Following Credible Sources by staying current with science news from trusted sources like; peer-reviewed Scientific Journals, University press releases, and science communication organizations allows for continuous learning and exposure to high-quality scientific information. Honing Critical Thinking Skills which allows individuals to assess the credibility of online health information. By learning to distinguish between reliable sources and misinformation, individuals can make informed decisions that optimize their well-being.

### *Science literacy for informed decision-making*

The importance of Science literacy for informed decision-making cannot be over-emphasised. Scientific literacy equips individuals to critically assess information, distinguish facts from opinions, and identify reliable sources. This is especially important to guide against wrong information to avoid consequences. Basic knowledge of scientific principles helps

people grasp the reasoning and evidence behind scientific conclusions. This allows them to make well-informed choices about their health, finances, and the environment. Science often presents complex situations with trade-offs. Science literacy allows people to weigh the potential risks and benefits associated with new technologies, medical treatments, or environmental policies.

Science education can shed light on the physiological and psychological underpinnings of stress. By learning about stress management techniques rooted in scientific principles, such as mindfulness meditation or deep breathing exercises, individuals can develop effective coping mechanisms to promote mental and emotional well-being. Understanding the science behind mental health conditions and available treatment options can empower individuals to challenge the stigma surrounding mental health. Science literacy allows individuals to make informed decisions about seeking professional help when needed. Learning about the science of sleep allows individuals to create effective sleep hygiene routines that optimize sleep quality and promote overall well-being. Building the Pillars of Social Wellness through empowered citizens and informed decisions. Science literacy empowers individuals to participate effectively in discussions about public health issues, environmental concerns, and science policy. This fosters a sense of agency and promotes social well-being by allowing individuals to advocate for policies based on scientific evidence. Learning about the social determinants of health, such as socioeconomic status and access to healthcare, allows individuals to advocate for policies that promote wellness for all members of society.

Environmental study in Science education is essential for fostering a sense of environmental stewardship and promoting sustainable behaviours. Research by UNESCO (2017) underscores the role of environmental education in empowering individuals to address global environmental challenges; such as climate fluctuations, biodiversity loss and resource depletion. Moreover, the work of Tilbury et al. (2015) examines the effectiveness of environmental education programs in promoting pro-environmental attitudes and behaviours, emphasizing the need for interdisciplinary approaches and active strategies.

### **Lifelong Learning: A Cornerstone of Holistic Wellness in the Digital Age**

The state of ‘wellness’ has evolved beyond the mere absence of disease. It now encompasses a multi-dimensional approach to achieving the physical, mental, and social wellbeing. Lifelong learning, the process of acquiring knowledge and skills throughout life, emerges as a critical cornerstone in this pursuit of holistic wellness, within the dynamic landscape of the digital age.

In today's interconnected world, the concept of wellness extends beyond mere physical health to encompass various aspects of well-being; mental, emotional, social, and environmental. Digital technologies has revolutionized how we access information, communicate and manage our daily lives, offering unprecedented opportunities for learning and self-improvement. However, they also present unique challenges, such as information overload, digital distractions, and concerns about privacy and security. Achieving total wellness in a digital world requires a balanced approach that leverages the benefits of technology while mitigating its potential negative impacts.

In the ever-evolving digital landscape, lifelong learning could be an accessible tool for achieving a total wellness. By actively engaging in learning throughout life, individuals can cultivate cognitive vitality, enhance their mental and emotional well-being, help in making informed choices that promote physical health, and foster meaningful social connections. Lifelong learning could be a means towards living a happier, healthier, and more fulfilling life. Benefits of lifelong learning in achieving total wellness include:

- **Enhancing Cognitive Function and Neuroplasticity:** Engaging in new learning experiences stimulates the brain, promoting the formation of new neural pathways and strengthening existing ones. This process, known as neuroplasticity, fosters improved cognitive function, including memory, focus, and critical thinking skills. Studies suggest that lifelong learning may even delay the onset of age-related cognitive decline and reduce the risk of neurodegenerative diseases such as dementia (Howard et. al. 2022).
- **Promoting Mental and Emotional Well-being:** The very act of learning can be inherently rewarding. The successful mastery of new skills or the acquisition of knowledge fosters a sense of accomplishment, self-confidence, and purpose (Mark et al, 2010, Selwyn, 2016). This translates to improved mental well-being, increased self-efficacy, and a more positive outlook on life.
- **Optimizing Physical Health:** Lifelong learning extends beyond the realm of cognitive benefits. Learning about nutrition, exercise science, and healthy lifestyle habits empowers individuals to make informed choices that directly impact their physical health. Additionally, the stress-reduction benefits associated with learning new skills and engaging in stimulating activities can have a positive downstream effect on physical well-being (Mark et al, 2010, Byrd, et al 2018).
- **Cultivating Social Connection and Community:** Lifelong learning in this digital age involve interaction with others through online communities, educational



platforms, or in-person workshops. These connections provide a sense of belonging, support, and motivation for continued learning. Strong social bonds could be recognized as determinant of mental and emotional well-being (Kahlke and Eva, 2018).

Various examples of Lifelong Learning for Holistic Wellness include: Participating in Massive Open Online Courses (MOOCs) on healthy eating and meal planning, learning evidence-based mindfulness meditation, Van de beg et al, (2010) or yoga techniques for stress management, engaging in creative pursuits like painting, playing a musical instrument, or writing, volunteering in a community garden while acquiring knowledge of sustainable agriculture and joining online forums or book clubs focused on personal development topics.

### **Strategies for Continuous Learning in Science Education**

The pursuit of scientific knowledge is a lifelong journey. Formal education lays the groundwork, but true scientific literacy requires a commitment to continuous learning throughout life. This section explores various strategies and approaches individuals can adopt to cultivate a lifelong love of learning and stay abreast of scientific advancements in the digital age.

- **MOOCs (Massive Open Online Courses) and Online Learning Platforms:** A plethora of online platforms offer free and paid MOOCs on a wide range of scientific topics. Reputable universities, scientific institutions, and educational organizations provide high-quality courses that cater to diverse learning styles and interests.
- **Citizen Science Projects and Participatory Research:** Citizen science projects offer unique opportunities to contribute to scientific research while learning about specific scientific fields. These projects often involve collecting data, making observations, and participating in online forums to discuss findings.
- **Science Blogs, Podcasts, and Documentaries:** Science communication plays a vital role in making scientific knowledge accessible to the public. Subscribing to science blogs, listening to science podcasts, and watching science documentaries are engaging ways to stay updated on current scientific discoveries and advancements.
- **Engaging with Science News from Reputable Sources:** Following credible science news outlets, university press releases, and science communication organizations allows individuals to stay current with scientific breakthroughs and emerging research findings.
- **Science Museums and Online Exhibits:** Visiting science museums or exploring online virtual exhibits can be a fun and interactive way to learn about

scientific concepts. These immersive experiences can spark curiosity and ignite a passion for lifelong learning in science.

- **Reading Popular Science Books and Articles:** Well-written popular science books and articles can translate complex scientific concepts into an understandable and engaging format. These resources can provide a deeper understanding of specific scientific fields or current scientific debates.

Lifelong learning in science education is not a burden, but an enriching and continuous discovery. By embracing the plethora of resources available in the digital world and developing a personalized learning plan, individuals can cultivate lifelong love of science and empower themselves to make informed decisions about their wellbeing and the world around them. Personal Science Learning Plan could be developed by:

- **Identifying Areas of Interest:** The first step is to identify your personal areas of scientific curiosity. Are you fascinated by the latest discoveries in space exploration? Do you want to learn more about human health and nutrition? Focusing on topics that pique your interest will make the learning process more enjoyable and sustainable.
- **Setting Achievable Learning Goals:** Once you've identified your interests, set realistic and achievable learning goals. This could involve completing a specific online course, reading a popular science book on a chosen topic, or participating in a citizen science project for a set period.
- **Integrating Science Learning into Daily Routines:** Dedicating a specific time slot for focused learning is beneficial. However, science learning can also be integrated into daily routines. Listening to science podcasts during your commute or reading science articles before bed are simple ways to incorporate science learning into your daily life.

### **Technologies for Lifelong Learning**

The advent of digital world has transformed the landscape of lifelong learning, offering unprecedented opportunities to access educational resources and engage in self-directed learning. Research by Selwyn (2016) explores the implications of digital technologies for lifelong learning, highlighting their potentials to democratize education and facilitate collaborative learning. Furthermore, in the study of Al Lily and Alhazmi (2022) the impact of digital technologies were identified in lifelong learners' motivation, engagement, and learning outcomes especially during covid-19.

*Digital Landscape of Science Education: A Double-Edged Sword*

Digital age has revolutionized Science education, offering a plethora of opportunities for an engaging and accessible learning. However, it also presents challenges that require careful navigation. Several studies highlight the advantages of digital learning platforms for science education (Jones, 2019; Hwang et al., 2012). These platforms offer accessibility, convenience, and personalized learning experiences (Moeller & Schroeder, 2017). For example; MOOCs (Massive Open Online Courses) provide access to high-quality science education from prestigious institutions (Liyanage et al., 2018). Citizen science projects allow for active participation in scientific research, fostering scientific curiosity and engagement (Haklay et al., 2013).

*Benefits of digital landscape in science education include;*

- **Accessibility and convenience:** Online learning platforms, educational applications, and digital resources make science education more accessible than ever before. Individuals can choose to learn at their own pace, revisit topics for clarification, and access educational material regardless of geographical location.
- **Personalized Learning Experiences:** Digital learning software can provide educational content to meet an individual need and learning style. This personalization can enhance engagement and improve the effectiveness of science education.
- **Interactive and Engaging Learning:** Simulations, virtual labs, and interactive science games can transform abstract scientific concepts into engaging and memorable experiences. Digital tools can foster a sense of curiosity and exploration, igniting a passion for science learning.
- **Diverse Educational resources:** The digital world provide access to a vast library of educational resources, including scientific journals, online lectures, documentaries, and educational podcasts. This allows for in-depth exploration of specific scientific topics and fosters lifelong learning.

*The digital landscape also presents challenges for science education:*

- **Information overload and credibility:** The sheer volume of information available online can be overwhelming. Identifying reliable sources and discerning fact from fiction can be a challenge, requiring strong critical thinking skills. (Boykoff & Dryzek, 2016).
- **The Digital Divide and Equitable Access:** Not everyone has equal access to technology and internet connectivity necessary for effective digital learning. This

creates a digital divide that can exacerbate education inequalities.( Mark Warschauer et al 2010).

- **Distractions and Attention Spans:** The digital world is full of distractions, which can hinder focus and concentration during online learning. Maintaining attention spans and developing effective learning strategies in the digital environment requires discipline.

### *Optimizing the Digital Landscape for Science Education*

The digital landscape presents both opportunities and challenges for science education. By harnessing the power of technology while acknowledging its limitations, educators and learners can leverage the digital world to create a dynamic and engaging learning environment that fosters scientific literacy and empowers individuals to make informed decisions about their well-being by

- **Promoting Critical Thinking Skills:** Science education curriculum needs to emphasize the development of critical thinking skills to allow students to evaluate the credibility of online information. Developing critical thinking skills is assumed necessary for navigating the digital age. Individuals need to be able to evaluate the credibility of online information sources and distinguish fact from fiction (Mantzouranis et al., 2018).
- **Bridging the digital divide:** Investing in infrastructure to ensure equitable access to technology and internet connectivity is crucial for maximizing the benefits of digital science education.
- **Encouraging active learning:** Digital resources should be designed to promote active learning. Students should be made to engage with the material, solve problems, and apply their knowledge to real-world scenarios.
- **Fostering Human Connection:** While digital tools can be powerful, human interaction remains a vital aspect of learning. Blended learning models that combine online resource with traditional classroom instruction can provide a holistic learning experience.

### **Literacy and Digital Health Education**

Literacy in Health matters plays a crucial role in promoting wellness and empowering individuals to make informed decisions about their health. Research by Nutbeam (2008) emphasizes the importance of health literacy in improving peoples' health and reducing health disparities. Additionally, studies by Berkman et al. (2011) highlight the potential of digital

health education interventions to enhance literacy skills and promote positive health behaviours among diverse populations.

In this dynamic environment, lifelong learning in science education emerges as a cornerstone for navigating the complexities of digital health *information* and fostering holistic wellbeing by empowering informed choices for Physical Health *through*:

- Navigating the Nutritional Labyrinth: Lifelong engagement with science education enable individuals to always evaluate the ever-evolving landscape of nutritional advice. Understanding the science of macronutrients, micronutrients, and healthy eating patterns empowers individuals to make informed dietary choices that optimize their physical health and well-being.
- Discerning Fact from Fad: The digital world is rife with unsubstantiated health claims and fad diets. Science education equips individuals with the critical skills to distinguish facts from fiction. By understanding the scientific basis of healthy eating habits, individuals can make evidence-based decisions about their diet and exercise routines.
- Optimizing Exercise Regimens: Learning about exercise physiology and training principles allows individuals to design *personalized* exercise that target specific fitness goals and health needs. This knowledge empowers individuals to create effective exercise routines that promote cardiovascular health, weight management, and a stronger musculoskeletal system.

### **The Science of Total Wellness: A Holistic Approach**

The concept of wellness has transcended the mere absence of disease. Today, it encompasses a multi-dimensional approach to achieving an optimal physical, mental, and social well-being. Science plays a crucial role in understanding the interconnectedness of these aspects and provides a foundation for achieving total wellness.

The Interconnectedness of Well-being could be understood through:

*Mind-Body* connection; Science has extensively documented the bidirectional relationship between mental and physical health. Chronic stress can manifest in physical symptoms like headaches, digestive issues, and weakened immunity. Conversely, physical inactivity can contribute to symptoms of depression and anxiety.

*The Social Dimension of Wellness*; Strong social connections are recognized as a cornerstone of mental and emotional well-being. Social isolation and loneliness have been linked to increased risk of depression, cognitive decline, and even mortality.

And *The Role of Environment*; Environmental factors such as access to green spaces, quality of air and water, and socioeconomic conditions all have a significant impact on overall well-being.

Science can empower total wellness in the following by

*Optimizing physical health:* The science of nutrition, exercise physiology, and preventative healthcare empowers individuals to make informed choices about their diet, exercise, and management of chronic conditions.

*Promoting mental and emotional well-being:* Scientific research on mindfulness, stress management techniques, and positive psychology equips individuals with tools to cultivate emotional resilience, improve mental focus, and enhance overall mood.

*Building strong social connections:* Science sheds light on the importance of social connection for well-being. Understanding the benefits of social interaction and fostering healthy relationships can promote wellness in individuals.

### ***Science-Based Strategies for Total Wellness include;***

Having a healthy, balanced diet rich in fruits, vegetables, whole grains, and lean protein provides the essential nutrients to support physical and cognitive function. Engaging in regular exercise, even moderate intensity for 30 minutes a day, has significant benefits for physical and mental health. Participating in techniques like mindfulness meditation, deep breathing exercises, and yoga can effectively reduce stress and promote relaxation. Prioritizing adequate sleep hygiene and aiming for hours of quality sleep is crucial for cognitive function, physical health, and emotional well-being. Cultivating and nurturing positive social connections with friends, family, and loved ones to provide a sense of belonging and social support.

Science education empowers individuals to navigate the vast amount of health information available in the digital world. By understanding the scientific basis of healthy habits, individuals could make informed decisions about their well-being and avoid falling prey to misinformation. Achieving total wellness is a continuous journey grounded in scientific knowledge and self-awareness. By embracing a holistic approach that integrates physical health, mental and emotional wellbeing, and strong social connections, individuals can live more fulfilling and healthy life. Science serves as a valuable guide along this journey, providing the tools and knowledge to navigate the complexities of achieving optimal well-being.

### **Imbibing Science Education: A Recipe for Total Wellness**

In today's information age, achieving total wellness requires more than just following trends or quick fixes. It demands a proactive approach – one fuelled by a deep understanding of science. Studies demonstrate the link between science education and positive health

outcomes (McMurray et al., 2017). Understanding the science of nutrition, exercise, and sleep allows individuals to make informed choice about their physical health (Van den Berg et al., 2018). Science education can also equip individuals with stress management techniques and knowledge of mental health, promoting emotional well-being (Sinha et al., 2022). Additionally, fostering social connections through online communities built around science learning can contribute to overall well-being (Ybarra et al., 2004).

Thus, imbibing science education can be a recipe for a healthy and fulfilling life in the following ways:

*Curiosity:* The first step is igniting a passion for learning. Embrace your inherent curiosity about the human body, the natural world, and the intricate dance between them. Ask questions, explore different scientific fields, and find what sparks your interest.

*Critical Thinking Skills:* The digital age overflows with information, not all of it credible. Develop your critical thinking muscles to discern fact from fiction. Learn to identify reliable sources, evaluate research methods, and spot misleading claims. This empowers you to make an informed decision about your health and well-being. Critical thinking skills are essential for navigating the intricacies of the digital world and evaluating the credibility of online information. Research by Kahlke and Eva (2018) explores the relationship between critical thinking skills and digital literacy, highlighting the importance of teaching individuals to critically evaluate digital media and online sources. Furthermore, studies by Buckingham (2015) and Livingstone (2012) examine the concept of digital citizenship and its implications for promoting responsible and ethical use of digital technologies among learners of all ages.

*Lifelong Learning:* Science is a constantly evolving field. Commit to a lifelong learning journey. Explore online resources like MOOCs (Massive Open Online Courses), reputable science blogs and podcasts, or citizen science projects that allow you to actively contribute to research.

Science education equips you with knowledge about nutrition, exercise physiology, and the impact of lifestyle on your physical health. It enables knowledge on how to fuel your body with the right nutrients, choose exercises that target your specific needs, and prioritize quality sleep for optimal functioning. It cultivates mental wellness by understanding the science of stress management, mindfulness techniques, and positive psychology, one can develop a toolkit for promoting mental and emotional well-being. Learning about the brain's response to stress can empower individuals to choose healthy coping mechanisms.

Science reveals the social dimension of wellness. Learning about the benefits of social interaction and fostering healthy relationships allows you to build a strong support system that contributes to your overall well-being.

The benefits of Science education includes;

*Empowered decision-making:* No more fads or quick fixes! Science education equips you to analyse information critically and make informed choices about your health. You can navigate the complexities of the digital age with confidence, avoiding misinformation and choosing strategies that truly benefit your well-being.

*Improved physical health:* Understanding the science behind diet, exercise, and sleep allows you to create a personalized approach to optimizing your physical health. This translates to increased energy, better immune function, and a reduced risk of chronic diseases.

*Enhanced mental well-being:* By learning about stress management techniques and the power of positive psychology, you can cultivate emotional resilience and promote a sense of calm and well-being in your daily life.

*Stronger social bonds:* Science education sheds light on the significance of social connections. This knowledge helps you build and nurture healthy relationships, fostering a sense of belonging and support that contributes to overall well-being.

Imbibing Science education is a lifelong adventure , a continuous learning, experimentation, and getting it right towards an empowered decision-making and optimal well-being.

By incorporating Science education into lifelong learning practices, individuals can enhance their total wellness in several ways:

*Promoting health literacy:* The knowledge of basic biology, nutrition, and public health empowers individuals to make informed decisions about their physical well-being, from maintaining a balanced diet to managing chronic conditions. Lifelong learning opportunities, such as online courses, workshops, and educational apps, can provide accessible and engaging avenues for acquiring health literacy skills.

*Fostering environmental awareness:* Science education plays a crucial role in raising awareness about environmental issues and promoting sustainable behaviours. Lifelong learners can explore topics such as climate change, biodiversity conservation, and renewable energy via digital resources, citizen science projects, and virtual field trips, empowering them to take meaningful action to protect the planet.

*Cultivating critical thinking skills:* In an era of misinformation and fake news, critical skills are more important than ever. Lifelong learners can develop their ability to evaluate



evidence, analyse data, and distinguish between credible sources and misinformation through science education initiatives, online research tools, and fact-checking resources.

*Nurturing curiosity and creativity:* Science education encourages curiosity and fosters a spirit of inquiry and exploration. Lifelong learners can cultivate their curiosities by pursuing interests in topics ranging from astronomy and genetics to psychology and ecology, using digital platforms to access educational content, connect with like-minded individuals, and participate in collaborative learning experiences.

### **Conclusion**

Lifelong science education through digital platforms holds immense potential for promoting total well-being in the digital age. Imbibing science education through lifelong learning offers a powerful recipe for achieving total wellness in the digital world. By harnessing the affordances of technology while acknowledging its limitations, individuals can cultivate scientific literacy, make informed decisions about their health, and build a foundation for a healthier and more fulfilling life. Future research can explore effective strategies for promoting critical thinking skills within digital science education platforms and investigate how to bridge the digital divide to ensure equitable access to science learning opportunities. The following conclusions are hereby made:

- Lifelong learning is essential for scientific literacy.
- Digital platforms offer accessible and engaging learning opportunities.
- Science education empowers individuals to achieve total wellness.
- Critical thinking skills are crucial for navigating the digital landscape.
- Developing critical thinking skills requires specific strategies.

Imbibing science education through lifelong learning in the digital age empowers individuals to take charge of their well-being. By harnessing the power of technology and addressing existing challenges, we can create a future where science literacy is a cornerstone of a healthy and fulfilling life for all.

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## **Impact of Compliance and Openness to Experiences in Attitudes Towards Vaccination Against Covid-19**

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### **Abstract**

The COVID-19 pandemic had a global impact which left quite a few consequences in our country as well. Despite the emergency, studies regarding the mental health of young people or the promotion of vaccination in this segment of the population were non-existent. The paper thus remains focused on the forms of personality traits and the context created in our country by the COVID-19 pandemic, touching on concepts of social psychology and how these principles can be used in future vaccination campaigns. More specifically, the aim of this study is to measure attitudes towards the vaccination process. In support of vaccination campaigns, two hypotheses were raised for this study; the first stating that pro-vaccination youth would score higher than those against on the compliance dimension of the BIG-5; and the second which stated that pro-vaccination youth would score higher than those against in the dimension of being open to experiences according to the BIG-5. The approach of this study is of the nomothetic type, with the aim of studying broad groups of the population. A large sample is needed to gather data about personality traits and how they can be used to have a large-scale impact. The sampling of the study was composed of 188 young people (from the 12 regions of Albania) aged 15-29 participated in the study. This study reflected on some important data regarding young people and their attitudes towards vaccination against COVID-19. 42.6% of the participants in the study were in favor of

vaccination, 27.7% against, and a significant part of the sample was undecided. This study reflected on some important data regarding young people and their behaviors towards vaccination against COVID-19. Both central hypotheses of this study were confirmed.

**Key Words:** COVID-19 pandemic, vaccination, youth, compliance, openness to experiences, BIG-5.

## Intoduction

COVID-19, or the coronavirus, is a phenomenon unlike any other we have experienced in our lifetime as generations in 2019 so far. Apparently, this pandemic has affected every aspect of life, with an effect that is estimated to be felt in the future (Bargon et al., 2020). Countless studies have explored its influence in different areas of social functioning, have evidenced findings that seem to have not only changed many aspects of our reality but also that will have a long-term presence in time (Di Trani et al. , 2021; Abbas, 2020). The symptoms of SARS-CoV-2 are varied, but the reason it is considered so dangerous is that it leads to various damages, from kidney failure to death (WHO, 2022).

Different theories focus on different directions and hypotheses for the beginning of the coronavirus. One of the most widespread beliefs is that the first outbreak of the virus is related to its mutation occurring in the poor sanitary conditions in Wuhan (WHO, 2022). But, other theories claim that the source of the virus is related to the experiments of the Wuhan Institute of Virology (Moore, 2021; Abbas, 2020). But it is worth mentioning that experts have not yet made a safe identification (Zhuang She, 2022). This pandemic was associated with increased stigma and mental health problems (Sasha Zhou, 2021).

The psychological effects of the Covid 2019 pandemic were considerable. The percentage of individuals suffering from depression and anxiety during the first year of the pandemic was 25% higher than the year before, according to WHO (2022). One of the main factors that caused the increase in the number of people with mental health problems was the social isolation that occurred during the pandemic and such a situation could be related to many variables such as the limitations that individuals had to work, but also from other factors such as fear of infection, anxiety and financial worries have also been linked to the development of depression and anxiety (WHO, 2022; Bargon et al., 2020).

On the other hand, the mental health of young people deteriorated significantly since the beginning of the COVID-19 crisis. Almost worldwide, the number of young people with mental

health problems has doubled (WHO, 2022), emphasizing that the effects of the crisis may still continue to affect young people's lives. According to studies, young people were more likely to report experiencing anxiety or depression than adults in the US, France and Belgium in March 2021 (Walsh et al., 2022; Takino, 2021; Chadi, 2022).

In Albania, COVID-19 has emphasized the importance of mental health and well-being adolescents and young people and the challenges to provide adequate support and resources have been different and strong (UNICEF Albania, 2021).

The COVID-19 pandemic has highlighted the importance of vaccination as a vital component of global health.

Understanding the various concerns of individuals who do not want vaccines, such as those with chronic illnesses, is also important to increasing vaccine uptake (Dube & MacDonald, 2022). A large part of the world's population has shown hesitation and even refusal to take the vaccine since they did not believe in its effectiveness (Solis-Moreira, 2021; Bulloc et al., 2022). The association between anti-vaccination attitudes and reluctance to get vaccinated against COVID-19 is related to different factors from cultural to social, individual and psychological characteristics (Roberts, et al., 2022; McCrae et al., 1999; Wawrzura et al., 2021).

Young people are more likely to believe that getting the COVID-19 vaccine is unimportant or not worth the risk (Roberts, et al., 2022).

Regarding the data collected in the Albanian context regarding the COVID-19 pandemic, the surveys conducted have been numerous in terms of measuring citizens' perceptions, especially to measure their political attitudes, but it is emphasized that the perception continues to remain negative for the future, where 61.5% of Albanians think that the pandemic will have a long-term negative effect (Dyrmishi, 2020; Kallçiu, 2020).

On the other hand, one of the most influential factors for pro-vaccination attitudes is related to the personality of individuals. The five-factor model of personality (conscientiousness; agreeableness; neuroticism; openness to new experiences and extraversion) helps people identify their own characteristics and compare them to others (McCrae et al., 1999). According to the 5-factor model of personality, people's perceptions of well-being and their traits can be influenced by various factors such as their social and professional background (Psychology Today, 2022). Thus, imagination, openness, and creativity describe creative individuals who are open to experience. This implies that these individuals are curious about the world and are willing to try new things (Grohol &

Cox, 2022; Thomas, 2021). On the other hand, a personality trait like high agreeableness represents a person who is kind and helpful to others. This feature helps people maintain a positive social environment (Grohol & Cox, 2022).

In a study (DiTrani et al., 2021), which examined personality traits, intolerance of uncertainty, coping strategies and stress in Italian healthcare workers during work with the COVID-19 pandemic, it was found that high levels of mindfulness are associated with a lower probability of being intolerant of uncertainty. High levels of openness to experience and agreeableness are associated with being more positive and open-minded, but these are also negatively associated with being intolerant of uncertainty (Bongelli, et al., 2021).

The findings of various studies support the importance of personality in maintaining well-being (Walsh et al., 2022). Also, findings show that people's availability is influenced by their personality even in the most extreme circumstances (Bidani et al., 2022; Anglim, 2021). The literature also suggests that the effects of the pandemic and personality on well-being are important. Anglim and colleagues, for example, in their study observed that if an individual who has low extroversion, high neuroticism or low conscientiousness, his well-being may be affected by the COVID pandemic (Anglim et al., 2021).

## **Methods**

The study of personality traits and the impact they have on the individual's social behavior in periods of time that present crises that bring existential dilemmas continues to remain an important and applicable issue for study. It is important that studies include personality traits and whether they correlate in any way with the decision to get the COVID-19 vaccine or not, as data on this could be useful in how relevant actors design campaigns to raise awareness on vaccination.

The approach of this study is of the nomothetic type, with the aim of studying broad groups of the population. A large sample is needed to gather data about personality traits and how they can be used to have a large-scale impact. The study was conducted in a short period of time, taking a small amount of data from the defined sample. Data were collected through the administration of online questionnaires.

This study aims to:

1. To explore levels of compliance and openness to experiences in the youth population in Albania;
2. To explore the correlational relationship between compliance and being

open to experiences in the decision to receive or not the vaccine against COVID-19;

3. To document the level of acceptability of the third dose of the vaccine against COVID-19.

In continuation of defining the context related to the study, the hypotheses for the study as well as their dependent and independent variables are:

Hypothesis 1: High levels of compliance lead to higher acceptance of vaccination against COVID-19.

Hypothesis 2: Being open to experiences leads to acceptance of vaccination against COVID-19.

Taking into account that psychological studies in the Albanian population dedicated to young people are rare or in many cases non-existent, the age of 15-29 years has been selected to be the focus of the study, (defined according to the Law on Youth). It is thought that the scope of the participants will be national, i.e. in the 12 regions of Albania. The criteria for participation in the study were: the participant had to belong to the age group of 15-29 years and had to be a resident of the Republic of Albania.

The sample was randomly selected, and distributed to young activists in civil society organizations, high schools, and interested persons in social networks. In total, 188 respondents participated in the study with this composition: girls/women, 73% of them or 138 participants and 24% boys/men, with 46 participants, and what is noticed is that there are also respondents who do not prefer to express themselves for their gender, 4 people or 2%.

Most of the participants belonged to the age group of 22-25 years, with 39.9% of the participation, of

followed by the 15-18 age group with 25%, the 26-29 age group with 18.6% and the 19-21 age group with 6.5%. The age representation in relation to the total number of the sample is satisfactory.

The analysis of the data collected through Google Forms is done through statistical programs such as SPSS 2021, to obtain a deep insight into the data collected and how the different variables are related together.

To carry out this study, the questionnaire distributed to the sample was based on the survey for the collection of demographic data and attitudes towards vaccination, as well as the use of some segments of the BIG-5 inventory (Self-report Inventory IPIP Big-Five Factor Markers of Goldberg (1992), those of compliance and being open to experiences. The administration of the



data collected through the BIG-5 inventory was done in accordance with the official scoring key of this instrument. Before completing the questionnaire, the participants in the study was presented with the request for informed consent.

At the beginning of each questionnaire, informed consent was obtained, which explained in detail the content and purpose of the study, and which ensured the criterion of anonymity and the use of data only for the purposes of this study. The questionnaire was completed voluntarily.

### **Limitations of the Study**

It is difficult to reach conclusions that can be generalized for the population of young people in Albania through this study. The way of administration itself but also other influencing factors can reduce the validity of this study. Limits can be mentioned as:

- The study sample is relatively small. Also, there is a significantly greater participation of girls/women in relation to boys/men, which brings even less validity to the findings that can be made for the male-identified sample.
- Completing the questionnaire itself can easily be argued as an initiative of persons who score high points in the dimension of being open to experiences.
- There is a problem with the distribution of the questionnaire to young activists in civil society. It is likely that the fact that they make up the majority of respondents is reflected in a higher number of people who are pro-vaccination and who actively participate in campaigns to promote the process.

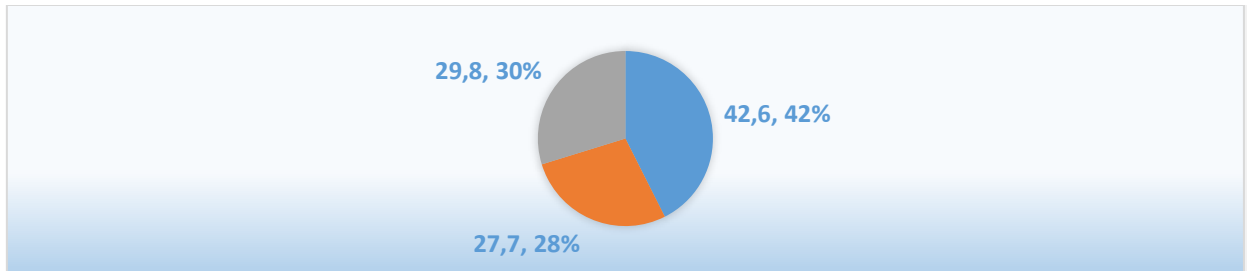
### **Results and Discussion**

In order to better understand the attitudes of young people regarding vaccination against COVID-19, three questions were asked in the form of a survey as part of the study. The three questions set were: What is your attitude regarding the vaccination process against COVID-19? Have you been vaccinated with one of the vaccines against COVID-19? If a third dose became mandatory, would you accept the injection?

All three questions were closed and sought specific information about attitudes, without delving into the arguments that each individual might give for or against the vaccine. The questions are clear, easy to understand and to the point.

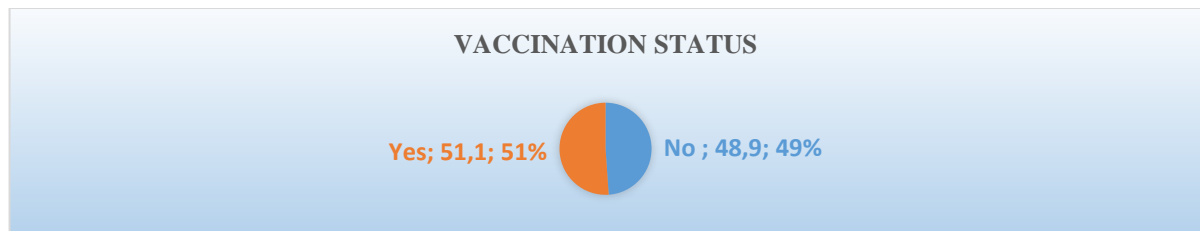
Thus, based on the questions posed, the results that were obtained are detailed below.

### **Graph 1. Attitudes Towards the Covid-2019 Vaccination**



Asked about their attitudes regarding whether or not to get the COVID-19 vaccine 19, it seems that the majority of young people participating in the study are in favor of receiving the vaccine with 42.6%. Meanwhile, those who are against make up 27.7% of the sample. To be followed with interest are those who are declared undecided about receiving the vaccine, and who make up 29.8% of the sample.

#### Graph 2. Vaccination with One Dosage



Regarding whether or not to receive the vaccine afterwards, the data are interesting, as it seems that we have a double champion. Those who have been vaccinated (without specifying between receiving one dose or two), make up 51.1% of the sample, and those who have not been vaccinated with any dose make up 48.9%. Implications that have affected these figures.

Meanwhile, the results seem to change in the opposite direction in terms of taking a dose third. Here, individuals against taking the third dose make up 46.3% of the sample, followed by undecideds with 27.7% and those who remain in favor with 26.1%.

**Table 1. General Descriptive Data on Vaccination Attitudes and Personality Traits**

Results on the dimension of compliance among pro-vaccination persons against COVID-19	
Mean	34.23
Standard deviation	3.7

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Results on the dimension of compliance among people against vaccination against COVID-19

*Mean* 33.48

*Standard deviation*

5.98

Results in the dimension of being open to experiences among pro-vaccination persons against COVID-19

*Mean* 39.38

*Standard deviation*

5.8

Results in the dimension of being open to experiences in people against vaccination against COVID-19

*Mean* 36.9

*Standard deviation*

8.6

Comparisons among groups

COMPLIANCE - Pro Vaccination vs COMPLIANCE - Against Vaccination	0.756
	7
OPENING TO EXPERIENCES - Against Vaccination vs OPENING TO EXPERIENCES - Pro Vaccination	2.46
	44

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Throughout the study, it was noticed that on both sides, pro and anti-vaccination, the points examined for the two dimensions of personality, agreeableness and openness to experiences, were on average high and similar in terms of the average score . This may come as a result of the affirmations and cultural influence, with which young people grow up in the Albanian context. A good part of the statements consisted of getting along well with others, not inciting conflicts, which are culturally important in a society like the Albanian one, where the principles of a group culture still continue to be applied.

Regarding the examination of the data collected for both hypotheses, it must be said that it is very difficult to draw conclusions. For both dimensions, the scores were high, both for those who are for and against vaccination. The mean of the scores seems to also not present significant or meaningful changes, but if the distribution of the scores in relation to the mean is studied, it is noticed that the groups present changes.

In terms of compliance, the average score for people in favor of vaccination is 34.2, while for those against it, it is 33.4. Despite the similarity, it is noted that pro-vaccination people generally tend to score more above or around the mean, while anti-vaccination people have a wider distribution of scores. Thus, the hypothesis that pro-vaccine persons have higher levels of compliance remains valid, with a greater consistency of scores justifying its confirmation.

The same principle applies to being open to experiences, where it seems that the average score also has a greater difference than in the agreeableness dimension. Pro-vaccination people score an average of 39.3 points, while those against 36.9. The difference is still small, but the principle of distribution of points does not change. The distribution of points is smaller in the case of pro-vaccination persons, scoring higher than the average. Meanwhile, for the people

against, the distribution of scores is wide, with a high number of scores below the mean.

Thus, both hypotheses raised throughout this study are confirmed, coming to the conclusion that

the higher levels of openness to experience and agreeableness a young person has, the more likely they are to be receptive to the vaccine against COVID-19.

### **Conclusions**

The COVID-19 pandemic has shown that infectious diseases can affect different groups as a result of different factors, such as energy and resource imbalances. In addition to these factors, other factors such as discrimination and stigmatization may also affect vaccine uptake.

Although most people are confident in their ability to be vaccinated, there are still various barriers that make them reluctant to fully participate in the immunization process.

This study reflected on some important data regarding young people and their attitudes towards vaccination against COVID-19. Therefore, 42.6% of the participants in the study were in favor of vaccination, 27.7% against, and a significant part of the sample was undecided. In terms of vaccination rates, the sample was divided into two almost equal parts.

In order to carry out effective campaigns to promote vaccination behaviors, such characteristics of the population as openness to experience and compliance should always be taken into account. In the study in question, both hypotheses were confirmed, showing that people who are pro-vaccination also score higher in the dimensions of compliance and being open to experiences according to the BIG-5.

It is necessary that the database collected for this study be further examined to see that how

other demographic factors may be related to vaccination attitudes. Also, it is necessary to conduct studies, which are dedicated to the mental health of young people, as the age group most negatively affected by the COVID-19 pandemic.

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## **Using Massive Open Online Courses to Support Human Wellbeing and Resilience**

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### **Abstract**

In the world, digital revolution and online learning platforms offer new opportunities to support “education for all” and human wellbeing in developed and developing countries for more diversity, inclusion and equity . Simultaneously, shift to Massive Open Online Courses (MOOCs) changes accessibility to education and increases human resilience and psychological wellbeing in individuals and community’s context for a sustainable growth of societies through human competences enhancement in an intercultural learning environment online. So, in a context of crisis (as COVID19) and globalization, MOOCs support “education for all” principle through lifelong learning to reduce anxiety and illiteracy by providing new opportunities for schooling or professional development conform to 21st century skills applying a lifelong learning approach. Also, many MOOCs use English language in various professional development, as mean to disseminate knowledge, resulting in a “serendipitous” Communication Skills acquisition as an unexplored and unplanned discoveries and fortunate incidents in the process of exploring something else. The aim of this paper is to describe individuals’ wellbeing and human skills enhancement through MOOCs adoption to support lifelong learning in the context of globalization. Through a constructivist approach, and an ethnographic research design, this qualitative study used observation, interviews and focus groups to record and collect data from the experience of 12 non-native English speakers who completed various MOOCs taught in English in Cote d’Ivoire, a West Africa francophone country, during the COVID 19 lockdown. Findings reveal intrinsic and extrinsic motivators for these Non English Natives to take and complete MOOCs taught in English language, challenges encountered, and outcomes in the learners and community well-being to support them in a perspective of sustainable development. Finally, recommendations are provided to foster a successful MOOCs usage for human well-being through lifelong learning for soft skills acquisition, society sustainability and Global Citizenship .



**Key Words:** Lifelong Learning- Communication- Wellbeing- Global Citizenship- Serendipity- Massive Open Online Courses (MOOCs).

## **Introduction**

In the world, digital revolution, and online learning platforms offer new opportunities to learn more and get various knowledge whatever the distance through the techno-pedagogical tools ( Scharma 2019, Paschal et al. 2024) . Moreover, in the main learning online, additional skills are very often got by the learners in interaction with others in a learning process including diversity and high psychological involvement to meet personal or professional goals (Saadatmand & Kumpulainen , 2013; Paschal & Gougou, 2021; Alomyan, 2021) . Simultaneously, as E-learning mean, Massive Open Online Courses (MOOCs) integration in human daily education grew in the context of Covid 19 to provide new abilities in a professional or professional development to learners according conform to 21st century skills in a lifelong learning approach ( Khera & Pawar, 2024,) . So, in the entire world, the adoption of MOOCs in educational lifelong learning offers new learning alternatives to develop unexpected skills. Indeed, much free or paid training are accessible online in order to offer new competences to learners. Even in America, Europe, Africa, Asia and Oceania, the adoption of MOOC by users generates an opportunity of inclusion, diversify and equity according to the sustainment educational goals (Mbhiza, 2021 ; Khera & Pawar, 2024; Romero-Frías et al. 2020; Kopish, & Marques, 2020). This disruption put MOOCs in the center of learner's community of inquiry practices as a 21st century pedagogy application to empower human beings in wellness skills acquisition ( Gougou et al. 2023; Yaşar, 2020; Cinque, 2017) . Consequently, MOOCs have been rapidly shifting in educational mode by virtue of their open features, resulting in eliminating some learners' limitations and facilitating the continuation of their education anywhere and anytime (Wong, 2021).

However, this new technology-based context has raised scholars concerns about the applicability and accountability of MOOCs for teaching and learning skill-based subjects and provide learners wellbeing ( Yaşar, 2020; Impey & Formanek , 2021; Rahimi & Tafazoli, 2022). Moreover, as educative tools, MOOCs provide their teaching and materials in one or many languages simultaneously, including English in most of the cases. This exposition of the users to English language or another second language during their training is also source of an unexpected language skills proficiency and wellbeing for a better future (Rahimi, & Tafazoli, 2022; Yaşar, 2020; ; Cinque , 2017; Saadatmand & Kumpulainen , 2013). So, Yunus et al., (2019) stated that Technology waves transforms the educations levers and stakeholders

wellbeing by taking into consideration their social, emotional, physical wellness and balance the educational accessibility for human resilience. Indeed, this disruption of learning, from traditional classrooms to unpredictable language skills; growths in foreign language mastery (Ban, 2016; Jitpaisarnwattana et al., 2019) .

In this vein, it is noticeable that in the case of developing countries, this tools creates an occasion to shift the e-learning balance and empower most learners as young or adult in a most multidimensional connected virtual environment (Paschal & al. 2024) . In Africa for example, this growth of MOOCs accessibility is source of new transformations' in learning and offers new perspective specifically in foreign language communication skills mastery whatever the personal or professional context influencing learners' wellbeing ( Jitpaisarnwattana et al. 2019; Paschal & Gougou 2021; Mbhiza, 2021). That results in opportunities to change learners' behaviors, wellbeing feeling and practices by getting new talents in the daily usage of foreign international language like English. In fact, as worldwide language English represents an important lever of global citizenship and learning opportunities of employment. In Francophone, Spanish and other countries, this transformation of learning environment is perceived as a new paradigm of learning to increase human resilience, wellbeing and education for all (Eri et al. 2021; Sharma,2022) . This shift from formal directed learning in brick and mortar to a self-directed virtual learning platform provides interrogations related to the outcomes of MOOCs taught in non-native user language on learners wellbeing and the educative system (Jitpaisarnwattana et al.,2019; Gougou, 2023; Rahimi & Tafazoli, 2022) . This empirical study related to learners Wellbeing in communication skills unexpected proficiency growth through MOOCs is a contribution to provide appropriate response in this educational unpredicted transformation for human wellbeing and educative resilience.

#### *Research question*

This study question the learners wellbeing through the additional skills acquisition by exploring the experience of nonnative English language participants of MOOCs delivered in English as results in their behaviors and psychology perception of the foreign language proficiency.

#### *Objective*

This study aims at describing how MOOCs tools generate human wellbeing through English language practice during personal and professional lifelong learning in these virtual platforms.

#### *Problem statement*

English is the language of Internationalization as Medium of education and communication. Students and adults especially need to master a few skills for their wellbeing in order to reserve themselves a good opportunity of work, cultural exchanges, community involvement and problem-solving spot in the present and future. Due to the educational digitalization in the context of covid 19 outbreak, the growth of MOOCs users reveals a transformation in human daily resilience through the distance education opportunities to meet expectation of wellbeing resulting to the online trainings adopting English as teaching language. So, many MOOCs use English language in various professional developments for learners wellbeing, as mean to disseminate knowledge, resulting in a “serendipitous” Communication Skills acquisition as unexplored and unplanned discoveries and fortunate incidents in the process of exploring something else. This fact is a common concern about human wellbeing as it influences mental, social, physical and psychological wellness of MOOCs takers in developed and developing countries in the lifelong learning process .

In non native English countries specificity, this appropriation of MOOCs taught in English is source of many challenges ( Anxiety, technology accessibility and mastery, social pressures and so on) to overcoming the language barriers and getting more opportunities. This educational transformation balance human literacy by giving access to the knowledge trends, climate change and how to contribute as citizen to establish an intercultural communication bridge and impact positively the community wellbeing through immersion and lifelong learning.

This situation calls to question how shifting to MOOCs can provide additional Communications Skills in English; develop digital literacy, critical thinking and learners’ autonomy in a changing world for the Next Generation of Global Citizens and improve learners wellbeing .

### *Theoretical lens*

In the 21<sup>st</sup> century, the digital revolution transforms all the domain of activities with the adoption of new policies, practices, or models of trends management including Internet and Information Communication Tools (ICT) in daily to shift life experience in a more virtual space supported by social media, virtual learning platforms and Open Educational Resources ( OER) for example ( Gougou & Paschal, 2023 ) . Both developed and developing countries are facing the challenge of preparing their societies and governments to including technology everywhere to overcome challenges (Nawaz α & Khan, 2012). In that context, educative system adopt a pedagogical transformation based on 21st century skills requirements. According to many researchers in various context, this transformation can be study by applying the shifting paradigm and 4IR (Mbhiza, 2021). Indeed, the paradigm shift is defined as an important change

that happens when the usual way of thinking about or doing something is replaced by a new and different way. In education shift paradigm explores the various changes that happen in the traditional way of the teaching-learning process (Kalman, 2022; Harasim, 2000). This refers to a general acceptance of the new move or model in global technological education, government policies and massive enrollment for e-education and e-learning by E-learners, the attitudes of all concerned in the design and full implementation of ICT and e-learning policies in education should be sustained (Paposa & Paposa, 2023; Dinevski & Kokol, 2005; Nawaz & Khan, 2012). For Nawaz & Khan (2012), in a digitalized world, these paradigm shifts can be summarized from one point to another as from: 1. one-size-fits-all to customized learning; 2. absorbing material to learning how to navigate and how to learn; 3. instruction to construction and discovery; 4. linear to hypermedia learning, 5. teacher-centered to learner-centered education; 6. school to lifelong learning; 7. the teacher as transmitter to the teacher as facilitator; 8. learning as torture to learning as fun, and so on.

In brief, the shift paradigm in education takes into consideration MOOCs as virtual platforms of lifelong learning different to traditional teaching supports in physical classrooms and influencing human wellbeing (Ungar, 2021). This paradigm is appropriate to lead our current research focused on lifelong learning and wellbeing in a digitalized world. Indeed, MOOCs thus provide opportunities in further education to a worldwide audience, not least to those who might otherwise struggle to access such educational sources but everyone according to inclusion, diversity, equity through techno pedagogical platforms. However, a reflection on the past research on our topic scope is required to strengthen our paper backroad and scientific validity.

### **Literature review**

Impey and Formanek (2021) study explored the surge in activity from March through June 2020 in two massive open online classes (MOOCs) on Astronomy, offered by Coursera and Udemy. These two platforms offer most of their online course in English language as medium of internationalization and education. Through an empirical research design, the authors evaluated the enrollment rate learners motivation and origin to take MOOC on astronomy during the period of COVID 19. Findings revealed that MOOCs offered the education for all due to the high increase number of enrollment during the study period, equity, equality and inclusion of both young, professional and student enrollment and a very good social motivation to complete. It means that MOOCs, even if there are taught in English, can provide human wellbeing and skills improvement. Moreover according to the authors, most growth rate was from in developing countries participants who could get new opportunities to improve the

future expectation. However, this study was focused on astronomy and took place in an Asia context without underlining the importance of English language the learning process and learners' wellbeing. Consequently, it justifies our reflection in a francophone west Africa country to evaluate the impact of MOOCs taught in English in Human wellbeing.

In an empirical paper Eri et al. (2021) paper aimed to compare student perceptions of digital competence, confidence, and resilience in present times using data from surveys of tertiary students from Australia, Cambodia, China, India, and Malaysia. This study factors understandingly plays an important role in the student wellbeing in a digitalized world perspective by examining the perceptions of tertiary undergraduate students from these countries in this emerging new digital learning norm. The authors used a quantitative research design including a total of 687 tertiary students from the aforementioned countries participated in a survey to questions related to digital competence, confidence in using and/or adapting to digital innovation, and resilience in higher education. Findings reveal barriers that impact the digital transformation of undergraduate students which can be used to recommend necessary teaching and learning support frameworks to enhance their digital competence and resilience. It is an interesting study to question wellbeing in digital world an education in a context of uncertainty. As limitation, it is a quantitative research in a different context that doesn't include Africa. So, our current research is required to overcome this limitation and provide more contribution on this topic in a west Africa francophone country and emphasized the importance of English language in education for all through MOOCs.

Quintilian et al. (2022) study aimed to identify psychological stress, emotional changes, approach to studies, resilience skills related to the experience of the COVID-19 pandemic in a sample of university students. Authors used a quantitative research design through an online questionnaire administrate to students in order to explore COVID-19 impact on emotions and on university life, perceived stress (PSS-10) and resilience skills (RS-14). Findings reveal that Resilience skills positively affect stressful events and in particular the COVID-19 impact on study and interpersonal relationships. The study shows a psychological impact of the Covid-19 emergency on college students. Stress significantly decreases learning and negatively affects psychological well-being of students. Resilience skills were a protective factor to overcome difficulties learning. This paper is significant to understand wellbeing in learners life and the include the new ideas in our study related to MOOCs and shift to a digitalized world as a common concern. So, our current research is in the continuity of this past study related to student wellbeing in a changing world and quarantine.

Khera and Pawar (2024) study aimed to explore the conceptual foundations of sustainable frugal innovation in higher education using MOOCs as a form of frugal product that might help bridge the gap between underprivileged sections of the society and their higher education systems from a developing country perspective. Using a systematic review research design, scholars focused on how Massive Open Online Courses (MOOCs) have evolved from open educational resources during the last decade at the right pinnacle of technological advancements and thus, online learning exponentially evolved and spread with the expansion of MOOCs across various streams. Findings revealed that Accessibility, affordability and resource scarcity are most crucial determinants of sustainable frugal innovation for student wellbeing . It is very important for strengthening our case from a developing country perspective our results signify the importance of instituting a frugal approach \_towards proliferating MOOCs in such systems that either lack quality education or are devoid of resources and leadership necessary to bank upon the underlying power of e-learning. This paper helped to foster the context of developing countries approbation of MOOCs as way of human wellbeing even if it doesn't mention explicitly to questions of English language as medium to knowledge sharing in these various platforms.

In brief, all these studies underline the MOOCs transformative shifted in human wellbeing daily according to various application context. However, it is crucial to show these distant education tools changed live of learners and school system in a serendipity outcomes knowing that many MOOCs are taught in English as communication support language. This aspect calls us to undertake this dynamic research in a non native English context using MOOCs as lever to provide Human wellbeing, in the case of covid outbreak and more.

## **Method**

### *Research design*

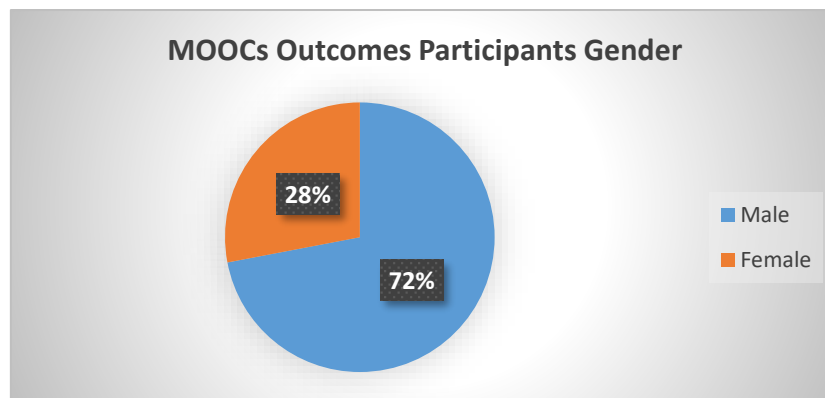
This qualitative descriptive paper use an Ethnographic research approach (Falzon, 2016) and the constructivism theory to investigate on the learners wellbeing according to experience sharing of non native English speakers taking various Massive Open Online Courses delivered in English in their lifelong learning practices. The ethnography allowed getting the views of the participants from their own social representation of the MOOCs outcomes like soft skills and various communications competences acquisition in a serendipity and wellness perspective (Saadatmand & Kumpulainen , 2013; Yaşar, 2020; Cinque, 2017) . In fact, the MOOCs offer a variety of feathers resulting in different skills growth out of the main competences seeked by the users during their training for their positive growth and wellness . This approach allowed questioning what do they do? How do they do that? What do they think

about their practices? Then, the constructivism allowed to catch the knowledge and information as a construct related to the online learning educational shifting platform providing outcomes in the learners life as positive perception, engagement, collaboration and accomplishment (Butler & Kern, 2016; Yaşar, 2020) . This reality is very important to identify the appropriate inclusive and exclusive criteria's related to the study scope and provide a reliable understanding of the outcomes of MOOCs on learners wellbeing in the field of adult education. It questions also whole the education system thus the limitations of these learning spaces (Gougou et al 2023).

The investigation took place in Cote d'Ivoire, a West Africa francophone country adopting a digitalization of all activities domain . This choice offered the advantage to test the MOOCs serendipity and wellbeing outcomes in English as Foreign Language ( EFL) communicative skills appropriation ( Fang et al. 2019) . So, researcher selected participants in a group of young and adults that was coached since 2016 in their MOOCs usage for various lifelong learning activities and professional development to get more opportunities for their wellbeing in the future. In brief, the choice of this research design as inclusive/exclusive approach offers good criteria to identify effectively the views, practices, challenges and outcomes of MOOCs participants related wellbeing acquisition including soft skills and language mastery through a serendipity perspective in an EFL context ( Jitpaisarnwattana et al., 2019; Rahimi & Tafazoli, 2022; Cinque, 2017) .

#### *Sample and sampling*

The particularity of this study about MOOCs learners wellbeing through serendipity communication and soft skills acquisition called researchers to adopt an inclusive participative approach to select the participants knowing that according to statistics , few MOOCs takers complete the trainings (Cinque, 2017; Lemay & Doleck, 2020 ) and the courses offered in a different language compared with the learners mother tongue could offers new challenges of participants. So, as lifelong learners involved in digitalized word , the scholar stated his self journey through MOOCs taught in English in 2016 from the suggestion of an NGO supervisor. Then, he mentored many people to take various MOOCs on Coursera, *OPEN*, *Philanthropy University*, *Canvas network*, *British council MOOCs*, *Fun MOOC*, and so on. From this various experience, the selection of participants related to this research inclusive exclusive criteria allowed to choose a convenience sample of 25 respondents.



These participants are located in rural cities (Bouake, Yamousoukro, Daloa, Korhogho) and Abidjan (Biggest urban city) in Cote d'Ivoire. They were Students, entrepreneurs, teacher's educators, unemployed, researchers, officers, volunteers and so on. Both males and females with an age from 18 to 56 years.

#### *Data collection*

This ethnographic research used observation, interviews, and a focus group to collect the participants views related to the scope study.

Firstly, the observation, as first level of the ethnographic approach consist in recording the practices, behaviors , reactions and MOOCs perception of the participants during their own appropriation alone and the coaching offered to adopt the MOOCs taught in English from 2019 to 2023 on *coursera*, *Canvas network*, *OPEN* and *future learning* and so on . This observation allowed to identify the wellbeing items (Positive perception, engagement, collaboration and accomplishment), motivators and challenges . It took into consideration benefits perception of these users in Cote d'Ivoire related to the language skills mastery acquisition and other outcomes in a serendipity perspective ( Yaşar, 2020; Jitpaisarnwattana et , 2019; Rahimi & Tafazoli, 2022).

Secondly, in an ethnographic process, the researcher used an open end interview guide in order to orient the views related to the study scope and to avoid understanding bias . Because many past studies mentioned MOOCs as inappropriate spaces for language learning and learners wellbeing, this current research tries to demonstrate another possibility due to the serendipity outcomes supported by MOOCs (Saadatmand & Kumpulainen , 2013; Bárkányi, 2021). The interview guide was focused on the experience sharing of these participants from these MOOCs taken in a lifelong learning or professional development perspective to increase their job opportunities and future professional integrations as most of them are students, job seekers, teachers, volunteers, and entrepreneurs and so on . The interviews item focused on their motivators to achieve these courses, the challenges encountered and the various soft skills



outcomes based on a serendipity perspective (Cinque , 2017). The interview was with 12 of them provided insightful ideas at the empirical experience of the participants view on our study scope.

Thirdly, a focus group with 4 participants allowed to get a deep understanding of the observation and previous individual interviews data. This was required in order to avoid biases and strengthens the underrating thoughts. It was focused on the Positive perception, engagement, cooperation and accomplishment according to Butler J, Kern ML. (2016) The PERMA-profiler items (Butler & Kern, 2016): *Positive emotion* (valence and arousal for positive emotion) ; *Engagement* (absorption, interest, and involvement) ; *Relationships* (connection with others, satisfaction, and giving/receiving support) ; *Meaning* (sense of direction, transcendence connecting to something bigger than oneself, and sense of value/worth) ; *Accomplishment* (self-efficacy, sense of accomplishment, and achieving personal goals) . The focus group took place in August 2023 in Cote d Ivoire for a duration of 1 hour.

#### *Data analysis*

The data analysis used an observation and conversation analysis (Lehtinen, 2021) to proceed the interviews recorded into findings. It helps to evaluate the shifting usage of MOOCs according to learners wellbeing through the practice of EFL in their learning process . Researchers opted for a qualitative research, and the findings are presented both as interview corpus, and observational comments. Firstly, the observation criteria are applied to describe the different wellbeing variables according to PERMA-profiler items (Butler & Kern, 2016). Secondly, a conversation analysis method was applied to interviews processed with NVIVO. Furthermore, because our investigation takes a constructivist approach, the sharing of participants daily experience stories was used to describe their practices through the integration of MOOCs as E-learning tool in their various lifelong learning contexts. Finally, the data were organized to be presented in three sets: 1) Motivation (*Psychological, mental and social wellbeing*), 2) Challenges, 3) Shifting MOOCs outcomes for human wellbeing and resilience.

### **Findings and Analysis**

Wellbeing in Education is very important for the human accomplishment. So, our investigation allowed to collect some data and we share the findings here.

#### *1. Motivation (Psychological, mental and social wellbeing)*

During the data collection, participants were questioned about their motivation to take MOOCs. Findings are shared through some dimensions like Psychological , mental and social wellbeing expectations in the lines below:

A young girl who took MOOCs taught in English for her first time stated that:

*Massive Online course helped me to return to school. It was a challenge for me to be educated in the context of COVID outbreak. I was alone in my corner and felt very anxious for my future. It is in that context that a friend shown me new online course and I tried because I would not fail as my life was very difficult ( F- 28)*

This opinion is emphasized by another participant, student at a public university:

*For me, it was the wish to leaners something new as lifelong learner. Indeed, I take various online training since a decade and this provide me the satisfaction to complete these course and get new accomplishments with international institutions.*

Similarly, a young seeking job stated tis view:

*I needed to network and make friends, and online courses on Coursera is a good place to know others and become more involved in communities. Even if I am in a global south country, I felt positive identity by taking MOOCs and collaborate with participants from many different continents in the world.*

And then, a worker in a private institution said that:

*I am a professional and the fact to get international certificate can be excellent for promotion. So, when I discovers MOOCs taught in English, it was a big challenge in the beginning because I doubted bout the credibility. Then, I decided to try and completed expected new job opportunities and promotion.*

Moreover, another young students could state that :

*In the lock down, anxiety was very high due to the impossibility to access classrooms many months. I felt very sad because it was my coming back to university after a drop out many years again. Fortunately, MOOCs offered on Coursera by classcentral helped me to feel less sad and keep in hope for a better tomorrow. Personally, I took many MOOCs just for curiosity. A friend told me that it was possible to get new skills.*

According to these verbatims, Psychological or mental wellbeing are influencing positively by the MOOCs adoption by users in our study context.

Related to *psychology wellbeing*, the participants show that in a context of lock down and barriers for in person education, these online platforms contribute to sustain education for all principle. It is a great source of motivation to reduce pain and anxiety due to the barriers preventing education for all in a world of uncertainties . This view is confirmed by Romero-Frías et al (2020); Alomyan (2021) and ( Gohain, 2021) studies about MOOCs outcomes as catalyst of positive psychology and resilience in a context of crisis . So, using Massive Open Online Courses can reduce the psychological pression of formal class and increase the learners

probability to benefit from all educative resources in the world from a simple click. It balances education from various countries ( Paschal & al. 2024) .

In addition, according to *mental wellbeing* dimension, participants underlined that taking MOOCs increase the self-accomplishment satisfaction. In other word, it increases the Curiosity and pleasure to learn from worldwide universities. It is an important lever of mental wellbeing to balance mental health with new ideas through critical think, intercultural communication skills acquired by learning in an English language context through online communities' platforms ( Zheng, 2018; Rahimi, 2021; Luo et al., 2021). It is also question of education for all as a key principle of human wellbeing. Indeed, the feathers of MOOCs create more opportunities to get access to knowledge without taking into consideration geographic location or social conditions (Impey and Formanek, 2021). In cities and rural areas, if there is internet access and a mobile phone like smartphones, it is possible to register and take the course at the user own rhythm and time management. This reality increases the feeling to be educated from best institutions and identify new trends for social success opportunities. It results in a learners self-accomplishment through intellectual growth and English language mastery for a better future ( Rahimi , & Tafazoli, 2022; Fang et al. 2019).

*The Social wellbeing* is underlined by participants views as opportunities to network with others in the world. This is an important dimension of positive psychology and sociability knowing that in society, the belonging with others is required for human social capital growth ( Gougou & Paschal , 2024 ). In a digitalized world, the geographical barriers are broken in sort that everyone can interact with others through online communication platforms connecting areas in the world. This results in more involvement in community's learning activities even if it is in English language in order to exchange, share ideas in an intercultural communication perspective. It is also question to get an international certificate allowing to get a job opportunity and improve the social condition in a context of high unemployment rate in global south country like Cote d'Ivoire . Indeed, in global south, the employment rate is a big challenge and this dimension of MOOCs is crucial to improve individual and communities' sustainability through Professional development and a job opportunity (Calvo et al. 2020; Fang et al. 2019; Paschal & Gougou, 2021)

In brief, this study show that MOOCs taught in English can be source of social, intellectual, psychological and mental wellbeing for users of non-native English countries in a context of providing education for all and more opportunities for a better future in a situation of unemployment (Yaşar, 2020; Sharma , 2022 ) . However, shifting to MOOCs and moreover

the usage of a foreign language as medium of education can struggle the learners through various challenges explored in the next section of our reflection (Rao, 2019) .

## 2. Challenges

In the learning process, challenges are present and this can affect the learners wellbeing. Moreover, these challenges can be higher in a context of learning including to practice another language resulting in biases and dissonances. Our research underlined the point of views of participants through the verbatims shared in the next lines.

For a participant in Abidjan, the economical capital city of the country,

*This is the connection and access to the IT tool. Because the platforms vary and it is sometimes very complicated to connect because of the speed. I needed to buy a new device and I sometimes had difficulty completing certain courses due to lack of a good internet connection.*

Another participant in Abidjan, stated that:

*I have a computer and internet at home. The connection is good in my area in Abidjan. But when I travel or go to certain places, it is more complicated to follow certain online courses. While some platforms are easy to access, others become more complicated with limitations due to identity verification. It is due to the ergonomics, accessibility and other Source of stress and willing to give up.*

In addition, the question of the age is mentioned by the participant below:

*I'm old school. I don't know much about computers. But online courses on my cell phone helped me a lot to improve my English and use of cell phones, online platforms like FUN, and Canvas Network. The challenges included Digital literacy issues and motivation related to gen x , y and z.*

In our research, the first challenge was the Non-native English language barriers. Indeed, all the participants mentioned this issue as obstacle due the language difference. They were facing difficulties to understand clearly teaching materials in the beginning and needed a time of acculturation. This required lot of mental and psychological energy to think and practice in English as foreign language. The fact to think and work spontaneously in English reduced the completion rate in many MOOCs and participants lost motivation because of the language barrier. This reality is underlined by Lan & Hew (2020) and Bárkányi (2021) studies revealing that foreign language can affect learners engagement due to anxiety in non-native language MOOCs users . This challenge can reduce learners wellbeing in the learning platform by generating fear , anxiety and uncomfortable learning motivations (Semenova, 2020; Lemay, & Doleck, 2020). In addition, anxiety and discouragement due to social pressure affect the

learning completion that results in some drop out. The daily needs like work, family , job responsibilities and similar things affect the participants *Time management* and ability to complete MOOCs. These learning platforms modify the participant emotion balance in a context of daily overloaded activities as mentioned in Rahimi & Tafazoli (2022), Lister et al. (2023), Paschal & Gougou (2021), Lemay, & Doleck (2020). studies. Moreover, the technology accessibility was another big challenge because of the accessibility unbalance and internet disturbance. In fact, in global south and many learning areas ( rural and cities) , even if internet is provided by providers, the quality doesn't allow to be online frequently. In addition the cost of internet could be a source of drop out. It is a common challenge in global south and could generate more anxiety and discouragement from learners in a context of low digital mastery. The internet and materials accessibility; Digital mastery, Perception of others about the credibility of MOOCs; ( Gougou et al, 2023 ; Semenova, 2020; Bárkányi, 2018).

In brief, the perception of participants in Cote d'Ivoire as in many countries in the world is that Massive Open Online Courses generally and specifically those using a foreign language can disturb the participants engagement and abilities to complete their learning. Due to contextual challenges (ICT accessibility, social pressure, language, daily activities barriers and similar things) affecting MOOCs participants wellbeing through *positive emotion , engagement , relationships, meaning, accomplishment* (Butler & Kern, 2016; Lemay, & Doleck, 2020). However, it doesn't constitute an unsurmountable issue to get benefits of lifelong learning by the mean of MOOCs and their multiple opportunities for personal and professional development in a changing world. Then , this research highlights the outcomes of MOOCs to support human resilient and wellbeing in a digitalized world.

### 3. *Shifting MOOCs outcomes for human wellbeing and resilience*

In the world, shifting to MOOCs modifies human behaviors and the social reality. This study underlined some aspects mentioned by the participants in our research context of a non native English country. Thus, all the previous challenges, the participants views about the outcomes. According to a young woman participant who returned to studies after many years of dropout:

*In my tribe, many girls are not schooled. So, I could not continue my studies at university ad felt very sad every day. Yet, these online Coursera helped me to get hope and return at university thus my daily challenges. It was source of motivation and thus my age, I aim to be a PhD in order to change people views on woman education in my tribe.*

Moreover, a PhD students mentioned this view like this:

*I learned how to write scientific articles and it helped me for a recruitment. When they saw my CV, they called me for the interview and let me know that my application was being selected because of the international certificates. It's really interesting despite the difficulties due to hardware, internet connection and skills to use the platforms.*

Another participant who seemed job before taking MOOCs stated that:

*I learned a little more English and computers. It is not easy. But it helped me a lot. I feel more confident to reading English. But, as I am in nonnative English country, it is still difficult to speak fluently. But my level is better compared with the one before and I teach English in a school. It reduced my stress and anxiety related to my future. Moreover, I started my own business because of the practice case assessments offered by the entrepreneurship courses that I took online in 2022.*

In addition, these 21<sup>st</sup> century skills enhancement can be underlined in the statement below from a participant:

*It's interesting. I improved my level a little in English and computers. It gave me more self-confidence. I got digital skills mastery by working online and learning how to use tools. It improves my collaboration and cooperation, critical think and problem solving with others. In a digitalized world, these online courses helped me to be more fluent in English and better with technology.*

According to the data, it appears many benefits and outcomes of MOOCs taught in English for human wellbeing. Indeed, it improves opportunities through professional skills . These outcomes take into consideration Knowledge, certificates, trends in the interest field, best practices, teaching materials, psychological and mental healing, and similar things. In addition, there is a Personal development for human growth and wellbeing in a perspective of a better social integration according to collaboration and soft skills like intercultural communication opportunities during the online activities. So, it provides to learners autonomy, communication and soft skills (*abilities for adaptive and positive behavior face to challenges*), enhancing digital literacy and people's identities as citizens (Yaşar, 2020; Cinque , 2017; Saadatmand & Kumpulainen , 2013; Bárkányi, 2021; Kim et al. 2021).

Likewise, knowing that English is the source of many professional and personal opportunities, these MOOCs results in English language proficiency growth (*speaking, writing, reading, and listening*). These language skills acquisitions are sources of wellbeing in a context where it can make the difference for job opportunities, cultural exchange, studies abroad and just build belonging with others around the world. In other words, it increases human citizenship and soft skills in the sort that individuals are aware of cultural relativity; community involvement to solve problems and promote peace, social justice from the global values of

inclusion, equality, equity to avoid discrimination (Lütge , 2023; Pereira , 2023; Rizvi, et al. 2022 Razali et al., 2019) .

Finally, MOOCs support human wellbeing through sustainable lifelong learning habit. It creates new ways for positive self-perception reading Social Emotional Learning (SEL) or Personal, Social, Health, and Economic Education (PSHE). For these reasons, MOOCs are not only for learning new skills . But these technopedagogical supports can also improve the whole well-being in a context of daily challenges to reach a better future. So, lifelong learners are likely to be more optimistic, better satisfied and will have a better ability to get the most out of their lives. It's also likely to mean that MOOCs increase human resilience skills to cope with stressful situations (Paschal & Gougou, 2021; Quintilian et al. 2022). Specifically, the wellbeing benefits and outcomes of MOOCs taught in English are uncountable in our research contexts and changed many participants lives positively. This positive influence of MOOCs on human wellbeing and society in a global citizenship perspective improving human satisfaction and better future accomplishment expectation as Global citizens. Indeed, “*a Global Citizen is someone who is open-minded, curious, compassionate, collaborative, co-creative, inclusive, non-discriminatory, responsible, reflective, and well-informed individual*” (Global Citizenship Foundation).

➤ **Cultivating Lifelong learning For Wellbeing in 21<sup>st</sup> century**

In the third millennium, education is crucial for a sustainable world and lifelong learning is very important to provide wellbeing to individuals and communities. In that perspective, it is very good to adopt right habits and practices in order to avoid distress and provide positive experiences of MOOCs taught in a foreign language to students. Knowing that many MOOCs users give up, here is a line of suggestions: Creating time to be available, Developing Personal Learning Networks (PLNs) to learn with others, Participation in a range of online professional networks. It is useful also to Reflecting and Exposed to new ideas, new tools and new ways with peers in MOOCs and others; Being wellness call to take time to Time to share by providing opportunities to share with each other's (Peers, students, community members, etc.). This choice of lifelong learning integration in human daily habits through MOOCs can provide unexpected positive outcomes for wellbeing. Indeed, it helps fully develop natural abilities. Moreover, users get Opens the mind while increasing in wisdom and abilities to make the world a better place. For example, this behavior helps people to adapt to change and keeps us involved as active contributors to society for a collective change making supporting sustainability ( Ungar, 2021). Moreover, in order to overcome social isolation, MOOCs can help us to make

new friends and establish valuable relationships (Nordstrom, 2008; CHITIBA,2012; Impey and Formanek, 2021; Eri et al., 2021)

### **Conclusion**

The aim of this paper was to describe individuals' wellbeing and human skills enhancement through MOOCs adoption to support lifelong learning in the context of globalization. Findings underlined motivators for these Non-English Natives to take and complete MOOCs taught in English language, challenges encountered, and outcomes in the learners and community well-being to support them in a perspective of sustainable development. Finally, recommendations are provided to foster a successful MOOCs usage for human well-being through lifelong learning for soft skills acquisition, society sustainability and Global Citizenship. It consists of leveraging a lifelong learning approach promoting MOOCs in the education system for Global citizens wellbeing . This way to support human wellbeing through digitalized learning platforms calls to add MOOCs in Professional and personal development initiatives. It consists of applying MOOCs and Open Educational Resources (OER) in English language programs to develop Global citizenship values and the learner's wellbeing . In this perspective, it is important to foster a new curricula design to support adult education through MOOCs integration in continuous learning initiatives to support education for all and human wellbeing.



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## **Does Matter Positive Incidental Affect in Helping Behaviour in Preschool Children?**

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### **Abstract**

Incidental affect is not an epiphenomenon. In addition to the integral affect, the incidental one influences decision-making and social behavior. Although the empirical body on emotions and prosocial behavior is extensive, very few studies have focused on the relationship between incidental affect and prosocial behavior, and no study has concentrated on preschool children. Thus, this study aims to fill this gap in the literature. The main objective was to answer to the question of whether preschool children's declared tendency to help is different depending on (i) the positive or negative incidental affect as well neutral state, and (ii) various levels of helping cost. A within-subjects experimental design was conducted. Thirty participants aged between 4 and 6 (M SD, 15 males) were involved in three experimental conditions: positive incidental affect, negative incidental affect, and neutral affective state. Prosocial behavior, operationalized as the declared intention to offer help, was measured through vignettes representing various scenarios with a social target needing help. The helping cost was low, medium, or high and was depicted in six vignettes for each category. The participants had to decide whether they would provide help to the social targets who needed help. The research hypotheses were confirmed and proved that positive and negative incidental affect are differently related to prosocial behavior. The results revealed (i) higher rates of prosocial behavior in the positive incidental affect condition than in the negative one or a neutral affective state, apart from the helping cost; (ii) nonsignificant differences in prosocial behavior in the neutral affective state and positive incidental affect when the helping cost was high; and (iii) nonsignificant differences in the neutral affective state and negative incidental affect when the helping cost was moderate. The theoretical contribution of the current study is the empirical support for the fact that prosociality is also shaped by incidental affect and helping cost. Our findings extend prior research that focused only on the relationship between integral affect and prosociality. Future research directions and practical implications were discussed.

**Keywords:** incidental affect, preschool children, prosocial behavior, helping cost

## **Introduction**

Prosocial behaviour is an intentional, voluntary act manifested with the intention of benefiting a person or a group of persons (Ata & Macun, 2022; Tomasello, 2019). This type of behaviour has an affective impact not only on the one who receives help but also on the one who provides it (Dunfield & Kuhlmeier, 2013). In addition, there may also be aspects that reflect a self-centeredness tendency of the helper, in that help may be offered to satisfy one's own need for social approval (Wosinska et al., 2001).

In terms of association between prosocial behaviour and emotions, specialists have focused on the integral affect or endogenous affect (Loewenstein & Lerner, 2002) and a very few on the incidental affect or exogenous affect. Starting with Bodenhausen (1993), a new type of affect, incidental affect, was described in the literature. Integral affect involves inherent subjective reactions toward various targets; it is elicited in social relationships by the activity conducted (aesthetic, intellectual emotions; Stocker, 2010) or toward oneself (self-reflexive emotions; Fontaine, 2009; Stănculescu, 2012). Integral affect has a subjective or cognitive component as it depends on the assigned meaning and judgment or choice/decision making handy (Loewenstein & Lerner, 2002). In summary, integral affect is triggered by perceiving the target or mental representation of the target (Stănculescu, 2013a; Västfjäll et al., 2016). Unlike integral affect, incidental affect involves affective states that arise from various circumstances that are unrelated to the judgmental target (Ferrer et al., 2020). It is about affective reactions generated by settings or sources that are different from the social target and implicitly influences behaviours toward it (Schwarz & Clore, 2003). Incidental affect covers various diffuse states such as mood, priming, and affective conditioning (Loewenstein & Lerner, 2002; Stănculescu, 2013b). A call has been issued in the literature to investigate how positive or negative incidental affect is linked to decision-making and behaviour (Shiota et al., 2021). The association between prosocial behaviour and incidental affect is a new topic in the literature, since researchers' attention has been focused largely on the relationship between integral affect and prosocial behaviour (Eisenberg & Fabes, 1990; Loewenstein, 2000; Lerner et al., 2015; Waugh et al., 2015). Therefore, the current research aims to fill this gap through analysis of the association between incidental affect (positive and negative versus neutral state) and preschool children's declared tendency to help social targets in need of help, in low-, moderate-, and high-cost of helping settings.

Theoretical background

Prosocial behavior in preschool children

It is well-known in the literature that a child's awareness of others' needs, as well the availability to help, emerges from early ages (Salerni & Caprin, 2022) in the context of the theory of mind development (Nonnenmacher et al., 2021). Prosocial behaviours increase with age as a result of the development of cognitive skills, namely, the ability to detect the needs of others, the desire to console, empathy (Williams et al., 2014), and an understanding of the importance of helping people in difficulty (Eisenberg & Fabes, 1998; Flook et al., 2019). In addition to empathy and the awareness of others' needs (Marcelo et al., 2021), moral reasoning (Kohlberg, 1984), and cost of helping (Eisenberg & Shell, 1986) represent other factors that contribute to children's willingness to help people in need. Malti et al. (2016) found a positive association between moral reasoning and the capacity to understand other perspectives on the one hand and increased help on the other hand.

Regarding the cost of helping, it is accepted in the literature (Eisenberg & Shell, 1986) that, in preschool children, only high-cost behaviour is influenced by developmentally mature moral reasoning. A study conducted with infants 18 months old analysed the impact of cost of helping on the willingness to help in a motricity task (Sommerville et al., 2019). The findings revealed that infants' helping behaviour diminished when the anticipated costs were high and increased when costs were low. Environmental factors that influence prosocial behaviour in children include the modelling of behaviour by parents and the methods used in child discipline (Eisenberg et al., 2015). Parents also provide children models of behaviour in which they demonstrate empathy and sensitivity to others' needs, thereby supporting the development of prosocial behaviours in children (Stănculescu, 2008). Parental emotional availability or parental support and warmth (Streit et al., 2023; van der Storm et al., 2022) play an important role in modelling prosocial behaviour in children and, implicitly, their sensitivity to the needs of others.

#### Integral affect, incidental affect, and prosocial behaviour

As abovementioned, many studies have investigated the relationship between integral affect and prosocial behaviour (Eisenberg & Fabes, 1990; Hinnant & O'Brien, 2007; Xiao et al., 2019). Specifically, scientists have emphasized that preschoolers have a greater tendency to provide help to a specific target who exhibits negative emotions (sadness, fear) than an emotionally unaffected one (Pang et al., 2022). Psychological mechanisms involved in prosocial behaviour include: (i) empathy, such as the ability to understand another's emotional state or transposing oneself into the other's position (De Vignemont & Singer, 2006); (ii) sympathy, such as the feelings of concern or pain for another's ill being or a person in need (Davidov et al., 2013); and (iii) other vicarious emotional responses (Marcelo et al., 2021).

Previous studies of the association between incidental affect and prosociality involved adults and focused on an economics paradigm (Kurtz et al., 2022) to investigate making decisions to donate in the dictator game. The main findings highlighted the effects of emotions on generosity or prosocial behaviour, particularly the impact of incidental affect on the decision to donate (Fiala & Noussair, 2017; Ibanez et al., 2017; Tan & Forgas, 2010). Along the same lines, Kessler et al. (2021) proved that increased incidental happiness after the game had a positive impact on one's decision to engage in charitable giving. Building on previous results (Wann et al., 1994) indicating that sports fans experience positive emotions after their team's victory and negative emotions after a loss, Minnich (2022) analysed the influence of fans' emotions induced by match results on monetary donations and donations with a low time cost (returnable cups) inside a German soccer stadium. The results proved that when their team was winning, the fans were more generous; when their team was losing, they were less generous. As mentioned earlier, while various studies have explored the relationship between incidental affect and prosocial behaviour in adults, no one has investigated it in children. In summary, prosocial behaviour depends on (i) a moral thinking stage (Kohlberg et al., 1983); (ii) social information processing by accessing the cognitive schema related to a person in need; (iii) the emphasis on the social norm of helping others in need; (iv) the anticipation of the moral emotion of guilt in cases where individuals do not conform to the social norm regarding helping people in trouble and inherently need to reduce such a feeling (Stănculescu, 2012); and (v) experiencing compassion, another prototypical moral emotion (Haidt, 2003). Therefore, prosocial behaviour occurrence involves a mixture of cognition, moral reasoning, integral affect, and incidental affect infusion.

#### Induction of incidental affect in experimental research

The methods used to induce positive or negative incidental affect consist of the presentation of emotional stimuli, such as music in a pleasant or alert rhythm, negative images, and critical feedback. A validated technique for inducing incidental affect through the use of stories or cartoons (Strak et al., 1985) is mentioned in social cognition studies. This induction technique consists of reading texts (fragments of literary works or stories, depending on the participants' ages) or watching fragments of cartoons to create a positive (joy), negative (sadness), or neutral emotional state. Another induction technique involves asking participants to evoke emotional memories (positive or negative) or to imagine hypothetical events with positive or negative valence (Kurtz et al., 2022). Forgas and East (2008) proposed a technique based on short presentations (up to 10 minutes) of some excerpts from: (i) a comedy series to induce joy, (ii) a documentary to induce a neutral state, and (iii) a video about cancer to induce

a state of sadness. A similar technique was applied by Devilly and O'Donohue (2021) through the use of brief YouTube videos to induce anger or calmness and serenity.

The present study

In summary, by combining research on incidental affect with research on prosocial behaviour, we aim to investigate this association in preschool children. We use various hypothetical scenarios depicted in vignettes to measure the tendency to provide help to a specific target in need, in several experimental conditions: both positive and negative incidental affect and a neutral affective state. Therefore, the purpose of the current research is twofold: (i) to test the impact of the incidental affect (positive and negative versus neutral state) on the declared tendency to help in preschool children, and (ii) to analyse the differences in helping behaviour depending on the various levels of cost of helping (low, moderate, and high). Prosocial behaviour was measured by considering its instrumental subtype (Dunfield & Kuhlmeier, 2013), which refers to the declared tendency to offer help to a social target in need, in other words, the willingness to engage in prosocial or helping behaviour. The hypothetical scenarios represented in the vignettes required various low-, moderate-, and high-cost prosocial behaviours. The operationalization of prosocial behaviour depending on the cost was made according to the recommendations mentioned in the literature (Malti et al., 2016): (i) helping involves lower costs than sharing; (ii) sharing involves the highest costs when the shared items are considered valuable, are not returned, and are shared with anonymous strangers, because all of these features eliminate possible future reciprocity (Gummerum, et al., 2010); and (iii) sharing involves low costs when the value of the shared item is low. The research design is based on a within-subjects experiment. The independent research variables are: (i) the type of incidental affect (positive or negative) versus neutral affective state, and (ii) the magnitude of cost of helping, whether low, medium, or high. The dependent variable is prosocial behaviour operationalized in terms of its subtype, in other words, the willingness to help a stranger in need of help. The theoretical framework of the current research includes the cognitive unconscious model (Bodenhausen, 1993) and the affect infusion model (Forgas, 1995), as well cost-reward model (Dovidio, 1984). Based on previous findings that: (i) the higher the cost of helping, the lower the probability of helping; (ii) the incidental affect merges with the feeling elicited by a certain event or context, thereby influencing decision-making and behaviour (Phelps et al., 2014); and (iii) the principle of congruence or incongruence valence and “additivity-of-affect phenomenon” (Västfjäll et al., 2016), according to which positive incidental affect intensifies positive attitude or behaviour toward the target, and the negative one dampens it, the following research hypotheses are proposed:



H1 – Prosocial behaviour requiring a high-cost of helping is different depending on the incidental affect.

H1.1 – Prosocial behaviour requiring a high-cost is higher in the positive incidental affect condition than in the negative incidental affect condition.

H1.2 – Prosocial behaviour requiring a high-cost is lower in the neutral affective state than in the positive incidental affect condition and higher than in the negative incidental affect condition.

H2 – Prosocial behaviour requiring a moderate-cost of helping is different depending on the incidental affect.

H2.1 – Prosocial behaviour requiring a moderate-cost is higher in the positive incidental affect condition than in the negative incidental affect condition.

H2.2 – Prosocial behaviour requiring a moderate-cost is lower in the neutral affective state than in the positive incidental affect condition and higher than in the negative incidental affect condition.

H3 – Prosocial behaviour requiring a low-cost of helping is different depending on the incidental affect.

H3.1 – Prosocial behaviour requiring a low-cost is higher in the positive incidental affect condition than in the negative incidental affect condition.

H3.2 – Prosocial behaviour requiring a low-cost is lower in the neutral affective state than in the positive incidental affect condition and greater than in the negative incidental affect condition.

H4 – Prosocial behaviour requiring a low-cost of helping is significantly higher than when high-cost, regardless of the incidental affect.

## **Methods**

### *Participants*

The research was conducted with a group of 30 children (15 males; range age 5-6;  $M = 6.1$  years;  $SD = .45$ ) at a state kindergarten with a normal schedule, in an urban area. The selection of this kindergarten was for convenience, depending on the principal's availability to integrate the research program into the children's daily activities. Several state kindergartens were notified about this research via the educational psychologists' network, and the first principal who agreed was accepted. The parents of all children enrolled in the preparatory grade were invited to allow their children to participate in this research. A power analysis revealed that 28 participants were needed for a within-subjects design with three repeated measurements, with an effect size of 0.25,  $\alpha$  error probability 0.05;  $\beta$  0.80. Therefore, we opened the invitation

to participate in the research until we obtained the informed consent of the parents of 15 girls and 15 boys, thus obtaining a sample of 30 participants. The group of participants was homogeneous for social status, type of family, and neighbourhood.

### *Measures*

The research method was a quasiexperiment with a within-subjects design. Prosocial behaviour was measured in different experimental conditions (positive incidental affect, negative incidental affect, and neutral affective state) in the context of a low, medium, or high-cost of helping. The three experimental conditions were performed at three time points, at an interval of one month. Prosocial behaviour, operationalized as the declared intention to provide help, was measured through 18 vignettes representing a specific target in need, with six vignettes for each level of cost of helping. The specific target was the same boy in three of the vignettes and the same girl in the remaining three vignettes. To ensure the content validity, the selected images were evaluated by a mixed work team composed of two school psychologists and a university professor of developmental psychology and were pretested in a pilot study on 10 preschool children. To avoid overlapping the integral affect generated by the specific target in need with the sympathy generated by the attractiveness of the source or target, we chose the image of the same child each time, that is, in half of the vignettes the same boy and the in half the same girl. Children received a booklet with the vignettes, which depicted various situations that could be encountered in everyday life that were arranged randomly from the point of view of cost of helping to avoid the order effect. It is known in the literature that there is a higher probability of prosocial behaviour following a previous instance that has a high cost. Therefore, to avoid such biases, we did not include the vignettes according to each level; instead, they were randomly assigned. For each task, the participants were asked to express their agreement or disagreement with offering help. Children had to draw a circle if they would offer help in the situation presented in the picture or a triangle if they would not provide help. The children worked individually to respond to each task, and they were given all the time they needed.

### *Procedure*

Data collection was conducted based on three measurements, with an interval of one month between them. The induction of incidental affect was done according to the theory of Strack et al. (1985) by using the following cartoons or stories: (i) a cartoon based on the story “The Little Match Girl” by Hans Christian Andersen for the negative incidental affect induction and (ii) an episode from the cartoon “Tom and Jerry” for the positive incidental affect induction. In the first measurement, positive incidental affect condition, the children watched “Tom and Jerry” cartoons for 15 minutes. They expressed themselves naturally, most of them laughing

loudly during the comical sequences. Then, each child received a worksheet and pencils and was asked to indicate their agreement or disagreement to help social targets in need. Targets were depicted in the vignettes and were randomly assigned according to the cost of helping level. In the second measurement one month later, the incidental negative affect condition, the children were invited to watch the animated film “The Little Match Girl,” which is based on the story of the same name. The environment created was like watching a movie, with the chairs placed in front of the projection screen, as in a cinema hall. The duration of the projection was 20 minutes, during which the children were very attentive to the unfolding of the story, sitting almost motionless. Then, they were seated at tables and asked to complete the same worksheet used in the first measurement. In the final measurement taken one month later, of the neutral affective state, the booklet with the 18 tasks was presented again after a painting class. Children were asked to express their agreement or disagreement to help social targets in need who were depicted in vignettes randomly assigned according to the cost of helping level. The operationalization of prosocial behaviour in the current research was based on the previous findings (Svetlova et al., 2010; Warneken & Tomasello, 2009) that highlighted that instrumental helping or helping other person to complete a task involves a lower cost than sharing one's own resources with someone in need, because sharing means giving up one's own possessions for the benefit of another person. Examples of tasks used in our research: (i) low-cost of helping: helping a social target to complete a motor task that does not involve a great effort, i.e., picking up dropped objects for the social target; (ii) moderate-cost of helping: helping the social target to finish a task and postponing one's own participation in playing with the peers, i.e. helping the social target to collect his toys instead of joining other children to play; (iii) high-cost of helping: offering one's own toy to the social target who very much wants to have it. The research was ethically conducted in accordance with the Helsinki Declaration 1975 as revised in 2000.

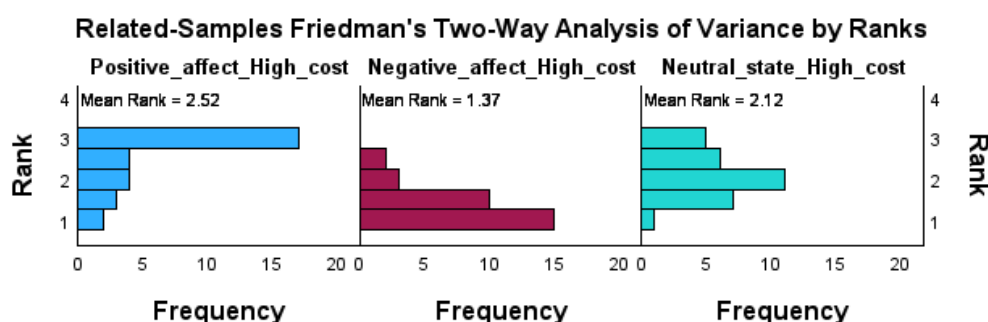
#### *Data analysis*

The data analysis was conducted using SPSS 28 (IBM). First, the normality of the data distribution was checked using Q-Q plots with lognormal test distribution. Second, to verify the first three hypotheses, various Friedman's tests were computed, as recommended by Bortz et al. (2000) in the case of two-way repeated measures analysis of variance by ranks and non-normal data distribution. More specifically, related-samples Friedman's two-way analysis of variance by ranks was applied to detect the differences in prosocial behaviour frequencies across  $k$  dependent samples (i.e.,  $k = 3$ ; positive incidental affect, negative incidental affect, and neutral state). Upper critical value for the Friedman's test using  $k = 3$ ;  $N = 30$ ; and  $\alpha < .01$  is

9.21. Third, to check the subhypotheses derived from the first three hypotheses, the Dunn's pairwise post hoc tests (Eisinga et al., 2017) were conducted. Thus, multiple pairwise comparisons with the Bonferroni correction for adjusting the threshold of statistical significance (as recommended in the multiple comparison tests, Bortz et al., 2016) were computed to determine which experimental conditions are significantly different from each other, based upon the mean rank differences of the groups. Fourth, to test the last hypothesis, the Wilcoxon test was applied to calculate mean differences in prosocial behaviour depending on the high or low-cost of helping behaviour, in each experimental condition.

## Results

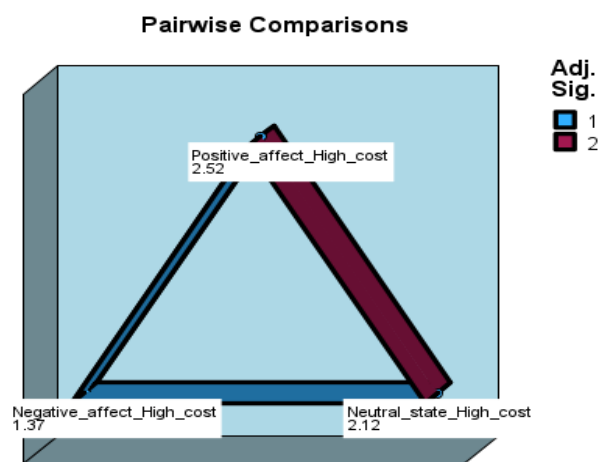
Descriptive statistics based on Q-Q plots with lognormal test distribution revealed that the data is not normally distributed. The distribution of the frequency of prosocial behaviour in response to a high-cost of helping in the three experimental conditions—positive incidental affect, negative incidental affect, and neutral affective state—can be seen in Figure 1.



**Figure 1:** Related-samples Friedman's two-way analysis of variance of prosocial behaviour requiring high-cost of helping in the three experimental conditions (positive incidental affect, negative incidental affect, and neutral state)

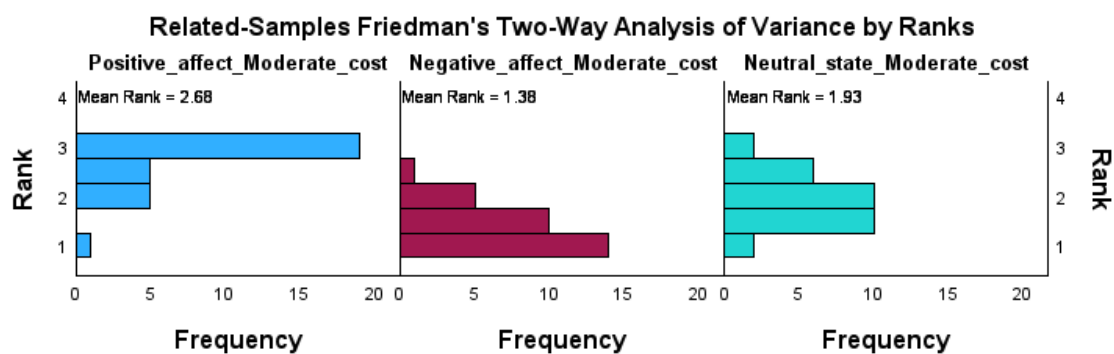
The results of the Friedman's test of the analysis of prosocial behaviour variance (involving high-cost helping) revealed significant differences among the three experimental conditions, that is, positive or negative incidental affect and neutral affective state (*Friedman's*  $F = 25.56$ ,  $df = 2$ , *Asymp.Sig* (2-sided test)  $< .001$ ). The *Friedman's*  $F$  is much higher than upper critical value for the Friedman's test, that is, 9.21. These findings proved the validity of the  $H_1$ . To verify the validity of the two subhypotheses ( $H_{1.1}$  and  $H_{1.2}$ ), Dunn's post-hoc tests or pairwise

comparisons were conducted, as depicted in Figure 2. The results highlighted that in the positive incidental affect condition, the help propensity is significantly higher than in the negative incidental affect condition (*test statistic* = 1.15, *SE* = .25, *std test statistic* = 4.45, *Sig* < .001, *Adj. Sig* < .001). Thus, H<sub>1.1</sub> was validated. Further results revealed that H<sub>1.2</sub> was partially confirmed. More precisely, in the neutral affective state, the intention to help was significantly higher than in the negative incidental affect condition (*test statistic* = .75, *SE* = .25, *std test statistic* = 2.90, *Sig* = .004, *Adj. Sig* < .01) and was smaller than in the positive incidental affect condition but not statistically significant (*test statistic* = .40, *SE* = .25, *std test statistic* = 1.54, *Sig* = .12, *Adj. Sig* = .36).



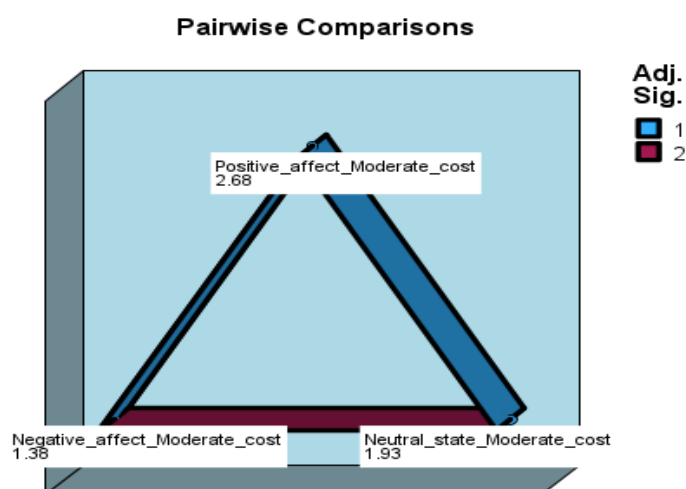
**Figure 2:** Dunn’s pairwise comparison test of prosocial behaviour requiring moderate cost of helping in positive/negative incidental affect and neutral state; blue colour means significant difference; red colour means nonsignificant difference; nodes indicate the mean ranks of prosocial behaviour in each experimental condition

The distribution of the prosocial behaviour frequency—behaviour involving a moderate cost of helping—in the three experimental conditions can be seen in Figure 3. The results of the Friedman test provided evidence for significant differences regarding prosocial behaviour depending on the presence, either positive and negative, of incidental affect or its absence (*Friedman’s F* = 33.32, *df* = 2, *Asymp. Sig* < .001). The *Friedman’s F* is much higher than upper critical value for the Friedman’s test, that is, 9.21. These findings validated the H<sub>2</sub>.



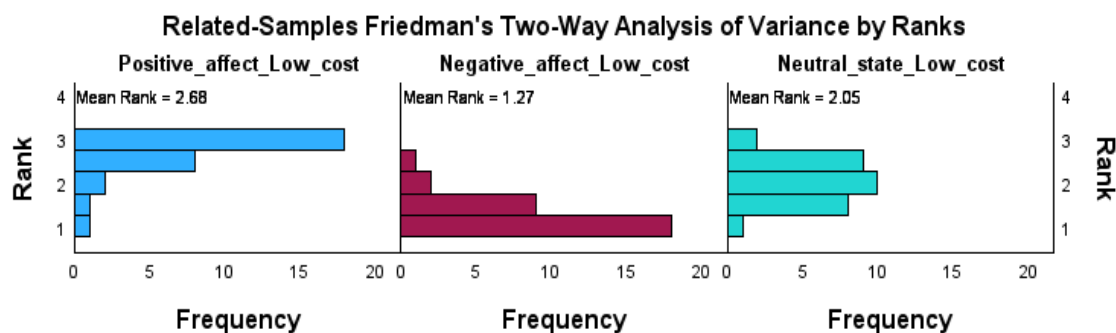
**Figure 3:** Related-samples Friedman's two-way analysis of variance of prosocial behaviour requiring moderate-cost of helping in the three experimental conditions (positive incidental affect, negative incidental affect, and neutral state)

Dunn's pairwise comparisons proved the validity of  $H_{2.1}$ . Specifically, the declared tendency to provide help was significantly higher in the positive incidental affect condition than in the negative one (test statistic = 1.3,  $SE = .25$ , *std* test statistic = 5.03,  $Sig < .001$ , *Adj. Sig* < .001). The obtained results partially confirmed  $H_{2.2}$  because in the neutral affective state, prosocial behaviour was (i) significantly lower than in the positive incidental affect condition (test statistic = .755,  $SE = .25$ , *std* test statistic = 2.9,  $Sig = .004$ , *Adj. Sig* < .01) and (ii) greater than in the negative incidental affect condition, which can be seen in Figure 4, but not statistically significant. This was proved by the adjusted threshold value of statistical significance (test statistic = .55,  $SE = .25$ , *std* test statistic = 2.13,  $Sig = .03$ , *Adj. Sig* = .09).



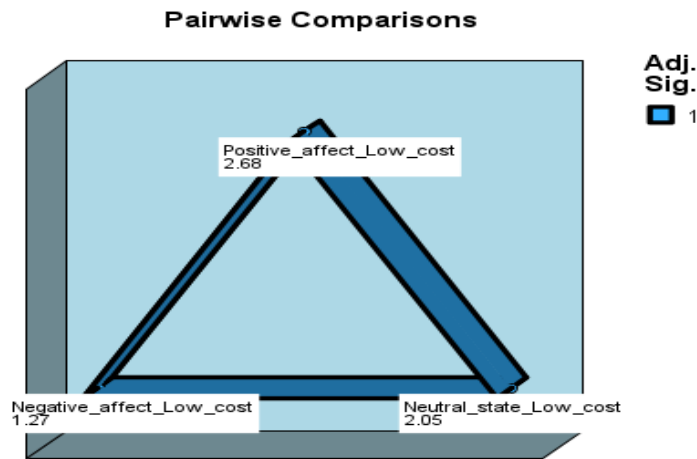
**Figure 4:** Dunn's pairwise comparison tests of prosocial behaviour requiring moderate-cost of helping in positive/negative incidental affect and neutral state; blue colour means significant difference (*Adj. Sig* < .05); red colour means nonsignificant difference (*Adj. Sig* > .05); nodes indicate the mean ranks of prosocial behaviour in each experimental condition

The distribution of the prosocial behaviour frequency—that is, behaviour requiring a low cost of helping—in each experimental condition can be seen in Figure 5. The results of the Friedman's test revealed significant differences in prosocial behaviour in the three experimental conditions (*Friedman's F* = 37, *df* = 2, *Asymp. Sig* (2-sided test) < .001). The *Friedman's F* is much higher than upper critical value for the Friedman's test, that is, 9.21. These findings provided evidence for the validity of the H<sub>3</sub>.



**Figure 5:** Related-samples Friedman's two-way analysis of variance of prosocial behaviour requiring low cost of helping in the three experimental conditions (positive incidental affect, negative incidental affect, and neutral state)

The results of pairwise comparisons, which can be seen in Figure 6, highlighted that in the positive incidental affect condition, the declared tendency to provide help was significantly higher than in the negative one (test statistic = 1.41, *SE* = .25, *std* test statistic = 5.48, *Sig* < .001, *Adj. Sig* < .001); thus, H<sub>3,1</sub> was confirmed. Additionally, H<sub>3,2</sub> was also confirmed: The results emphasized that in the neutral affective state, prosocial behaviour was significantly lower than in the condition of positive incidental affect (test statistic = .63, *SE* = .25, *std* test statistic = 2.45, *Sig* = .014, *Adj. Sig* = .043) and significantly higher than in the negative incidental affect condition (test statistic = .78, *SE* = .25, *std* test statistic = 3.03, *Sig* = .002, *Adj. Sig* = .007).



**Figure 6:** Dunn’s pairwise comparison tests of prosocial behaviour requiring moderate-cost of helping in positive/negative incidental affect and neutral state; blue colour means significant difference (*Adj. Sig* < .05); red colour means nonsignificant difference (*Adj. Sig* > .05); each node indicates the mean ranks of prosocial behaviour in each experimental condition

The results of the Wilcoxon test validated the last hypothesis. Specifically, prosocial behaviour requiring high cost of helping was significantly lower compared to the contexts requiring low cost of helping in all experimental conditions: (a) positive incidental affect [ $Z = -3.99$ , *Asymp. Sig* (2-tailed) < .001] or (b) negative incidental affect [ $Z = -3.62$ , *Asymp. Sig* (2-tailed) < .001], and (c) neutral affective state [ $Z = -3.7$ , *Asymp. Sig* (2-tailed) < .001].

## Discussion

All four research hypotheses in the current study were confirmed. Our results provide evidence for incidental affect’s impact on the declared intention to prosocial behaviour. In addition, our findings highlight that, regardless of the magnitude of the cost of helping, positive prosocial behaviour is higher in the positive incidental affect condition than in the negative one. Specifically, children had a higher tendency to help in the positive incidental affect condition than in the negative one, when cost of helping was high (H1.1), moderate (H2.1), or low (H3.1). These results are in line with prior research (Gärtner et al., 2022), which indicates that a positive mood caused by a pleasant event increases the probability that an individual will exhibit prosocial behaviours. Moreover, in the current study, the incidental affect was experientially salient, and it was conducive to the so-called additivity effect (Västfjäll et al., 2016). Specifically, the positive valence of the incidental affect influenced the evaluation of the social



target in need. Therefore, there was a heightened favourability toward the social target, thus increasing the decision to help. According to the broaden-and-build theory (Fredrickson, 2004), positivity contributes to broaden an individual's momentary thought–action repertoire by increasing the individual's available resources that can be invested in various activities, including helping others. The greater willingness to help in the context of positive incidental affect can also be explained by the social cognition approach to emotions (Forgas & East, 2008), which emphasizes the role of the affect–cognition interplay in social information processing and in making decisions to help a social target in need.

In addition, our findings parallel extant empirical research by Forgas and East (2008), which highlights that, when they are in a strongly positive mood, people have an optimistic mindset and a tendency toward involving themselves in direct interpersonal behaviours. According to the affect infusion model (Forgas, 1995), “affective states have a subtle and cognitively mediated influence on the ways people perform or inhibit” (p. 206) various behaviours. More precisely, positive incidental affect increase acting prosocially and negative one inhibits it. The results proved that H1.2 was partially confirmed. More precisely, presuming that prosocial behaviour requiring a high-cost of helping is lower in the condition of negative incidental affect than the neutral one was confirmed. This finding is explained by previous research by Forgas and East (2008), which emphasized that, when they are in a negative mood, people have a lower tendency to engage in interpersonal behaviours and a lower implicit sensitivity to other people's needs. In addition, according to Fredrickson's theory (2004), negative emotions narrow thought–action repertoires, so in the current study, children exhibit less prosociality in the negative incidental affect condition than in both the positive one and the neutral state.

As abovementioned, H1.2 was partially confirmed because the assumption of higher prosocial behaviour requiring high-cost of helping in the positive incidental affect condition than in neutral state was not obtained. A possible explanation for this relates to previous findings that preschool children's decision to help others in need is determined by moral reasoning only when there is a high-cost of helping of the required behaviour. Specifically, social information processing involves access to specific social norms regarding helping others, but only in the presence of a high-cost of helping. Thus, the social norm of the necessity to help others in need is salient, and children are sensitive to others' needs both in the neutral state and the positive incidental affect.

The results obtained shown that the H2.2 was partially confirmed since presumed the differences between a negative incidental affect and a neutral state in prosociality requiring

moderate-cost of helping was not obtained. No significant differences can be explained by the fact that the implicit moral concerns associated with the refusal to help, when the effort or cost is not too high, lead to an increase help propensity (Haidt, 2003), even in the negative incidental affect condition. Apart from this, significantly lower prosocial behaviour emerges in the negative incidental affect condition than in the neutral state when the costs of helping are high or low. These results confirm the “undoing negative emotions effect” (Fredrickson, 2004); in other words, the negative emotions narrow thought–action repertoires. In our case, the negative incidental affect implicitly reduces the willingness to help a social target in need.

In terms of low-cost of helping, our findings highlighted that both subhypotheses, i.e., H3.1 and H3.2, were validated. Presumed higher prosocial behaviour in positive than negative incidental affect and neutral state, as well higher in the neutral state than negative incidental affect were confirmed. The pattern underlying the positive incidental affect condition could be considered generally consistent with previous studies on integral affect (Aknin et al., 2018; van Kleef et al., 2022), which emphasized that positive emotions increase a person’s willingness to behave prosocially. Our results related to lowest rates of prosocial behaviour in the negative incidental affect condition are at same line with previous findings (Pham et al., 2007) that underlined that negative incidental mood is less beneficial for helping a person in need. More specifically, it leads to low sensitivity towards other needs and consequently omission to help.

Regarding the last hypothesis, assuming the differences are related to the cost of helping, our findings confirmed that preschoolers express a higher tendency to provide help when the cost of helping was low. This result is not surprising, considering the cost-reward model (Dovidio, 1984), as well previous findings that emphasized people are more likely to help others when they believe they can perform these favours without incurring an extreme cost (Zhang & Epley, 2009). Our findings parallel the results obtained by a previous observational study (Eisenberg-Berg et al., 1979), which revealed that 4- and 5-year-olds were more likely to help others complete tasks (low- cost of helping) than to share their own objects (high-cost of helping). Whenever the cost is high, the chances of the occurrence of prosocial behaviour decrease. Apart from this, other variables, such as altruism as a personality trait and empathy—variables that were not investigated in the current research—increase the decision to help others. Conversely, egocentric thought specific to preschool children (Piaget, 2013) obstructs such a decision, especially when the cost of helping is high.

#### Research contribution

The contribution of this research involves the novelty of the theme addressed. Incidental affect has been analysed in psychology, especially in social cognition field, in research on out-

group judgments (Isbell & Lair, 2016), stereotyping (Paolini et al., 2021; Stănculescu, 2013a), as well stereotyping and intergroup relations (Bodenhausen et al., 2000). As far as we know, to date no previous studies have been conducted to investigate the relationship between incidental affect and prosocial behaviour in preschool children. Our results confirmed that the tendency to provide help is significantly higher in the positive incidental affect than in the negative one. This expands the existing empirical research that positivity favours the tendency to overcome the limits of one's own egocentrism, which is one of the main characteristics of the preschool age or the preoperational cognitive developmental stage (Piaget, 2013), and to become involved in doing good for others.

The results of this study have practical implications, since they provide evidence for educators that prosociality builds on the background of positive incidental affect and not only on the basis of integral affect or positive feelings toward people who need help, as is well-known in the literature (Waugh et. al, 2015). Therefore, educators must promote a secure and positive climate, since positive incidental affect (positive mood) will favour helping behaviours, which, in turn, contributes to warm and close relationships. In addition, educators must train and stimulate children to be attentive to the needs of others and help them when they have difficulties. The benefits will be enjoyed over the long term, because supportive reactions or prosocial behaviour enrich interpersonal relationships. It is well-accepted that children who display prosocial behaviours have more friends and report a better quality of friendships than those who are self-centred and display a low willingness to help others (Streit et al., 2023). Supportive relationships that are based on helping, caring, and empathy have a buffer effect (Padilla-Walker et al., 2015) against the stressors that inevitably appear in everyday life (Lam et al., 2009; Stănculescu, 2015).

#### Limitations and future research directions

It is necessary to continue this research, taking into account the aspect of ecological validity, and future experiments should be conducted in concrete situations to help others. Thus, prosocial behaviour could be observed, as well children's verbal and nonverbal reactions. Specifically, it would be worthy to further study the impacts of incidental affect on real-world decision-making to help people in trouble. Another future research direction would be to explore the additivity effect of incidental affect and integral affect with different intensities and valences and its impact on prosocial behaviour. Moreover, future studies would benefit from the use of additional measurements for prosocial behaviour, since only one method, namely, measuring self-reported intention to help a social target in need, is likely to capture only a fragment of the complexity inherent in such behaviours.

## **Conclusions**

The current study expands existing research on prosocial behaviour in preschool children depending on cost of helping, analysing the impact of positive and negative incidental affect on the self-reported intention to help a social target in trouble. To the best of our knowledge, this is the first study that investigated the role of incidental affect versus the neutral affective state in the relationship between prosocial behaviour and cost of helping. The research hypotheses were validated, and prosocial behaviour was confirmed as being influenced by incidental affect. Our results found higher rates of prosocial behaviour in the positive incidental affect condition than the negative one. In other words, the results of the study draw attention to the fact that positivity unrelated to the social target, such as a positive incidental affect, can contribute to helping behaviour and implicitly favours harmonious interpersonal relationships.

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## **Attitudes Towards Online Violence Scale (ATOVS): A Scale Validation through EFA, CFA and Contrasted Group Process**

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### **Abstract**

Internet media's importance has proliferated in recent decades, becoming a vital component of contemporary life. Internet, social media, and information and communication technology have provided many folded benefits along with many psychological hazards like online violence. Online violence has various significant public health effects. A sound definition of online violence can be found in the framework of the World Health Organization (WHO), which defines violence as the deliberate use of physical power or threats against an individual or community that results in injury, death, psychological distress, or ill-development. In Pakistan, we did not find a suitable scale that could address the concerns of university students who are violated through online social media platforms. Therefore, we thought of a scale that would provide accessible data to national researchers by using it. Thus, the main aim of this paper was to validate the attitudes toward the online violence scale (ATOVS) in the cultural context of Pakistan on a sample of 1290 Pakistani University students. Exploratory factors analysis was applied to the 12 items to identify the relevant factors, which resulted in a uni-factor scale (1st half of the sample; N=600); the factor was named attitude towards online violence scale (ATOVS) based on previous literature. In the 2nd stage, Following EFA, confirmatory factor analysis was applied (2nd half of the sample; N=690) to confirm the factors identified through EFA. The psychometric tests showed strong and significant results for the ATOVS scale, which

is now used by indigenous researchers. ATOVS holds the internal consistency of  $\alpha=.92$ , which reflects that ATOVS is a psychometrically sound measure for the present and future studies in the research field. Contrasted group validity was also considered to provide additional support for the validity and reliability of the ATOVS. The results also showed that women are more exposed to online violence than men, which is a heinous problem for Pakistani society.

**Keywords:** Online violence, attitude, violence, ATOVS, University students

## Introduction

The importance of internet media has proliferated in recent decades, becoming a vital component of contemporary life (Raghavendra et al., 2018). In addition, internet media constitutes a true revolution in the communication system (Suseno et al., 2018) and is among the most essential aspects of modern human civilization, influencing social conventions, principles, and culture (Tulin et al., 2018).

Globalization and information and communication technology (ICT) have substantially altered the world into a global village (McLuhan & Powers, 1989). ICT provides several advantages, mainly its educational purpose, so the number of ICT consumers is constantly increasing (Cizmeci & Ercan, 2015).

Internet, social media, and ICT have provided many folded benefits along with many psychological hazards like online violence (Arafa et al., 2018). Online violence has various significant public health effects. In addition to negative psychosocial and health harms, it is also related to offline sexual and physical assault against victims (Backe et al., 2018; Sincek et al., 2017).

A sound definition of online violence can be found in the framework of the World Health Organization (WHO), which defines violence as the deliberate use of physical power or threats against an individual or community that results in injury, death, psychological distress, or ill-development (Dahlberg & Krug, 2002, p. 5).

Online violence is also described as any communication, such as the exchange of audio, video, or textual information, that jeopardizes the security of a person or causes them to feel fearful and distressed via the internet (Rančić, 2018). It may take various forms, including sending hostile or abusive messages and emails, posting personal pictures and videos without permission, trolling on the internet, hacking, and internet surveillance. The most frequent forms of online violence are social networking violence, cyber-stalking, cyber-bullying, harassment, cyber-suicide, gang crime etc. (Patton et al., 2013).

The outcomes of conventional and online violence are nearly identical and mostly coexist (Ljepava, 2011). Even in situations where victims might feel secure, such as at home, it is considerably more challenging to flee online violence (Kowalski et al., 2014). Online violence is not constrained by place or time (Dalla Pozza et al., 2016). That is probably why the general public's repeated exposure to online violence makes victims feel more vulnerable and helpless (Ljepava, 2011; Milosevic, 2018).

Adolescents frequently participate in risky behaviors, including their interactions on the Internet, but sometimes parents are unaware of the severity of their children's internet activities (Evans, 2005). Online violence is a perilous phenomenon (Sabella, 2007) and can cause substantial harm to a victim, who might suffer severe psychological repercussions. Some of the most serious ones can even lead to suicide (Feinberg & Robey, 2009).

Fleeing from online violence is practically impossible, mainly in the technological era, so it is imperative to know about the attitudes toward online violence, primarily among students. As we will discuss later in the literature review, Pakistani has nearly no valid and reliable scale to examine people's attitudes in this sense. Therefore, it is of great importance to provide a tested and validated attitude toward violence scale for Pakistani indigenous.

Nunes et al. (2022) conducted an experimental study to investigate the effect of attitudes toward violence. The sample comprised 285 male participants aged 18 and above from Canada and the United States. Participants were randomly allocated to receive information that influenced their attitudes/views about violence or a control condition. Violent behavior was acquired by asking respondents to choose between violent and non-violent choices regarding an array of vignettes related to interpersonal conflict. The findings indicated that participants exposed to the anti-violence attitude condition exhibited lower levels of violence in their responses on the vignette questionnaire compared to those in the control condition.

Additionally, Basar et al. (2019) performed a study in Turkey to examine the attitudes of both women and men towards violence against women and the influencing factors, with a sample of 2,959 participants (1,481 women and 1,478 men). The findings showed that 41.3% of women and 22.6% of men reported experiencing violence. The average score on the attitude towards violence scale was  $49.38 \pm 11.52$  for men and  $41.57 \pm 11.83$  for women. These scores were significantly associated with gender, educational level, income status, occupation, co-educational status, marital age, co-occupation, family type, and exposure to violence. Men were more likely to consider violence as natural or acceptable (Basar et al., 2019).

Another research was carried out to investigate the attitude and knowledge regarding violence against women among male health personnel working at Akure South Local

Government. The sample included 191 male participants. The research revealed that male health workers (59%) may have inadequate knowledge about the prevalence, causes, and consequences of violence against women; 51% of the participants had an adverse perspective toward violence against women (VAW), whereas 49% had an adequate comprehension of VAW. Hence, the authors concluded that the participants had inadequate knowledge and unfavorable attitudes toward violence against women (Adekola et al., 2022).

Another research in Croatia investigated the impact of gender, emotional, and cognitive empathy on cyber violence among 396 adolescents (aged 12 to 19 years) (202 females; 194 males). Findings showed that those with lower levels of empathy (emotional or cognitive) were more likely to engage in acts of cyber-violence; males with lower levels of empathy perpetrated more cyber-violence. Findings suggest that both forms of empathy (emotional and cognitive) serve as protective factors against engaging in cyber-violence, with more significant cognitive empathy associated with a lower level of cyber-violent conduct (Sincek et al., 2020).

As indicated by Barlin'ska et al. (2013), the virtual experience increases the probability of adverse bystander conduct by spreading offensive texts and pictures owing to the absence of direct interaction with the victim, reducing feelings of guilt and empathy.

Concerning attitudes toward violence, research conducted on Spanish adolescents utilizing the CADV test revealed that the justified violence against peers as a reaction to bravery, held sexist beliefs, and explanation of domestic violence was significantly greater in males compared to females. In contrast, the tolerant views and disapproval of violence were more significant in females (Viniegra, 2007).

Another study was carried out in Spain to examine the attitude toward violence concerning socioeconomic inequality (aprophobia) and its association with violent actions in 96 Spanish students from Primary Education (PE) and Compulsory Secondary Education (CSE). The study employed focus groups and conducted a thematic analysis to identify different attitudes. The study identified three distinct attitudes towards violence against individuals perceived as having a lower status: attitudes linked to self-esteem or feeling superior, socialization attitudes, and attitudes of legitimization (Pina et al., 2022).

Moreover, people commonly utilize prejudices surrounding gender roles, heterogeneity, and minorities to justify violence. Thus, the victim is frequently accused of initiating the violence, while the offender feels morally acceptable in committing the abuse. Studies indicate that young girls, women, and sexual minorities are much more likely to be internet victims than other groups (Backe et al., 2018). An online survey was utilized in Germany to examine the long-term encounters of online victimization. Participants aged 10 to 50 years were included in

the study. The sample included 9,760 German internet users, and the findings found that women were much more likely than men to experience online victimization and cyber-stalking. Furthermore, chronic stress, higher neuroticism, and prior encounters with online victimization are highly associated with more substantial stress (Staude-Müller et al., 2012). In addition, a Pew Research Center poll of almost 4,000 persons in the United States revealed that adults over the age of 18–29, women (21%), were more susceptible to internet sexual harassment than (9%) males (Duggan, 2017).

Youth violence is a major issue that impact individuals, societies, and communities. Therefore, Davidson and Canivez (2012) conducted an exploratory factor analysis (EFA) to assess the psychometric properties of the Attitudes Toward Violence Scale (ATV) in a sample of 359 high school adolescents. Based on the item content, a three-factor structure composed of 17 of the 20 items was discovered and termed Crime and War (CW;  $\alpha = .80$ ), Corporal Punishment (CP;  $\alpha = .87$ ), and Partner Violence (PV;  $\alpha = .88$ ). The three factors were independent of gender; however, males obtained substantially greater scores on all three factors of ATV and the total score, with moderate effect sizes overall. Although the scale has acceptable statistical and psychometric qualities, the study lacks racial/ethnic and geographical variation among participants (Davidson & Canivez, 2012). Furthermore, it only involves adolescent participants, making it inapplicable to other populations (particularly the target group of our study, i.e., university students).

In 1995, Wilczenski constructed and validated the ATIES (attitudes towards inclusive education scale) on school teachers in the USA, unidimensional with 16 items using the Rasch analysis. Although the scale has good statistical and psychometric properties, it reflects mostly Western beliefs and perceptions that discriminate the local Asian (Pakistani) perception; therefore, it is intended to have a tested and validated scale for the Pakistani community in the IE field.

Bandura's (1977) theory of social learning is a valuable paradigm for comprehending attitude formation. This theory posits that learning takes place in a social environment, where individuals gain knowledge through imitation, acquisition, and modeling. Furthermore, social learning stresses cognition, emotion, and behavior. Hence, Social learning theory can be applied to understand how exposure to violence influences the development of attitudes. According to Bandura (1977), emotional reactions and beliefs are acquired via direct observation and experience. As a result, attitudes can develop both because of one's own experiences with violence and as a result of observing it. For instance, direct victimization, witnessing violence firsthand, and exposure to violence through various media (such as video games, news articles,

films, and television) can significantly contribute to the development of attitudes towards violence (Guttman et al., 2006). Furthermore, experiencing or observing violence may lead individuals to internalize these behaviors as acceptable methods for conflict resolution and emotional regulation, thereby fostering violent social scripts and pro-violence beliefs (Guttman et al., 2006). Hence, individuals might imitate their aggressors' encouragement of violence and develop pro-violence attitudes by observing the victimization of everyone else (Slovak et al., 2007).

Several risk factors for violent behavior have been identified in the scientific literature. These factors involve a history of violent victimization (Hawkins et al., 2000; Resnick et al., 2004), antisocial behaviors and convictions, exposure to domestic assault, and interpersonal conflicts in the family as well as within the community (Fowler et al., 2009; Hawkins et al., 2000), and parental authoritarian child-rearing practices as well as harsh, permissive, disciplinarian, and regulated practices (Chaffin, 2006). According to the concept of social learning, adolescents who see or experience violence in their homes or communities may be prone to develop unfavorable attitudes toward violence against others. As Guttman et al. (2006) stated, viewing violence contributes to the integration of aggressive behaviors as well as the repetition of violent behavior. Consequently, through social learning theory, individuals raised by parents who embrace, and practice corporal discipline are more inclined to acquire attitudes towards favoring such severe punishment and indulge in aggressive behavior.

Online violence is a prevalent phenomenon. However, in Pakistan, there is a lack of a substantial number of studies and scientific articles on online violence, and the literature suggested that most of the research focuses on the other aspects of online violence such as cyber-bullying, harassment, discrimination, cyber-bullying victimization, and online abuse. As there is a dearth of research on university students' attitudes toward online violence in Pakistan, therefore there is a need for research to examine the attitude toward violence in Pakistani society. To comprehend violence as a pervasive phenomenon, it is essential to comprehend its causes.

To investigate the condition of cyber harassment, 68 known cases from various sources were analyzed between 2012 and 2018. According to the findings, only a small fraction of incidents of online harassment were documented and investigated. Most reported incidents occurred in Punjab Province. The result depicts that many of the victims were between the ages of 21 and 30 and had a high level of education. Moreover, findings show that images sent via Facebook and mobile devices are the most common method of extortion and harassment (Qureshi et al., 2020).

Another study was conducted in Sindh, Pakistan, on social media's influence on youth's violent conduct. The sample consisted of 311 university students. The findings revealed that social media was considered to have a negative impact on the behavior and thought processes of youth. In addition, social media substantially affects young people's lives, encouraging them to develop antisocial intentions (Abbasi et al., 2020).

Abbas et al. (2021) conducted a study in Punjab, Pakistan, to determine the influence of media violence on the quality of life of children and young adults. A random sample of 181 participants between the ages of 7 and 24 was obtained. According to the study's findings, adolescents and children's quality of life is negatively correlated with their frequent exposure to violent and antisocial media. As a result of antisocial media content, the standard of living is rapidly deteriorating. It demonstrates that poorer quality of life is a prevalent and growing issue among children and young adults.

Furthermore, a study by Saleem et al. (2021) was carried out to measure cyber-bullying victimization among Pakistani university students. Six universities in the Sindh province area were chosen as the target group. The study was conducted on a sample of 273 university students between the ages of 18 and 25 years to determine demographic, electronic divide, and socioeconomic variations regarding cyber-bullying. The result demonstrated that cyber-bullying is widespread in Pakistan. Noteworthy differences concerning languages, Internet access, and socioeconomic level with small effect sizes were found. The study's findings indicate that socioeconomic status is positively associated with cyber-bullying victimization. Students from affluent socioeconomic areas were more frequently harassed than students from poor socioeconomic areas (Saleem et al., 2021).

Furthermore, research was conducted to determine the incidence of violence in Pakistani society as well as to measure the awareness level of Pakistani youth about various types of violence. The research sample comprised 500 postgraduate students (250 males and 250 females) from selected universities. The results about awareness and prevalence of violence reveal that a high level of violence is prevalent among educated youth. Furthermore, children and women are more susceptible to violence. A total of 85% of participants reported having encountered emotional violence at some stage in their lives. Verbal violence was the most frequently reported form of violence. 91% of students reported experiencing verbal abuse, while 82% admitted utilizing it in their lives. In terms of physical violence, 66% claimed they had faced it, and 54% said they used physical violence (Haider & Mahsud, 2014).

There are significant gender disparities in attitudes toward violence and violence perpetration. Research consistently demonstrates that males exhibit significantly more



favorable attitudes towards violence and engage in violent behavior more frequently than females (Anderson et al., 2006; Carnagey & Anderson, 2007). In addition, Carnagey and Anderson (2007) findings revealed that males hold more favorable attitudes toward war and criminal code violence than females. Similarly, Anderson et al. (2006) showed that males endorse intimate partner violence, war, the criminal code, and physical abuse more than females. In terms of perpetrating violence and/or engaging in aggressive conduct, Carnagey and Anderson (2007) discovered that males displayed a greater degree of trait verbal and physical aggression than females.

A study was conducted in Salvador on young adults, and the result revealed that men scored higher than women in attitudes about justifiable sexual violence (Sierra et al., 2007). In general, the results indicate that males score substantially higher than females in terms of their generally favorable attitudes toward violence. In a survey of adolescents in the United States, males scored higher on attitudes toward corporal punishment, war and crime, and intimate partner violence (Davidson & Canivez, 2012).

Although online violence remains a relatively new topic of study, it is recognized as a severe public health concern that is intrinsically linked to adolescent or adult behavior, psychological health, and development. The growing rate of Internet users globally and the widespread use of social media among youth have exacerbated this concern, with most children and adolescents encountering online violence at a particular phase of their lives.

In virtual contexts, abusers are emancipated from the constraints of time and place, so online violence takes place very easily. It has adverse effects on many facets of adolescents' lives, including suicide and other psychological issues. Online violence may have a more significant impact than traditional violence since its offenders can operate anonymously and communicate with young people and adolescents at any time (Hutson et al., 2017). Online victims exhibit higher degrees of despair, anxiety, and loneliness in contrast to conventional victims (Larrañaga et al., 2016).

Similarly, digital technology has enabled a unique form of interpersonal interaction. Surveys and press reports reveal a helpful picture of social media platforms. The negative aspect of adolescents' internet use is that they may bully or be bullied by others in cyberspace. Furthermore, online violence may not be a challenge restricted to a particular nation and not geographically constrained. In this way, online violence is a worldwide issue that demands further global cooperation to address it. Prevention and early intervention measures are required for online violence. According to Fowler and Braciszewski (2009), such activities should be primarily directed at youth and should address the many factors that contribute to the risk of

violence. Moreover, there have been few adequately tested teenage violence prevention programs, especially those that are holistic and/or environmental or community-based (Fowler & Braciszewski, 2009).

Lastly, to the author's knowledge, no single research has been found on the development/validation of attitudes toward online violence in Pakistan. There have been numerous studies on cyberbullying, harassment, discrimination, online abuse, and other aspects that are related to online violence. However, there is a lack of study that has been carried out on attitudes toward online violence, particularly university students in Pakistan. There is no accurate and reliable scale to analyze individual attitudes (mainly university students). Specifically, there are scarcely any studies on scale validation of attitudes towards online violence scale (ATOVS) in the Asian region. This is a particular area of research need. Hence, it is critical to validate the attitudes towards online violence scale (ATOVS). The findings would serve as a foundation for further scale development and validation in the new research field.

Additionally, the study shed light on the significance of online violence. Its objective is to fill a gap in the literature, as the studied factors have been the research subject in the West for several decades. However, there has been hardly any investigation in Pakistan.

### **Method**

This study aimed to evaluate attitudes toward online violence and validate a scale for indigenous researchers based on which they could examine the attitudes of the people toward online violence. This was because we often must borrow and/or adopt the scale from Western researchers, which is challenging to test and validate it in the Pakistani context. So, the study had the following objectives.

1. To determine the psychometric properties, including internal consistency and validity estimates of the instrument in Pakistani University students' sample.
2. To establish the scale's construct validity through exploratory factor analysis and confirmatory factor analysis.
3. To study the role of demographics (i.e., age, gender, level of qualification, marital status, use of online media, etc.).

### **Sample**

Youth is the most significant group as they are most susceptible to various social changes. This age category is the most suitable source for ongoing societal behavioral change. Young adults or adolescents, when appropriately guided, can readily abandon prevalent and inappropriate behaviors such as online violence.

Therefore, the targeted population of the current study was university students. The sample consists of 1,200 university students from various cities in Pakistan. Purposive sampling was used to collect samples. The inclusion criteria for this study are (1) university students, (2) residents of Pakistan, (3) individual internet availability and means of usage, and (4) daily online use of at least one hour. Those with psychological or behavioral disorders were excluded from the current study.

### **Procedure**

To conduct this study, permission was first obtained from the chairpersons of the relevant departments from different educational institutions. Further, permission was acquired from respondents before participating in the study. Purposive sampling was used to approach university students. After confirming that they met the inclusion criteria, the respondents were briefed about the current study's objectives. Participants were also informed about the study by emphasizing that this study would give important recommendations to control the online violence that people are facing in Pakistan. In addition, informed consent was obtained before completing the online questionnaires. Participants were urged to discuss any issues they encountered when filling out the surveys, i.e., if they had trouble answering due to the phrasing and language used. In the end, participants were sincerely thanked for their participation, knowledge sharing, and patience.

After the data was obtained, it was evaluated using the Statistical Package for Social Sciences (SPSS-26). In addition, the obtained data were meticulously examined for data cleaning. Questionnaires with missing or incorrect responses were discarded.

### **Instruments**

Attitudes towards online violence scale (ATOVS) have been taken as an instrument to explore its validity in the context of Pakistani University students. The overall questionnaire contains 17 questions that are further divided into four groups. Multiple-choice questions about the respondent's gender, age, education level, marital status, and province comprised the first questions. The 12-item poll asks respondents to rate their attitudes towards online violence on a scale of 1 to 5, where 1 indicates a strong disagreement and 5 a strong agreement with the statements presented. Other inquiries included multiple-choice inquiries about the online violence that respondents or people in their network had experienced. These questions were designed to identify the most prevalent forms of online violence, the media it is most often based on, and the typical responses of its victims. The respondents' opinions of the efforts made by government agencies and society to avoid online violence and the potential role that social marketing might play in that process were also included. The provided data are appropriate for

further analysis because the reported Cronbach's alpha reliability of the questionnaire is 0.796, which is a satisfactory level in social sciences (Melvic et al., 2020).

### Ethical considerations

The current study was approved by the ethics review committee of the Huaibei Normal University, China, and permission was acquired from the chairpersons of the relevant departments from the participating educational institutions.

The confidentiality of all data collection efforts was ensured. After outlining the study's goals and importance, the researchers requested informed consent from the participants. The participants were given access to the survey after completing a permission form. Participants were informed that the survey was completely voluntary and completely anonymous.

### Results

The study's results were accurate to the findings in the literature review and had an adequate significance level.

The sample was asked different questions about gender, age, relationship status, area of residence, education, and province. Table 1 enlists the demographic variables of the study sample.

**Table 1:** Demographic Details of Study Sample (N=1056).

Demographic variables	Frequency	%	Demographic variables	Frequency	%
Gender			Relationship status		
Female	568	53.8	Married	90	8.5
Male	469	44.4	Single	959	90.8
Prefer not to say	19	1.8	Widowed	7	.7
Area of residence			Departments		
Rural	89	8.4	Education	230	21.8
Urban	967	91.6	Engineering	18	1.7
Age ranges			English	78	7.4
18-24	621	58.8	International Relations	31	2.9
25-29	157	14.9	Management Science	49	4.6
30-34	120	11.4	Psychology	61	5.8
35-40	89	8.4	Public Administration	50	4.7
41-45	69	6.2	Social Work	14	1.6
Education level			Special Education	13	1.2
Teachers	175	16.6	Sport Sciences	25	2.4
Masters	701	66.4	Statistics	475	45.0
PHD	99	9.4	Province		
Primary School	8	.8	Balochistan	560	53.0
Secondary school	13	1.2	Khyber Pakhtunkhwa	67	6.3
Specialist	60	5.7	Khyber	70	6.62
University type			Punjab	200	18.93
Private Sector	8	.8			
Public Sector	1048	99.2			

*Note.* Own elaboration.

The fundamental characteristics of the respondents are revealed through descriptive statistics that were derived by examining the questionnaire responses. Male respondents

comprised 44.4%, while female respondents comprised 53.8%. Most respondents were young; 58.8% of the sample were between 18 and 24, followed by people between 25 to 29 (14.9%), 30 to 34 (11.4%), and 35 to 40 (8.4%), 41 to 45 (3.9%), and over 46 (2.3%). Respondents typically had university studies (66.6%). 8% of the sample were married, and 90% were single.

**Table 2:** Factor Loadings for Attitudes Towards Online Violence Scale Through Principal Axis Factoring by Using Oblique's Promax Rotation Method (N=600)

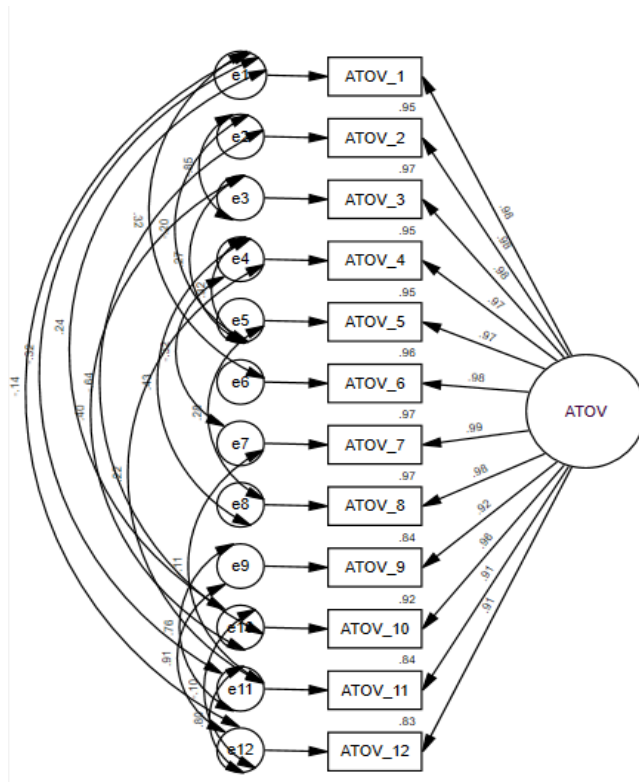
No.	Items	Factor <i>h</i> <sup>2</sup>	loadings
1	Marginalized groups are more exposed to online violence compared to unmarginalized ones	.99	.94
2	Online abusers are usually violent in real life as well	.99	.97
3	Girls and women are more exposed to online violence than men	.99	.94
4	The level of online violence is continuously increasing	.98	.98
5	Peer online violence is more frequent in Pakistan nowadays	.98	.98
6	Relevant institutions in Pakistan have adequate mechanisms to deal with cases of online violence	.97	.94
7	Consequences of online violence are not significantly different from any other type of violence	.97	.96
8	Online violence is very frequent nowadays in Pakistan	.97	.98
9	Men commit violence more often than women	.97	.88
10	All kinds of online violence should be reported to relevant institutions	.94	.94
11	It is necessary to work continuously on raising awareness about measures and activities which may be carried out in order to sanction online violence	.94	.86
12	It is necessary to work continuously on raising awareness about online violence and its consequences	.93	.88
Eigen value		11	3
% of variance		94.	1
Cumulative %		94.	1

*Note.* Own elaboration.

The table presents the results of principal axis factoring with an oblique-promax rotation method, used to determine the factor structure and validity of the online violence scale. According to Thompson (2004), Promax is preferred as a superior choice for oblique rotation. Promax, as a primary oblique rotation, indirectly merges correlated factor rotation, enhancing loadings and mitigating issues of factor indeterminacy—such as negative signs often observed in exploratory factor analysis (EFA) due to direct oblimin rotation (Fabrigar & Wegener, 2012). Factors hold the Eigenvalue of 11.3 and explain 94.1% variance in total.

With the help of PhD professionals with experience in scale development and qualitative research, a literature review labeling of factors was carried out. Professionals were instructed to read the items in the factors and suggest a suitable name for the factors based on the face validity of the items. The literature review was also helpful in labeling the scale. Based on face validity and subject matter experts, the factor was named the Attitude Towards Online Violence

Scale (ATOVS) as it measures one's attitudes towards online violence. A significant variance was explained by only one factor.



**Figure 1:** Model fit for Attitude Towards Online Violence Scale (N=690)

Table 3 shows the CFA model fit for attitude toward online violence scale, the values before and after indices. Results of the confirmatory analysis showed significant results in first-order CFA of attitude toward online violence scale for 12 items. Inclusion and reporting of fit indices were viewed in the guidelines of Jackson (2007), Gillaspay and Purc-Stephenson (2009), and Markland (2007). It also shows model values without modification indices that indicate an almost acceptable model fit for data. However, model 2 of second order CFA was tested by adding modification indices for acceptable fit indices to test the composite integrity of this scale. After modification indices, the change of values indicates the acceptable model fit for the OFS as CFI, TLI, IFI, and RMSEA values improved to present a better-fit model.

**Table 3:** Confirmatory Factor Analysis of Attitude Toward Online Violence scale (Indices of Model Fit) (N = 690)

Fit Indices									
Model	$\chi^2$	df	p	CMNI /df	CFI	IFI	TLI	GFI	RMSEA
Model – 1 First Order CFA (12 Items – without error covariances)									
	4582.5	54	.00	84.85	.81	.81	.77	.49	.34

Model – 2 Second Order CFA (12 Items – with error covariances)

946.64      35      .00      27.04      .96      .96      .92      .86      .05

*Note.* Own elaboration.

Table 4 indicates group differences in attitude towards online violence scale. It showed significant differences among men and women as females experience more online violence as compared to men. Significant differences among men and women indicate the contrasted group validity.

**Table 4:** Comparison along gender on Attitude Towards Online violence Scale (N=1035)

Gender								
Men ( <i>n</i> =568)		Women ( <i>n</i> =469)		<i>t</i> ( <i>df</i> )	<i>P</i>	95% <i>CI</i>		Cohen's <i>d</i>
<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>			<i>LL</i>	<i>UL</i>	
29.46	8.41	58.03	3.38	-74.0	.000	-29.33	-27.81	.45

*Note.* Own elaboration.

The responses about the frequency of online violence were that 57% of the individuals think that it happens very often in Pakistan, and 12% of the individuals perceive it as an individual case. According to the data, 39% of the individuals had not experienced online violence, but they know a person who has been, and 16% accepted that they had been the victim of online violence once and 13% more than once. The 32% answered that they have not experienced it yet, nor do they know someone with online violence history.

Participants who had personally encountered or had a close relative experience of online violence identified that 54% experienced online violence on Facebook, 16% on WhatsApp, 13% on Instagram, and Twitter, email, Viber, YouTube, and Viber accounted for the least quantity of online violence in Pakistan.

The reaction towards perpetrators who were involved in online violence was that 35% think that they would discuss the incident of online violence with a trusted person if it ever happened to them. Other reactions include reporting the incident to authorities (18%), 13 % reporting it to the police, and 18% blocking the perpetrator to avoid the situation.

The survey also inquired about public attention towards online violence, where 27% of the individuals think that it has been paid very little attention towards online violence publically, and 21% think that online violence has been paid more attention than it deserves.

The survey also attempted to determine whether social marketing could be used to prevent online violence. According to the results, social marketing should be utilized to promote awareness about online violence and its effects to prevent violence in the future. 63.6% of the

participants believe that social marketing should be used continuously to prevent online violence, while 3.70% of participants consider that social marketing cannot prevent online violence. As is widely known, internet violence is a new phenomenon whose effect is growing in tandem with the growing prominence of online media.

In this study, participants were additionally questioned why victims of online violence refrain from reporting it to the appropriate authorities. On that, 25% think that victims do not timely recognize online violence, and 16% of them think that they do not report it due to societal pressure and cultural norms. Also, 24% of them think that victims are not familiar with the procedure to report online violence, and due to that, it remains unnoticed. It was also observed that 22% of the sample thinks that victims do not trust the relevant institutions, due to which they do not report the violence and remain silent.

### **Discussion and Conclusion**

Online violence is a significant global problem that has arisen as a result of the increasing use of smartphone devices, the Internet, and social networking platforms. The primary objective of the current research was to investigate the factor structure of the attitude towards online violence scale using a sample of Pakistani university students ( $N=1056$ ). According to the findings, a one-factor method was the most efficient and met the previously established viability criteria. The factor consisting of 12 items yielded an acceptable and high internal consistency estimate ( $\alpha = .98$ ). It showed sufficient internal consistency for current research and corresponded to the minimum thresholds advised for individual decision-making (Salvia & Ysseldyke, 2001). The result of the factor analyses and subsequent statistical analysis offered significant support for the possible applicability of the attitude towards online violence scale for university students.

An exploratory factor analysis was used to validate the 12-item scale. In exploratory factor analysis (EFA), the replicability of a factor structure is influenced, in part, by the sample size used in the initial analysis. In general, the factor pattern established by a large-scale factor analysis is more reliable than based on a limited sample size (DeVellis, 2017). Twelve items were validated through the principal Axis Factoring through oblique rotation. PAF data structure analysis focuses on common variation rather than causes of error specific to individual measurements (Field, 2009; Kline, 2015). The rationale for employing this method stems from the prevalence of principal axis factoring (PAF) in behavioral and social sciences research. PAF is commonly used to explore the shared variance among a set of measurements by identifying underlying latent variables, known as factors (De Winter & Dodou, 2012).



Furthermore, the eigenvalue is large enough to represent a meaningful single factor (Field, 2009). Confirmatory factor analysis (CHA) was performed on attitudes towards online violence scales. CFA is a statistical technique employed to reduce the number of observed variables into a smaller set of latent variables by examining the covariance among the observed variables (Morata-Ramírez & Holgado-Tello, 2013; Worthington & Whittaker, 2014). To assess the model's fit, several statistical measures were utilized: Overall  $\chi^2$ , root mean square error of approximation (RMSEA) (Steiger, 1990; Hooper et al., 2008), Comparative Fit Index (CFI), Tucker-Lewis Index (TLI) (Bentler, 1990), and standardized root mean square residual (SRMR) (Hooper et al., 2008). These measures were calculated to evaluate the factorial validity of the scales measuring attitudes towards online violence.

Analysis of Moment Structure (AMOS 18) was utilized for CFA of the attitudes towards online violence scales. Model path diagrams, chi-square, and other model fit indices values were obtained using AMOS graphics. The standardized regression weights or factor loadings for 12 items of attitudes towards online violence scales were above  $>.80$  in each factor, the same as during EFA (Kline, 2015). Moreover, results confirmed the factor structure of attitudes towards online violence scales. Model 2 was tested by allowing the error covariances to covariate. Acceptable model fit was achieved with a chi-square, and other model fit indices were also in acceptable ranges. After modification indices, the change of values indicates the model fit for the OFS as the values of CFI, TLI, IFI, and RMSEA improved yield .5 value to present a better fit model RMSEA the lower limit should be below .05 and the upper limit below .08 (Bentler, 1995; Kenny, 2015; Kline, 2015; West et al., 2012).

Gender was taken as a measure of contrast group validity in the present research, through group differences in attitude towards online violence scale showing significant differences among men and women, as females were experiencing high levels of violence online as compared to males and scoring higher in experiencing online violence with medium effect size ranges between .30 to .28 (Cohen, 1992).

However, this study might contribute to the existing research on this issue and serve as a foundation for future extensive studies that investigate cyber violence toward women. The current study is limited by using a self-reported measure and the dearth of ethnic/racial and geographical variation of participants. Another area for improvement is that the study includes university students, which makes it difficult to extrapolate the results to a more diverse group. The current study is limited to the results of the EFA and differences among individuals where test-retest reliability and convergent and divergent validity were not examined. Furthermore, the results may generate numerous suggestions and improvement options for further research.

Regarding the psychometrics of the ATOV, additional research is required, specifically replication of its factor structure and administration of CFA to a new sample of adolescents as well. The ATV's psychometric strength would increase by recruiting samples from various ethnicities and regions. Future studies might further investigate two of the study's findings: (a) a comparison of the three items among these persons that did not significantly load on any of the factors and (b) examining any potential gender disparities in the two items with varied factor pattern coefficients. A study of the ATV's relationships with external criteria is also required to ensure convergent and discriminant validity, as well as diagnostic usefulness.

The study validated the online violence scale in the cultural context of Pakistan, and the results were convincing in terms of psychometrics properties. It is also vital to conduct awareness campaigns, particularly for women, to assist them in maintaining their online personal safety, securing their identity, and dealing with incidents of online assault. Furthermore, media awareness campaigns should be developed to change society's attitudes toward women who have been victims of cyber assault. The study's findings will assist society and policymakers in developing effective strategies and programs to address this growing problem of violence. The study proposes educational initiatives or campaigns among university students in different career fields and social groups. The study also recommends large-scale societal initiatives to raise awareness of these challenges.

Furthermore, the study also suggests that law enforcement organizations should be trained to be more successful in reducing online violence. Lastly, more studies should be performed to get appropriate women's representations of this situation and identify awareness-raising requirements. These questions were designed for the current study to generate many ideas for potential directions. Future research may examine the scale's convergent and discriminant validity. Additionally, it is important to examine the associations between this attitude measure and real instances of violent behavior or tendencies. Research should integrate the Attitudes toward Violence (ATV) scale with behavioral measures or indicators of risk factors and acts of violence. The scale assessing attitudes toward online violence could serve as a principal outcome and assessment tool for comprehensive prevention and intervention initiatives. Evaluations could be conducted at pre-intervention, post-intervention, and follow-up intervals to gauge effectiveness.

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## **The Relationship Between Levels of Emotional Intelligence and Problem-Solving Ability of Secondary School Teachers**

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### **Abstract**

In recent years there has been a great interest from researchers in the importance and development of emotional intelligence in education. Emotional intelligence is defined as the ability to understand the importance of one's own and other's emotions and to use this knowledge to find the causes of problems and to solve these problems. Essential qualities for teachers, which include emotional self-control, emotional stability, empathy, communication skills, and management skills, reflect key components of emotional intelligence. These qualities enable teachers to regulate their emotions while interacting with students and effectively handle classroom dynamics. Successfully managing a variety of classroom situations requires emotional intelligence, which includes understanding and managing one's own emotions and effectively navigating the feelings of others. This study aims to describe, identify, and analyze the general emotional level among contemporary pedagogues who work in one of the high schools of the city of Gjirokastra and belong to the age group of 25-50 years, in terms of their ability to solve social problems in the context of school and measure the relationship between emotional intelligence and problem-solving ability.

The research is a descriptive, quantitative study in the general screening model. The Bar-On Patient Emotional Inventory (EQ-I) and Problem-Solving Inventory (IPS) scales were used as data collection instruments. Based on the results obtained from the emotional intelligence inventory and the level of social problem-solving, a positive and direct correlation between emotional intelligence and problem-solving abilities emerged. As emotional intelligence scores increased, problem-solving skills also showed an increase. Conversely, higher levels of problem-solving skills were associated with greater emotional intelligence.

**Keywords:** Emotional intelligence, problem-solving, teacher, school.

### **Introduction**

Over the past two decades, educators have increasingly realized the importance of considering emotions in their professional growth and development. Teachers are aware of how emotions can significantly affect their daily tasks. Emotion regulation and management directly

affect several aspects of the educational process, including mental health, physical well-being, quality of social relationships, and academic and professional achievement (Brackett & Caruso, 2007). Teaching is often considered one of the most demanding professions, mainly because of the constant demand for social interaction. Therefore, educators make significant efforts to regulate not only their emotions, but also the capacity of students, parents, colleagues, and others (Brotheridge & Grandey, 2002). Emotions play a crucial role in the educational process, so the integration of emotional intelligence is essential to the professional development of any teacher. By fostering emotional intelligence, aspiring educators will gain the skills needed to effectively navigate the challenges they may encounter in the classrooms in which they teach. Cultivating emotional intelligence leads to improved academic success for individuals and promotes more positive behavior in reducing disciplinary issues. Studies show students with better emotional intelligence have higher academic results and cause less conflict.

The ability to effectively solve problems is a key competency of emotional intelligence that greatly aids an individual in engaging constructively with their environment. Problem-solving emerges as a prominent obstacle that can be attained in educational establishments and throughout an individual's lifetime (Jonassen, 2004).

Educators must acquire problem-solving skills in the school environment. Teachers must be able to adapt to different situations and find suitable solutions for any problem that appears in the classroom or school. The perspectives of educators regarding various issues, including their capacity to address problems in a timely and efficient manner, hold significant value in the context of society and within the dynamics of the family. Teachers who demonstrate these skills have the potential to cultivate a favorable psychological environment for themselves and their students. The ability to solve problems is essential in the struggles of an individual's life. Educators who excel at enhancing problem-solving skills can have a greater impact on students' psychological well-being. Based on this fact, it can be argued that individuals with this ability can significantly contribute to the development of society. The achievement of this goal also depends on the effectiveness of individuals in tackling the challenges they encounter (Güçlü, 2003). Problem-solving is an important aspect of personal growth and adaptation, requiring individuals to struggle from identifying the problem to finding a solution. (Güçlü, 2003). The capacity to address challenges is vital in how individuals interact and adapt to their environment.

Effective problem-solving is essential for individuals to adapt and thrive in their environment. On the other hand, it is crucial for individuals to skillfully navigate their social environment to overcome the obstacles they encounter in their daily lives by utilizing their problem-solving abilities.

Problem-solving is a valuable skill that can be improved and refined through continued practice. This ability can be further developed within an educational context, particularly through extensive engagement in group work and the use of various learning resources. The acquisition of effective problem-solving skills is greatly influenced by the behavior of educators, who serve as primary role models for students. Teachers play a key role in guiding the problem-solving journey, instilling students' confidence in cultivating a classroom atmosphere that aims to enhance problem-solving skills. Despite the widespread recognition of problem-solving as a fundamental objective in education, there is a lack of specific strategies in educational policies that directly engage students in the problem-solving process. Furthermore, conventional educational settings tend to favor well-structured problems over ill-structured ones.

Various studies (Anderson, 1983; Heppner & Krauskopf, 1987) have shown that solving challenging problems in life is a very complex process. This process is influenced by personal and environmental factors (Zeidner & Endler, 1996). While some individuals possess a wide range of



skills and strong points for problem-solving, others exhibit significant deficits in this field. The objective is to describe, identify, and analyze the overall emotional level of secondary school teachers in the country of Gjirrokaster regarding their ability to solve social problems within the school context. Additionally, the study aims to measure the correlation between emotional intelligence and problem-solving ability. The development of problem-solving skills was accomplished through the Problem-Solving Inventory (PSI) (Heppner, 1988; Heppner & Petersen, 1982), which has been utilized in over 120 empirical studies conducted in educational, organizational, medical, etc. The emotional intelligence, Emotional Quotient Inventory (EQ-I), was developed by Dr. Reuven Bar-On. The EQ-I is a self-report inventory that measures emotional intelligence and social behavior, providing an overview of social-emotional intelligence.

### **Similar Searches**

#### ***a. Emotional intelligence in teachers.***

Emotional intelligence is an important concept in developmental psychology and the context of interpersonal relationships. Emotional intelligence encompasses the unique ability to recognize and regulate emotions, enabling individuals to manage their feelings and thoughts. Balance is essential for improving efficiency and overall mental health. Therefore, educators must demonstrate a high level of emotional intelligence to address issues encountered in the workplace. Only educators with a high level of emotional intelligence can successfully foster a culture effective in developing positive emotions in their students. Additionally, emotionally educators can take a clever sense of empathy and respect for others within the educational setting. Ultimately, educators with emotional intelligence are more motivated than others to reach their maximum potential in teaching (Sharma, 2014).

According to a sense emotion of a Hungarian study on teachers, there were deficiencies in their emotional intelligence in recognizing and regulating emotions, even though most of them perceive themselves as competent in this area. Only 25% of teachers demonstrate the ability to accurately discern the positive emotions of their peers, while a higher percentage effectively convey intended messages to other colleagues. Furthermore, two-thirds of teachers express confidence in their ability to manage emotions, while one-third tend to suppress emotional reactions. This highlights an issue of concern, as their deficient skills in managing emotional behaviors may prevent them from forming effective interpersonal connections. However, the generality of teachers demonstrates good intentions and care for others, while their strong sense of equality contributes to a positive social relationship. Most educators demonstrate a genuine commitment to caring for others, using their strong interpersonal skills to foster positive social interactions. Among teachers, women are the ones who feel more comfortable in their roles, have more experience, and tend to excel at building relationships. Conversely, secondary school teachers show the lowest tendency to educate others. Middle-aged teachers face the greatest challenge in managing their emotions, with only a third able to regulate their feelings effectively in specific circumstances. Educators must acquire the necessary skills to control their emotions, as lack of control and excessive control can hinder successful relationships. Instead, a balanced approach to emotional regulation is essential for fostering lasting harmony in interpersonal relationships.

Some research has shown that women tend to perform better on emotional intelligence tests than men, not only in professional settings but also in personal ones. Brackett & Mayer identified that women scored higher than men on IE. Various studies have consistently shown that women learn to exhibit higher levels of emotional intelligence in many areas compared to men. Men have been shown to excel in adaptability and emotional adjustment compared to women, as evidenced by studies conducted by Alnabhan (2008).

Numerous studies have delved into the correlation between age and emotional intelligence. Some studies show that emotional intelligence increases with age. Individuals show a more positive correlation of some elements of emotional intelligence with increasing age. (Bar-On et al., 2000; Benson, Ploeg & Brown, 2010; Ghanizadeh & Moafian, 2010; Kafetsios, 2004; Liang, 2007, Parker, & Hogan, 2005; However, another literature challenges these approaches, claiming that there is no direct relationship between age and emotional intelligence (eg Birol, et al., 2009, 2009; Chan, 2004; Gardner, 2005; Hwang, 2007; Kafetsios & Zampetakis, 2008; Rastegar & Memarpour, 2009). Day and Carroll (2004) even found an unfavorable relationship between age and the ability to manage emotional reactions as an important component of emotional intelligence younger children scored better than older children on emotional intelligence scores. Research on this topic remains inconclusive, highlighting the need for further studies to assess whether teachers' emotional intelligence is influenced by their age adults are better at managing their own emotions and those of students. An effective and emotionally intelligent teacher understands students in the classroom. This enables them to identify and address potential sources of issues affecting student performance or behavior. In a school setting, conflicts can often arise, such as mental health concerns, family issues, socialization difficulties, or academic setbacks. An emotionally intelligent teacher can handle conflicts calmly and solve problems in a way that benefits all students.

#### **b. Solving social problems and teachers.**

Social problem-solving ability refers to the ability to identify, analyze, and resolve social conflicts or challenges. Based on previous studies, the description of the problem concept and the problem-solving process are significant factors for teachers. Heppner and Krouskop (1987) describe problem-solving as a cognitive and affective behavioral mechanism for fulfilling complex internal and external needs. Morgan (1999) portrayed trying to identify the optimal approach to overcoming challenges. Solving a problem is influenced by complexity, logical reasoning, emotional maturity, and different solutions. All are factors that have influenced the problem-solving process. A common aspect among problem-solving strategies is achieving a desired goal (Dağlı, 2004).

Heppner and Petersen (1982) indicated that males have a higher level of problem-solving skills similar to females. On the other hand, contrary to the findings of Heppner and Peterson, the authors Bulut, Serin, and Derin (2008) Cenkseven, and Akar Vural (2006), evidenced in their research that problem-solving skills differ between genders. Women show a higher level of problem-solving compared to men. Consequently, further research is needed to investigate gender-based disparities in problem-solving skills, especially if there are studies that favor men or women. Despite the potential for variations in efficiency or approach during the problem-solving process based on sex, Margrett and Marsiske (2002) found a difference between males and females on a given problem-solving exercise, primarily solving the Daily Problem Inventory (Cornelius & Caspi, 1987). Numerous studies have shown that women excel in generating efficient solutions for task completion compared to men. However, when other tasks are considered, both males and females demonstrated similar levels of problem-solving performance.

The findings of several studies conducted by Berg et al. (1999), Denney and Pearce (1989), and Denney, Pearce, and Palmer (1982) demonstrate that early adulthood exhibits superior performance compared to older adults on everyday problem-solving tasks. This pattern is particularly evident when assessing problem-solving skills using a fluency score, which involves counting the total number of solutions generated during a task. The fluency score is widely used as a tool to assess everyday cognitive performance in open-ended assessments.

#### **c . *The relationship between emotional intelligence and problem-solving skills in teachers.***

Various research studies have been conducted in the existing literature focusing on emotions, emotional intelligence, and the social problem-solving process. According to scientific research, there is a strong connection between emotional intelligence and problem-solving skills. People with high emotional intelligence display more ability to solve problems. However, some aspects of problem-solving, such as impulsive and avoidant strategies, show a negative relationship with emotional intelligence. Impulsive problem-solving tends to ignore alternative solutions, as the initial idea that comes to mind when the problem appears is more often followed. As levels of emotional intelligence increase, so do problem-solving skills. Consequently, increasing emotional intelligence can result in improved problem-solving skills of students and teachers within educational institutions. Meanwhile, the current studies have some limitations, especially in terms of their applicability, because they focus on teachers before they start work. Very few studies appear regarding levels of emotional intelligence and social problem-solving skills in currently employed teachers.

Based on previous research studies, the description of the problem concept and the process of its solution are crucial factors for teachers (Güçlü, 2003). Chow, Chiu, and Wong (2011) demonstrated a strong positive correlation between social problem-solving skills and emotional intelligence in their study involving university students. Furthermore, positive problem-solving was found to influence the relationship between emotional intelligence, life satisfaction, and depression. Yolcu (2019) found a strong positive relationship between elementary school students' problem-solving skills and their emotional intelligence. Similarly, research conducted by Tetik and Açıkgöz (2013) revealed a positive correlation between individuals with high emotional intelligence who also exhibited high levels of problem-solving skills. In the study conducted by Güler (2006), a significant relationship was confirmed between emotional intelligence and problem-solving skills in primary school teachers. The quotient of emotional intelligence increased with their ability to solve problems.

Heppner et al. (2004) found that people who see themselves as ineffective at solving problems tend to believe that their problems will be solved if they are lucky. These individuals rely primarily on emotional coping strategies when dealing with a problem. In difficult interpersonal situations, they often undergo emotional arousal, although they often face challenges that make it difficult to react in the right time and manner. On the other hand, effective problem-solving involves having a mental strategy for the problem in the use of special methods or strategies to move from the current situation to the desired result (Metallidou, 2009).

### ***The purpose of the study***

This study aims to describe, identify, and analyze the general emotional level among secondary education teachers in the city of Gjirokastra regarding their ability to solve problems efficiently in the context of school. The focus of the study is also measuring the relationship between emotional intelligence and the ability to solve problems.

#### ***Objectives and research questions of the study***

Following the purpose of the study, two objectives have been set, which will be fulfilled through several research questions, which are:

**Objective No. 1:** To measure and describe the level of emotional intelligence in the ranks of educational workers in secondary schools of the city of Gjirokastra.

**Research question no. 1:** What is the level of emotional intelligence among education workers in secondary schools in the city of Gjirokastra?

**Objective No. 2:** To measure and describe the general level of problem-solving skills of education workers in secondary schools of the city of Gjirokastra.

*Research question no. 2:* What is the general level of problem-solving skills among education workers in the secondary schools surveyed?

**Objective no. 3:** To measure the relationship between emotional intelligence and problem-solving skills among educational workers.

*Research Question 3* What is the relationship between emotional intelligence and problem-solving skills?

### Methods and Materials

*Sampling:* 50 teachers from two schools in the city of Gjirokastra were included in this study. The teachers were randomly selected. The selected age was 25 to 50 years old,  $M=37.5$ . Questionnaires distributed were 50 ( $N = 50$ ) teachers unequally between genders where  $n = 40$  were female and  $n = 10$  male.

Table 1. Descriptive data for age Year	N	The minimum	The maximum	Arithmetic mean
Total	50	25	50	37.5

The sampling age of 50 teachers had a minimum age of 25 years and a maximum age of teachers of 50 years. The average age of the teachers was 37.5 years.

*Instrument:* The Bar-On Emotional Quotient Inventory is a self-report inventory of emotional intelligence and social behavior that provides an assessment of social-emotional intelligence. This inventory consists of 50 statements and uses a 5-point response scale with a response format ranging from “very rarely or not true of me” (1) to “very often or true of me” (5). The Problem-Solving Inventory is a 35-item instrument that measures an individual's perceptions of their problem-solving ability and the style used to solve these problems. These two instruments were used in this study.

*Data analysis:* These instruments were applied in two secondary schools in the city of Gjirokastra. The questionnaires were distributed to the teachers in physical form and their completion did not take more than 20 minutes. The completion on their part was carried out with the free will of the teachers, who at any moment could ask to stop its completion. Their processing and analysis were carried out through the Excel program. To realize this study, a descriptive analysis of the data was used regarding the level of emotional intelligence, the ability to solve problems, the weight of each factor, and the correlation between them. Correlational analysis analyzes the relationship between variables.

### Results

In this section, the data collected from the application of questionnaires will be presented. All data is analyzed with maximum accuracy. Also, each research objective and question was analyzed clarifying any assumptions related to the data analysis.

Findings of the number one objective of the study: To measure and describe the level of emotional intelligence in the ranks of educational workers in the secondary schools of the city of Gjirokastra.

This objective is achieved through the data collected from the Emotional Quotient Inventory by Bar-On. This instrument is a self-report inventory of emotional intelligence and social behavior.

*Research question no. 1:* What is the level of emotional intelligence in the ranks of educational workers in secondary schools in the city of Gjirokastra?

Referring to the descriptive data on emotional intelligence, we see that of the 50 teachers who completed the questionnaires, the level of emotional intelligence ranges from 30-45. Based on the inventory scoring a minimum of 10 and a maximum of 50, we can find that the social-emotional intelligence of high school teachers is at an average level in the city of Gjirokastra. This scoring showed that the 46-50 age group had the highest level of points, a total of 40, and the 25-35 age group, with an average of 27. points.

*Research question no. 2:* What is the general level of problem-solving skills among full-time education workers in the secondary schools surveyed?

Based on the inventory score of a minimum of 32 and a maximum of 192, we can say that their ability to solve social problems is at satisfactory levels an average of 130 points. From this scoring, it turned out that the age group of 46-50 years had the highest level of points in total 180, and the age group of 25-35 years had the lowest level, with an average of 90-120 points.

*Research question no. 3:* Referring to the score obtained from the instruments used, it is estimated that there is a positive correlation between emotional intelligence and the ability to solve social problems. Teachers with higher scores on emotional intelligence also scored higher on the problem-solving inventory. Teachers with lower scores on emotional intelligence scored lower on the problem-solving inventory.

## **Discussion**

A positive and consistent correlation between the outcomes derived from the self-reported emotional intelligence inventory and the problem-solving skills of high school teachers in the city of Gjirokastra was identified in this study. The data have suggested that a higher problem-solving ability score is associated with a higher emotional intelligence score. On the other hand, a higher emotional intelligence score is associated with a higher problem-solving ability score. These results are consistent with existing literature or similar studies conducted among teachers. The authors, Chow, Chiu, and Wong (2011) evidenced a positive correlation between problem-solving skills and emotional intelligence in a study conducted on student teachers. Gawali (2012) found that individuals with high emotional intelligence scores tend to show a higher percentage in coping with stressful situations. They possess better problem-solving skills and succeed in dealing with problems encountered in interpersonal relationships. Heppner and Anderson (1985) showed a significant relationship between the individual's problem-solving skills and their psychological adjustment. The research conducted by Yolcu (2019) on elementary school students and findings from Yerli (2009), revealed a positive correlation between emotional intelligence and problem-solving abilities among school leaders. These findings suggest that as teachers' levels of emotional intelligence increase over time, they become more effective and responsive to their environment. The study demonstrated that teachers should effectively assess problems to enhance their problem-solving skills.

Throughout their lives, individuals encounter a variety of obstacles. The ability to overcome these obstacles is essential for survival. The key to being a successful teacher in the classroom is their ability to address the hidden problems among students. As the emotional intelligence levels of individuals increase, their problem-solving also increases. Emotional intelligence includes the ability to identify and regulate emotions, understand the emotions of others, create strong interpersonal connections, provide adaptable and pragmatic solutions to challenging circumstances, manage stress, and find happiness. Educators must tune in to their physical and mental well-being, increase their competencies in emotional intelligence, enrich students' learning encounters, and nurture their problem-solving skills. To maintain a healthy mindset throughout

their lives, students must be encouraged by teachers to make healthy and positive judgments in interpersonal relationships (Yolcu, 2019).

### **Recommendations**

The results of this study show an increasing correlation in levels of emotional intelligence among educators, which leads to an increased sense of self-awareness and awareness in the relationships created with students. This study allows teachers to have effectively assess their ability to solve problems efficiently. The teachers' capacity to identify emotions, display empathy towards others, adopt different perspectives, and regulate emotions. As emotional intelligence improves, so does problem-solving ability. Considering emotions attitudes, and values play a central role in the problem-solving process, increasing emotional intelligence can facilitate the efficient management of problem-solving procedures and the generation of innovative solutions.

To prioritize emotional intelligence and problem-solving skills, it is recommended to include teachers in ongoing training programs and seminars organized by the Ministry of Education and Sports. Integrating emotional intelligence and problem-solving skills into teacher training serves to model reliable and stable figures in their students.

The findings of this study also aim to challenge the presumption of relevant authorities and shift the emphasis from IQ to emotional intelligence in determining the prerequisites for effective teaching. Moreover, this study supports considering teachers' intelligence skills in recruitment policies for future teachers.

This study highlights the need for a teacher evaluation system in the emotional aspect of teaching, which until now focuses only on the professional aspect.

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## **The Perspectives of Kurdish Learners on English Language Acquisition in Chamchamal, Northern Iraq**

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### **Abstract**

English language learning has become increasingly important in the globalized world, prompting researchers to explore the attitudes of learners towards this vital skill. In Chamchamal, Northern Iraq, Kurdish learners are the focus of this study, which aims to understand their perspectives on English language learning and its implications for their personal and professional development. This research adopts a mixed-methods approach to gain a comprehensive understanding of Kurdish students' attitudes towards English. By conducting a survey with 34 participants, the study uncovers a strong preference for English among Kurdish learners, highlighting its perceived value for their future prospects. Many participants express satisfaction with the quality of English language instruction they receive, indicating a positive learning experience thus far. However, the study also reveals a segment of participants seeking improvements in terms of resource accessibility and teaching methodologies. These findings suggest a need for educational stakeholders to consider innovative teaching strategies and enhancements in resources to better support Kurdish students in their English language learning journey. The implications of this research extend to pedagogy and linguistic proficiency, as it sheds light on the motivations and challenges faced by Kurdish learners in Chamchamal. This research emphasizes the necessity of adapting teaching strategies and providing adequate resources to support Kurdish students in their language learning journey. By acknowledging students' perspectives, educators can enhance the quality of English instruction in Chamchamal and empower learners to achieve their goals. By understanding the attitudes and preferences of students towards English language learning, educators can modify their teaching methods to better meet the needs and goals of learners in the region. This study highlights the importance of considering student perspectives in shaping English language instruction in Chamchamal, Northern Iraq. By taking into account the views and

preferences of Kurdish learners, educators can create a more engaging and effective learning environment, ultimately contributing to the linguistic proficiency and overall success of students in their personal and professional pursuits.

**Keywords:** Kurdish learners' attitudes, English language learning, pedagogical enhancement, mixed-methods research

## Introduction

Education is widely acknowledged as a powerful instrument for molding student behavior to meet societal expectations and requirements. Students' attitudes are crucial in their learning process, serving as a fundamental determinant in acquiring a second language. The English language is prominent in numerous cultures, distinguishing between the privileged few and the broader people (Omar & Altaieb, 2015). Mašić & Bećirović (2021) emphasize that an individual's attitude towards learning English can significantly impact their achievement, indicating that the learning environment may have a crucial function. Educators employ diverse instructional approaches to assess and shape students' linguistic attitudes, ranging from favorable to unfavorable (Arenas, 2009). The attitudes mentioned above towards English learning substantially impact student behavior, encompassing their selection of reading materials and their level of involvement with English media, such as radio and television. Yuliani et al. (2023) found that students with a favorable attitude toward English are more inclined to succeed academically.

Many learners commence their English language acquisition journey throughout their primary school years, with a few initiating this process as early as kindergarten or childcare. Although they start early, many individuals need help attaining the appropriate English proficiency. An identified vital impediment is the prevalent problem of student demotivation across different educational levels (Ahmad, 2021). The concept of 'attitude,' which refers to an individual's thoughts or sentiments towards a subject and how they are expressed through conduct, is of great importance in this context.

It is widely recognized that acquiring a new language is a potent tool that enables students to conduct themselves according to their goals and societal standards (Seven, 2020). How students approach learning becomes critical to this process; thus, it is essential to language acquisition (Hiver et al., 2024). According to Mašić and Bećirović (2021), a person's actions, such as the books they read and the conversations they have with their English-speaking friends, may be significantly

affected by how they approach learning English. A strong view on a subject may lead to significant progress in that area, especially in academic environments.

Furthermore, the learner's environment is crucial to language acquisition because it interacts with other contextual components to affect learning outcomes (Saud et al., 2023). How seriously students take the English language may significantly impact their academic performance. Gender, age, anxiety, attitude, aptitude, and personality all have significant roles in second language acquisition, according to research by Getie and Popescu (2020). Improving communication and forming relationships with the greater international community are two benefits of learning a foreign language Kim (2020).

The main objective of this study is to investigate the perspective of Kurdish students at Charmo University on their encounters with the process of learning the English language. This study aims to integrate quantitative and qualitative research methods to reveal the fundamental drivers behind English language acquisition, the obstacles encountered, and the influence of English proficiency on students' cultural identities and social status. This study attempts to discover the primary factors that influence the level of English language competency among Kurdish students in Chamchamal through a thorough examination. This study will examine the following research questions in order to reach its objective:

1. What are the perspectives of Kurdish students from Charmo university towards the English language?
2. How does Kurdish students' level of English ability impact their social standing and cultural identity, and what motivates them to acquire the language in Charmo university?

Both language teaching and sociolinguistics rely heavily on research. This research sheds light on the intricate relationship between acquiring a new language and one's cultural identity within a particular context. The study also examines how Kurdish students feel about English to understand further what helps and hurts while learning a new language. It also looks at the broader effects of knowing English in an area where language dynamics are strongly related to social mobility, educational opportunities, and global interconnection. Understanding these attitudes provides essential information for educators, policymakers, and language planners to create culturally sensitive English language teaching programs that align with students' goals, given the significant strategic value of Sulaimaniyah as a center for education and culture in Northern Iraq.

This study also contributes to the global discourse on English as a common language by highlighting how language choices and behaviors among Kurdish students reflect more prominent trends in language use, identity creation, and cross-cultural communication in the contemporary period.

Attitude is believed to be significant in determining how well a person learns a language. Much study has been done to determine how students feel about learning a language (Anwar, 2017). Anwar (2017) investigated the strong relationship between a student's attitude and the importance of language use. There is not enough data on the linguistic attitudes of students in northern Iraq. This study investigates how students in universities in the northern Iraqi Kurdistan region perceive learning the English language.

Perception of the immediate environment shapes attitudes and entails choosing how to react to different facets of the outside world (Eilam & Trop, 2012). According to Likert, attitude is a derivative that depends on complex assumptions about the nature of the object. The mental state that influences whether one reacts positively or negatively to an object, person, organization, or event is a substitute interpretation of frames of mind (Williams et al., 2022).

People's feelings and thoughts about a particular topic or environment significantly impact the affective dimension of learning. As scholars like Baker et al. (2013) and Tyng et al. (2017) have highlighted, the phenomenon is defined by the emotional reactions that significantly impact the process of acquiring knowledge. These scholars all emphasize emotions' crucial role in molding an individual's attitude toward learning. This includes a learner's inclination to like or dislike the environment or content they are exposed to. Dewaele (2015) goes into great length about how learners' internal states and emotions while learning a foreign language can significantly impact their viewpoints and attitudes about the language they are learning.

On the other hand, the behavioral and cognitive aspects of learning deal with how people behave in specific contexts and how they think about those settings, respectively. The behavioral component is concerned with the activities that are visible and that a person exhibits in different learning contexts. It suggests that a positive attitude toward learning can improve performance by motivating learners to acquire knowledge (Mazana et al., 2019). The cognitive aspect explores the learners' perceptions of the information they receive. It involves a four-step process: connecting new information with existing knowledge, generating new insights, evaluating this newly acquired knowledge, and applying it in different situations (Abidin et al., 2012). McLeod (2009) outlines

that the ABC model of attitudes encompasses the affective, behavioral, and cognitive aspects, demonstrating the interconnectedness of our emotions, actions, and thoughts toward something. However, according to Purdon and Clark (2002), our actions and thoughts are more prone to change because we have more control over them.

Khasinah (2014) found that the learners' capability is influenced by social and psychological factors and their attitude toward learning a second language. Baker focused on the importance of the study on the influence of attitude on language acquisition (Pham & Pham, 2021). Arnold (2019) emphasized the significance of the affective component and its impact on language learning behavior. They highlighted that students' values, interests, and attitudes are crucial in shaping their future behavior. The primary rationale for emphasizing positive attitudes in students towards language acquisition is that such attitudes benefit their future learning outcomes (Ahmed, 2015).

Julhamid (2019) asserts that competence, strategy, and attitude determine a learner's language learning achievement. Khasinah (2014) stated that the capacity of students to acquire a second language is influenced not only by their language and cognitive abilities but also by their attitudes and opinions towards the target language. Additionally, they emphasized that the perception of attitude can enhance language acquisition by fostering the learners' beliefs and behaviors towards the target language, society, and culture. Furthermore, it can also determine their inclination to acquire the target language. (Mustafa et al., 2015) presented a theoretical model emphasizing the importance of attitudinal research in language learning.

Numerous studies indicate the importance of learners' attitudes towards learning English in general situations and as a foreign language (EFL). Shams (2008) analyzed students' motives, concerns, and viewpoints on English language learning. The survey found that most learners kept good attitudes and a strong desire to learn the language, enthusiastically practicing it throughout daily work. Momani (2009) found a strong link between students' reading comprehension skills and their attitudes toward English education. Positive attitudes towards language tend to aid in learning specific linguistic talents. Al-Tamimi and Shuib (2009) investigated Yemeni students' motives and views of the English language. The students demonstrated a strong desire to study English and a favorable attitude toward using it in academic and social settings.

Yang (2012) investigated the motives and attitudes of 20 master's level students at the University of Malaya towards their second language (L2). The study aimed to uncover factors

influencing English language learning and competency. The study found that those who actively improved their English abilities showed an affirmative attitude and drive to learn the language.

In a study conducted by Chalak and Kassaian (2010), 108 English translation primary students at Islamic Azad University in Iran were examined to determine their motivational orientation and attitude toward learning English. The results indicated that these English as a Foreign Language (EFL) learners acquire English for practical and personal reasons and generally have an enormously positive attitude towards the language they are learning.

Latifah et al. (2011) conducted an extensive study involving 757 learners from around the country to evaluate the impact of various characteristics, such as motivation, attitude, anxiety, and instrumental orientation, on learners' performance in an English language course at Open University Malaysia. The study demonstrates a correlation between the criteria above and learners' performance. Although personal motivation has a minimal effect, attitude has a beneficial influence on success in the English course offered at Open University Malaysia.

In a study conducted by Galloway (2011), 116 undergraduate students from Kanda University of International Studies in Japan were surveyed to examine their attitudes towards the English language and instructors of English in the context of using English as a lingua franca. The results indicate that the participants perceive English as being associated with native English speakers and express a desire to acquire native-level English proficiency. The findings indicated that several factors have an impact on participants' attitudes.

Another questionnaire survey was administered by Al Mamun et al. (2012) to 79 non-major English undergraduate students from Khulna University, Bangladesh, randomly selected to assess their attitude towards English as a Foreign Language (EFL). The research findings suggest that the learners possess a favorable disposition towards the English language, and instrumental factors primarily drive their motivation.

Bobkina and Fernandez (2012) examined the motivational patterns and attitudes toward using English in educational and social contexts among 72 engineering students studying English as a foreign language at the Technical University in Madrid. Another study revealed that the primary driving force among Spanish engineering students is external in origin, and most students hold a favorable view towards the social values and scholastic status associated with English. In addition, students possess a favorable attitude towards the English language.

Tahaine and Daana (2013) conducted a study including 184 female undergraduate students from Jordan learning English as a foreign language. The study aimed to assess their motivational orientation and attitude toward learning the target language and its community. The analysis indicated that the participants' motivation primarily stemmed from utilitarian and academic factors, with minimal cultural influence. Conversely, their perspective and behavior toward learning the target language and its community were overwhelmingly favorable.

Tokoz (2014) conducted a study with 90 first-year business students at a Turkish university to investigate their attitudes and motivation toward studying EFL. The findings indicated that the primary motive for these learners to study English is instrumental, with some degree of dominance of integrative motivation.

Al Samadani and S.S. Ibnian (2015) conducted a study with 112 English students at Umm Al-Qura University in Saudi Arabia. The research goal was to analyze the students' perspectives on studying English and identify the influences on their learning. An analysis was conducted on the correlation between individuals' attitudes and their grade point average (GPA). The research findings show that students often have a favorable attitude toward the English language.

### **Method**

In, Northern Iraq, this research looks at how students perceive English classes. Adherence to a strict methodology guarantees familiarity with the study's methodology, instruments, data-collecting processes, and statistical methods for analyzing the results. This research uses a mixed-methods strategy, combining quantitative and qualitative techniques, to provide a complete picture of the students' perspectives. An intricate perspective is produced by this approach, which merges thorough statistical research with an in-depth investigation of personal experiences and ideas.

According to Dörnyei and Taguchi (2010), questionnaires are essential for data collection in second-language research. Because of their adaptability, ease of use, and capacity to collect massive amounts of data for analysis, questionnaires see an extensive application. Questionnaires are inscribed devices that provide participants with statements or questions (Brown, 2001), referenced in (Macky & Gass, 2005). Respondents are expected to pen down their responses or select from the already mentioned options. Brown (2001) asserts that language inspections refer to studies that collect information on the attributes and perspectives of individuals regarding the nature of language or language acquisition, typically through verbal interviews or written surveys.

A structured questionnaire was the primary instrument for data collection in this study. It was organized into two main components to analyze students' attitudes comprehensively. The first section gathered demographic data about the participants: age, gender, and academic year. This laid the groundwork for contextual analysis of the data. The eleven queries comprising the following section were explicitly crafted to evaluate students' attitudes toward English language learning. Out of the total number of questions, six were designed to elicit qualitative insights from the students. At the same time, the remaining five were structured and required binary responses, facilitating quantitative analysis.

Thirty-four Kurdish participants comprised the study sample: sixteen were female, and eighteen were male. The individuals above were chosen from English departments of Charmo University during their third semester of study. The target audience for this survey was 3<sup>rd</sup> semester students so that the researchers could get their thoughts and feelings on the subject. This would give a glimpse into their first impressions and experiences with learning English.

Table 1: Demographic information of Participants

<b>Participants</b>	<b>Number</b>
Male	18
Female	16

To attain the most ideal experimental design, a pilot study was conducted with 15 participants from the first year to attain reliability. However, before the pilot study was administered, the questionnaire was sent to three professors who specialized in the field to attain its validity. Some minor changes were made according to the experts' suggestions. The questionnaire was administered online through Google Forms. The link was shared through email and WhatsApp, and the instructions on filling out the form were also provided online in the form of voice notes.

This research extensively used SPSS, the Statistical Package for the Social Sciences, to analyze quantitative data. Statistical techniques were used to examine responses within a specified range of possibilities to provide a quantifiable evaluation of students' viewpoints on second language acquisition. Concurrently, the qualitative data was extensively examined for every open-ended answer. A thorough analysis of students' feelings, ideas, and experiences while learning English was made possible by carefully categorizing the data according to different attitudes.

This study thoroughly investigates learners' viewpoints at Charmo university about the acquisition of the English language. This study comprehensively comprehends the individuals' attitudes by integrating quantitative and qualitative methodologies. The quantitative methodology



presents data in the form of statistics, whereas the qualitative component constructs a narrative that delves into the intricate experiences of specific students. By adopting this all-encompassing methodology, a more profound and well-informed discourse regarding language acquisition within the specific setting of Northern Iraq is cultivated.

By means of meticulous examination and comprehensive discourse, the study derives perceptive deductions, thereby establishing the soundness and importance of its results. The thorough methodology employed in this research highlights the significance of the study in augmenting the collective comprehension of students' English language learning experiences in the area.

## Results

**RQ#1:** What are the perspectives of Kurdish students in Charmo university towards the English language?

**Table 2: Descriptive analysis**

Q1					
Response	1	2	3	4	5
Frequency	1	0	9	11	13
Percentage	2.9%	0	26.5	32.4	38.2
Q2					
Response	Very Dissatisfied	Dissatisfied	Neutral	Satisfied	Very satisfied
Frequency	3	1	9	15	6
Percentage	8.8	2.9	26.5	44.1	17.6
Q3					
Response	Yes	No	Not sure		
Frequency	21	8	5		
Percentage	61.8	23.5	14.7		
Q4					
Response	Rarely	Occasionally	Frequently	Almost Always	
Frequency	3	18	11	12	
Percentage	8.8.	52.9	32.4	5.9	
Q5					
Response	Not important at all	Somewhat important	Moderately important	Very important	Extremely important
Frequency	0	3	4	13	14
Percentage	0	8.8	11.8	38.2	41.2

The examination of the Likert scale responses obtained from Kurdish students in Charmo university, according to their views towards the English language, as can be seen in Table 2, reveals a distinct propensity towards a positive outlook. The survey results indicate that 38.2% of participants gave the highest grade of 5, while 32.4% rated their attitude as 4. Therefore, the overall disposition tends to be somewhat optimistic. Of the respondents, 70.6% of students hold an optimistic viewpoint, but only 2.9% have a strongly negative attitude. None of the participants selected the second least favorable option. These findings indicate that Kurdish students generally favor English, implying it is essential or valuable.

Regarding satisfaction with English language courses and teaching techniques at their institutions, most Kurdish students express satisfaction, with 44.1% feeling pleased and 17.6% feeling very satisfied. Nevertheless, a minority (11.7%) of students indicate discontent, suggesting that although most students are satisfied with their English language instruction, some areas may be enhanced to improve the learning experience.

Most students (61.8%) perceive the resources available for learning English, including textbooks, language laboratories, and internet materials, to be adequate. However, 38.2% either lack confidence in the sufficiency of the resources or are uncertain, indicating that a substantial proportion of the student population recognizes the need to enhance the resources available for English language acquisition.

The employment of English outside the classroom is predominantly sporadic, with 52.9% of students employing English occasionally in their everyday lives. This is followed by 32.4% who use it regularly and a minority group (5.9%) who utilize it nearly constantly. This suggests that although English is not the predominant language used in the day-to-day activities of most students, it does consistently have a presence in their lives beyond the academic context.

Furthermore, the significance of English in terms of future job prospects and is remarkably high, with a notable 79.4% of participants evaluating it as either very or extremely significant. This highlights the language's crucial importance in students' career goals and the prospects they believe it will provide them in their immediate environment. Merely 8.8% of individuals perceive English as having moderate or considerable significance, and none of the students regard it as trivial. This underscores English's essential role in the students' perception of how it shapes their future.

**RQ#2:** How does Kurdish students' level of English ability impact their social standing and cultural identity, and what motivates them to acquire the language in Charmo university?

The responses to the qualitative analysis unveil various pragmatic and personal motivations underpinning Kurdish students' attitudes toward English language acquisition. Career advancement is a notable incentive, as evidenced by the explicit correlation that many students establish between English proficiency and employment opportunities on a local and global scale. The utilitarian standpoint is reflected in declarations such as "My motivation for studying English is to secure employment in the future" and "Proficiency in English can provide access to a wide range of professional prospects." Furthermore, strong motivators include personal interest and enjoyment. Certain students even characterize English language learning as a hobby or express a deep affection for the language, as in the statement, "It's just a hobby." "I have a desire to learn English," and "I simply enjoy learning." As stated in "Educational requirements" and "For me, learning English is crucial today in order to teach English" (each student views English as a necessity to fulfill academic obligations or to teach), educational requirements are an additional influential factor. Furthermore, the language's communicative and cultural dimensions are emphasized, as evidenced by the statements, "My personal interests that I can apply in my life and a reason to better myself" and "It's a great way to connect with people from different cultures" and "My personal interests that I can use for my life and a reason to better myself." Certain replies demonstrate a discerning understanding of the English language's worldwide significance, considering both the favorable ambitions to "become fluent in English" and the intricate realities surrounding English as a language of globalization. In general, the aforementioned varied motivations highlight the complex character of attitudes toward acquiring proficiency in the English language as they seek to strike a balance between pragmatic goals, individual development, and cultural immersion.

A variety of impediments are identified in an analysis of the difficulties Kurdish students encounter when attempting to learn English; however, several students deny the existence of any substantial barriers. The absence of English-speaking environments, an emphasis on grades rather than learning, and outmoded teaching methods is emphasized as critical concerns. One student observes that "students in the English department do not speak English in their conversations outside of class. Some students face personal challenges, such as work commitments and disapproval from family members. An individual mentioned that their family sometimes disagrees

because they think learning English will change their character. Moreover, instructors lacking sufficient qualifications and a lack of top-notch language courses are recognized as obstacles to successful learning. Many participants do not face challenges and find learning English in their country relatively easy due to the numerous available courses. Distance, health problems, and social concerns, including being made fun of for using English, are additional obstacles that some students must overcome. Some students have an unwavering belief that they can achieve their objectives, showcasing their determination to overcome obstacles.

Many different points of view emerge from examining Kurdish people's thoughts on the connection between fluency in English, socioeconomic position, and cultural identity. Many respondents agree with this assessment concerning the correlation between linguistic competence and socioeconomic standing. One responder highlighted the importance of one's social position. An individual's social standing may be enhanced by demonstrating a mastery of the English language, which indicates one's global knowledge and academic accomplishment. Another individual stresses the significance of being fluent in English and the social standing that accompanies it.

However, this is not everyone's opinion. Some specialists contend that social position is determined by more than just linguistic proficiency. Some claim that people may hold influential societal positions without speaking, implying that various variables can influence social standing. Someone another counter, "No, it's all about practicing and using English," suggesting that the language's usefulness is more important than its social standing.

### **Discussion and Conclusion**

This research contributes to the existing body of knowledge by examining the viewpoints of Kurdish learners regarding the acquisition of the English language. This finding supports pre-existing apprehensions regarding instructional approaches and materials (Bobkina & Fernandez, 2012; Galloway, 2011), underscoring the imperative for accessible materials and superior instruction to alter language acquisition perspectives.

Surprisingly, Kurdish students place a higher value on English for its practical implications in the workplace and for international communication, as opposed to striving for a level of fluency comparable to that of native speakers (Galloway, 2011). This is consistent with a worldwide pattern of prioritized economic utility of the English language over cultural integration.

The present findings are consistent with Al Mamun et al. (2012) and Latifah et al. (2011), which demonstrated favorable attitudes toward the English language and its perceived value in fostering personal and professional development. Moreover, students' inclination towards international involvement and cross-cultural interaction can be attributed to utilitarian and integrative factors. This stands in opposition to research conducted on Jordanian students, which found a minimal impact of cultural factors (Daana & Tahaineh, 2013).

This study, like Bobkina & Fernandez (2012) and Galloway (2011), identifies difficulties in recognizing the need for enhanced teaching methods and resources. This underscores the criticality of delivering instruction of superior quality and providing easily accessible resources to alter viewpoints regarding language acquisition.

Moreover, in opposition to the results reported by Galloway, Kurdish students place a higher value on English for its pragmatic implications in the professional sphere and for international correspondence. This reflects a worldwide pattern in which English is increasingly regarded for its economic worth rather than its capacity to foster cultural assimilation.

The findings of Al Samadani and Ibnian (S.S.) (2015) are supported by the identification of a positive correlation between the attitudes of students towards the English language and their academic achievements. This finding suggests that developing a positive attitude toward the English language positively impacts academic performance and learning. Nevertheless, the importance of English as a vehicle for attaining opportunities and its practicality in everyday existence, as emphasized in Kurdish culture, complicates this correlation and emphasizes the degree to which English is perceived as a conduit to achievement.

In conclusion, while mirroring global trends, the viewpoints of Kurdish students concerning the English language have unique implications for language education. The study not only underscores the importance of English as a language for social mobility and global accessibility but also highlights students' distinct obstacles. These obstacles require inventive pedagogical strategies and enhanced learning materials. In order to fulfill these obligations, one must possess a comprehensive understanding of the sociocultural complexities that impact language development within the Kurdish context. The outcomes of comparative studies can provide policymakers and educators engaged in developing English language programs for Kurdish students with invaluable insights. These programs would be tailored to meet language

learners' unique requirements and ambitions, fostering an environment that is more encouraging and supportive.

The study provides a comprehensive perspective on the experiences of Kurdish students at Charmo University in studying the English language. Although the students generally acknowledge the importance of English and indicate contentment with their English classes, they advocate for the implementation of more sophisticated teaching methods and methodologies. English, while not being their first language, plays a pivotal role in their everyday lives and has a significant impact on both their cultural and academic development. A significant proportion of students hold the view that being highly skilled in English is crucial for career progression and emphasize the significance of proficient communication abilities in the contemporary interconnected global context.

The qualitative responses also demonstrate an intricate interaction between the preservation of cultural identity and the pursuit of global communication and professional objectives. Students emphasize that achieving proficiency in English not only enables effective communication across different cultures but also expands employment prospects and improves scholastic achievements. The students' resolute commitment to enhancing their English proficiency is evident, despite the obstacles they encounter, including antiquated pedagogical approaches, scarce resources, and opposition from their families. This study highlights the significance of tackling these obstacles in education and improving language teaching in order to more effectively support the ambitions of Kurdish students in Chamchamal.

Some students paradoxically see English as a means of studying other cultures and engaging in global dialogue, which leads to conversations on the influence of language on students' social standing and sense of self. This intricacy highlights how English can change these students' local and international lives in the Kurdish area. The ultimate goal is finding a middle ground between accepting global opportunities and protecting their valuable cultural heritage.

The present study has some Limitations as follows. One of the significant limitations of this study is the small population. The views of a more significant proportion of students may be underrepresented in this sample. Cultural dynamics, educational limitations, and specific economic factors may distort opinions. This means the results only apply to certain areas or circumstances in the Kurdish region.

The intrinsic subjectivity of measuring sentiments is another drawback. Even though a Likert scale is used to measure attitudes, the results are still subjective and can be influenced by participants' understanding of the questions or social desirability bias. The survey does not cover longitudinal changes in views, as it only provides a snapshot at a single point without considering how students' perspectives towards English may change over time due to their educational advancement, competency level, or adjustments in the sociopolitical environment.

In order to augment the resilience of forthcoming investigations in this field, it is recommended that the cohort of students participating be expanded to encompass a greater magnitude and diversity. A comparative analysis might entail selecting samples from various educational institutions throughout North Iraq, possibly incorporating Kurdish students from other regions. By utilizing stratified sampling techniques, all age groups, genders, socioeconomic circumstances, and levels of English proficiency could be adequately represented, resulting in a more comprehensive depiction of attitudes toward the English language.

Examining the qualitative dimensions of attitudes would benefit future research by integrating mixed methods approaches. A more comprehensive examination of the subtleties underlying students' attitudes could be achieved by integrating qualitative interviews or focus groups with quantitative Likert scale responses. This approach may illuminate learning English's cultural views, goals, and challenges. How views change in reaction to increased linguistic competence, better educational opportunities, or world events that affect language use might also be better understood using longitudinal research.

Educational policy and curriculum development in the area stand to benefit significantly from the study's findings on Kurdish students' views on English in Charmo university. Students' optimistic outlook on the value of English reflects the significance of the language to their future academic achievement, professional prospects, and interconnectedness with the rest of the world. Therefore, educational stakeholders must immediately ensure that ESL instruction is a curricular priority and that teaching approaches are exciting and successful in gaining language competency. Furthermore, lawmakers have been focusing on the need to integrate language learning, vocational training, and job counseling in order to better match educational accomplishments with the demands of the labor market, thanks to the increasing significance of English as a tool to enhance careers.

The studies elaborate that ESL classes should be inclusive and respectful of their students' ethnic identities. The numerous reasons and obstacles students encounter, such as familial disapproval, personal fascination, and preserving Kurdish cultural identity, necessitate educators and curriculum developers to take a comprehensive approach that honors students' cultural heritage while safeguarding their English language abilities. Incorporating paradigms of bilingual education, providing ESP courses adapted to local requirements, and encouraging interactions with fluent English speakers are all viable options for reaching this objective. Understanding that English is about more than just school could give kids a deeper appreciation for the language, which might motivate them to strive for fluency to develop personally and become more active members of society.



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## APPENDIX

**Introduction:**

Thank you for participating in our study. Your responses will help us better understand Kurdish students' attitudes towards the English language. Please answer the following questions to the best of your ability.

**Demographic Information:**

1. Age: \_\_\_\_\_
2. Gender:
  - Male
  - Female
  - Non-binary
  - Prefer not to say
  - Other (please specify): \_\_\_\_\_
3. Educational Level:
  - High School
  - Bachelor's Degree
  - Master's Degree
  - Doctoral Degree
  - Other (please specify): \_\_\_\_\_
4. How long have you been studying English? \_\_\_\_\_
5. How often do you use English in your daily life?
  - a) Rarely
  - b) Occasionally
  - c) Frequently
  - d) Almost always

**Attitudes Towards English:**

6. On a scale from 1 to 5, where 1 indicates a very negative attitude and 5 indicates a very positive attitude, please rate your overall attitude toward the English language.

- 1
- 2
- 3
- 4
- 5

7. What are the primary reasons for your attitude toward the English language? (e.g., personal interest, career opportunities, educational requirements, etc.)

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**Language Learning Environment:**

**8. How satisfied are you with the English language courses and teaching methods at your institution?**

- a) Very Dissatisfied
- b) Dissatisfied
- c) Neutral
- d) Satisfied
- e) Very Satisfied

**9. Do you believe that the resources (e.g., textbooks, language labs, online materials) available for learning English are adequate?**

- a) Yes
- b) No
- c) Not sure

**10. Are there any specific challenges or obstacles you face when learning English in Charmo university?**

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**English Language in Daily Life:**

**11. How often do you use English in your daily life outside of the classroom?**

- a) Rarely
- b) Occasionally
- c) Frequently
- d) Almost always

**12. In what situations or contexts do you typically use English outside of your academic studies? (e.g., socializing, work, entertainment, travel, etc.)**

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**Cultural Perceptions:**

**13. How important do you believe the English language is for your future career and opportunities in Charmo university?**

- a) Not important at all
- b) Somewhat important
- c) Moderately important
- d) Very important
- e) Extremely important

**14. Do you believe that proficiency in English is associated with prestige or social status in your community?**

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**15. In your opinion, how does knowing English affect your cultural identity as a Kurdish individual?**

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**Suggestions and Additional Comments:**

**16. Is there anything you would like to suggest or any additional comments you would like to share regarding the study of English, or your attitudes and experiences with the language?**

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Thank you for your valuable input into our research on Kurdish students' attitudes toward the English language in Charmo university, Northern Iraq.



## **The Importance, Role, and Work of The Assistant Teacher in Resource Classes in Inclusive Schools**

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### **Abstract**

Creating inclusive policies in schools is an integral part of inclusive school plans. Inclusive schools take steps to ensure that every student with special needs has the opportunity to use every environment. One of these environments is the resource class. A resource classroom is a special setting, or a designated smaller classroom or room, where a special education program can be provided to a student with special needs, either individually or in a small group. This study aims to explore the importance of these classrooms, and the role of the assistant teacher in them, in how assistance is provided to students with special needs and their families. For its realization, we relied on qualitative methodology and direct observation. The instruments used were interviews with parents, assistant teachers, and directors of elementary schools in the city and two rural schools in Gjirokastra. The findings of this study showed that resource classes exist in some schools, but are not regularly attended or used by teachers. There is a lack of didactic tools, which should be used by teachers for students' disabilities. Assistant teachers have limited knowledge to adapt individual learning techniques to student needs (difficulty, pace, age), and time is a significant problem for teachers.

In these conditions, a work plan is needed for refreshing these classes and training teachers on the role, planning, and use of the resource class in the service of students and parents of children with special needs.

**Keywords:** Resource class, special needs, assistant teachers, planning, inclusion.

### **What Is a Resource Room in The Context of Inclusive Education**

Resource classes are designed to provide specialized instructional support tailored to the needs of students with learning disabilities that they may not receive in a general classroom. Resource classes are designed to provide specialized support instructional programs tailored to the needs of students with special learning abilities that they may not receive in a general classroom. This concept includes several key aspects that contribute to their effectiveness. One of the main benefits of resource classes is the opportunity to provide individualized instruction. In these settings, teachers can adapt their teaching strategies to meet the unique needs of each student. This is particularly important for children with special learning disabilities, who may have specific needs that are not addressed in mainstream classrooms. Weiner's study shows that students in resource classes show significant improvements in their academic performance. This improvement can be attributed to more focused and tailored teaching that helps students overcome the specific difficulties they may be facing. Resource classes provide a supportive environment where students can receive encouragement not only academically, but also socially and emotionally. This helps improve self-confidence and a sense of belonging among students, helping them develop important social and emotional skills that are essential to their overall success. Resource classes also serve as a transitional space where students can develop the skills needed to better integrate into mainstream classes. This preparation is critical to ensure they are ready for the challenges of a more inclusive environment, thus supporting inclusive education. Teachers in resource classes are often trained in specialized teaching strategies and methods that are effective for students with learning disabilities. This advanced training allows them to provide more effective teaching oriented toward the specific needs of the students. Resource classes play an important role in supporting children with special learning abilities by providing a personalized and supportive environment that is tailored to their unique needs. This approach not only improves academic achievement, but also helps develop students' social and emotional skills, preparing them for continued success in the mainstream classroom and beyond. Resource classes provide a personalized approach to education, which is essential for children with specific learning abilities. The close student-teacher ratio allows for lessons that address the unique challenges and learning styles of each student. Lawrence H. Weiner's article discusses how resource classes can serve as a transition environment, helping students with learning disabilities develop the skills and confidence needed to succeed in a mainstream classroom. This approach supports the broader goal

of inclusive education. The article "An Investigation into the Effectiveness of Resource Classes for Children with Special Learning Disabilities" by Lawrence H. Weiner, published in April 1969, investigates the role and impact of resource classes on children with specific learning disabilities.

A resource room is a type of support for students with disabilities who need special education that allows them to leave their general education classroom and go to another location for targeted instructional support. It is one of many support options for special education students around the world to help meet their needs<sup>2</sup> and serves as a transition stage between a self-contained classroom and a general education classroom for special education students.<sup>3</sup> In the resource room, students work with a special education teacher or aide in small group or individual instruction.<sup>4</sup>

According to the authors, resource classes offer opportunities for differentiated work adapted to the individual needs of each child with special needs. In it, there must be an active commitment to have concrete results in specialized learning. Improving work methods and techniques and strategies increases the effectiveness of the resource class.

Individual needs may be addressed in resource rooms as indicated in a student's Individualized Education Plan (IEP).<sup>5</sup>

Special education instructors in a resource room focus on specific goals as mandated by a PEI and remedial general education curriculum. Some programs emphasize the development of executive skills, including homework completion and behavior.<sup>6</sup> The Universal Design for Learning (UDL) approach according to Gargiulo and Metcalf in their book "Teaching in Today's Inclusive Classrooms: A Universal Design for Learning Approach" (2016), is an educational

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<sup>2</sup> Weiner, Lawrence H. (April 1969). "An Investigation of the Effectiveness of Resource Rooms for Children With Specific Learning Disabilities" *Journal of Learning Disabilities*. 2 (4): 223–229. doi:10.1177/002221946900200407. S2CID 145263246

<sup>3</sup> Tan, Sema; Karal, Muhammed A.; Unluol Unal, Neslihan (2022). Primary education teachers experiences in resource rooms in Turkey: disability vs. giftedness". *Education 3-13*. 50 (7): 993 1007. doi:10.1080/03004279.2022.2059541. ISSN 0300-4279

<sup>4</sup> Speece, Deborah L.; Mandell, Colleen J. (1980) Resource Room Support Services for Regular Teachers". *Learning Disability Quarterly*. 3 (1): 49–53. doi:10.2307/1510425. ISSN 0731-9487. JSTOR 1510425.

<sup>5</sup> Thurlow, Martha L.; Ysseldyke, James E.; Graden, Janet L.; Algozzine, Bob (1983) Special" about the Special Education Resource Room for Learning Disabled Students? *Learning Disability Quarterly*. 6 (3): 283–288. doi:10.2307/1510439. ISSN 0731-9487. JSTOR 1510439.

<sup>6</sup> Lerner, Janet W. (May 1989). Educational Interventions in Learning Disabilities. *Journal of the American Academy of Child Adolescent Psychiatry*. 28 (3): 326–331. doi:10.1097/00004583-198905000-00004. ISSN 0890-8567. PMID 2661524.



framework that aims to make learning accessible and Effective for all students, taking into account their diversity in abilities, learning styles, and interests. This approach is based on 3 principles<sup>7</sup>:

**1. Representation of Diversity of information and content.**

The use of visual, auditory, and interactive materials to meet the needs of children with special needs. In this way, the information should be accessible regardless of how they process the information.

**2. Varied action and expression.**

The teacher of the resource class offers different ways for the student to show what he has learned. It includes different methods for expressing knowledge and skills (written projects, oral presentations, visual projects). In this way, students use strengths to demonstrate their understanding.

**3. Conscious and motivated involvement.**

Teachers use materials and methods based on personal interests and creating a supportive environment. Teachers aim to create a learning environment that encourages active student involvement and self-regulation.

The (UDL) approach according to Gargiulo and Metcalf, guides teachers to create inclusive and flexible learning environments that suit all students with special needs by using methods and strategies to eliminate barriers to teaching and learning of these children taking into account individual needs of each one. This gives them the opportunity to develop their full potential and achieve success.

According to Lipsky and Gartner in their book "Inclusion and School Reform: Transforming America's Classrooms"<sup>8</sup>, the benefits of children with special needs in resource classes are numerous and significant. Some of these benefits include:

- Improved academic performance, due to access to a higher curriculum and higher academic expectations.
- Development of social skills, children with special needs increase the skills of social and interpersonal interaction.

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<sup>7</sup> Lamminmaki, T.; Ahonen, T.; Tolvanen, A.; Michelsson, K.; Lyytinen, H. (1997). Comparing Efficacies of Neurocognitive Treatment and Homework Assistance Programs for Children with Learning Difficulties. *Journal of Learning Disabilities*. 30 (3): 333–345. doi:10.1177/002221949703000308. PMID 9146099. S2CID 12254600.

<sup>8</sup> D. Lipsky, A. Gartner (1997) *Inclusion and School Reform: Transforming America's Classrooms*; (1997). ISBN: ISBN-155766-273-8

- Increase self-confidence, feeling accepted and appreciated. This helps in higher self-esteem.
- Develops the ability for independence and self-reliance. This helps in everyday life and in the future.
- Personalized support and adaptation of the curriculum to meet the specific needs of children with special needs. This helps ensure that every child with special needs has access to effective and tailored learning.
- Increase cooperation and teamwork skills. This applies to school life and beyond.

### **Resource Class and Responsibilities of the Assistant Teacher in Resource Classes.**

Resource classes are classes within the inclusive school. They are classes designed to work with children with special needs. In them, children receive the more specialized learning needed in a suitable, supportive environment. The use of specific materials and methods gives children opportunities for individual support. Assistant teachers use materials adapted to the specific needs of the children. Research findings suggest that students with special needs directly benefit from being placed in a classroom environment for part of the day. Compared to the mainstream classroom, students are prescribed more small-group instruction and receive more support from the assistant teacher in the resource classroom setting. In contrast, in the mainstream classroom, more time is allocated to whole group structures and other forms of conversation compared to the resource classroom environment. These differences in teaching methods between the two settings appeared to influence the opportunities for students with special needs to participate. Assistant teachers use resource classes as a bridge between regular classroom learning and children's special needs, because children split time between the resource class and the mainstream class, participating in joint activities where possible. Resource classes play a critical role in supporting children with learning disabilities, providing a personalized and supportive approach that addresses their unique needs and preparation for success in the mainstream classroom and beyond. This approach not only improves academic achievement but also helps develop students' social and emotional skills. The proportion of time during which students with special needs engage in active academic responses, such as academic conversations, answering academic questions, and academic questions, is significantly greater in the resource class compared to the mainstream class. To meet the individual needs of children with special needs, resource classes are structured in such a way as to support children to work at their own pace and receive the necessary help. In

the resource class, there is much more time for individual instruction and they receive much more approval from the assistant teacher, compared to students in the regular class during core subjects. In terms of opportunities to react, students with special needs in the resource class spend more time giving some active academic responses: academic talk, academic games, and asking academic questions.

It has been suggested that students with special needs in regular classrooms receive negative criticism from their teachers more sensitively than other students (Chapman, Larsen, & Parker, 1979) and have less opportunity to react (Bryan, Wheeler, Felcan, & Henek., 1976). These findings were not confirmed by the present study. Furthermore, regular classroom teachers seem to treat students in the classroom, with different academic levels, the same, a finding supported by Greeher, Thurlow, Grader, and Ysseldyke (1982). However, this type of equal treatment in the regular classroom does not necessarily occur for students with different behavioral abilities (cf. Graden, Thurlow, & Ysseldyke, 19824). Also, it is impossible to know if we would have equal instruction and learning opportunities if students with special needs were in the regular classroom during reading and/or math.

In addition to academic support, resource classes provide a supportive environment where students can receive emotional and social encouragement, which is essential for their overall development and self-esteem. Teaching assistants enable children to interact with peers in social activities, improving their social skills with other professionals and their parents. One of the main aspects of resource classes is to create a supportive environment that promotes the emotional and social development of students. The article states that these rooms serve as a space where students can develop the confidence and skills needed to succeed in mainstream classrooms. This is especially important for students who need time and support to adjust to the demands of mainstream classes. Resource classes play a critical role in supporting children with special learning abilities, providing a personalized and supportive approach that addresses their unique needs and preparation for success in the mainstream classroom and beyond. This approach not only improves academic achievement but also helps develop students' social and emotional skills, preparing them for continued success in a more inclusive environment. The study of Renick and Harter (1989) emphasizes the influence of social comparisons on the self-esteem of students with disabilities in the context of academic performance. They note that these students often experience a deep sense of inferiority or lack of confidence in their abilities when they compare themselves

to the performance of their peers. In mainstream schools, social comparisons can be made in a variety of ways, including test scores, class responses, or teacher evaluations. When students with special abilities feel that they fail to meet the standards of others in these aspects, they may develop a negative perception of their abilities.

This self-perception can be further influenced by the reactions of others to the lack of success. For example, if a student with special needs feels unable to cope with an academic task, the reaction of the teacher or peers can affect their perception of themselves. If they feel a lack of support or appreciation for their failures, they may feel even less able to face academic challenges. These findings emphasize the need to create a supportive and encouraging environment such as the resource class at school for students with special needs. Supporting them emotionally and academically, as well as encouraging them to achieve their personal goals, can help boost their self-esteem and motivation to progress in school.

The process of social comparison is an important aspect of social cognition, which plays an important role in the formation of self-concept and academic perception of students, especially those with special abilities. Social comparison affects how they perceive themselves in the context of school and their academic abilities compared to others. Social comparison often affects a person's perception of themselves through two main processes. Students with special abilities can compare their academic abilities with others around them, such as their peers without limitations. If they feel that they fail to meet the standards of others at school, they may develop a negative perception of themselves and their abilities. This comparative assessment can affect their self-confidence and motivation to progress in school. Students can also compare themselves to an ideal standard or personal expectation. In the case of students with special needs, this expectation may be high and unrealistic about their abilities. When they feel that they fail to meet this standard, they may feel bad and have a negative perception of their academic abilities.

This process of social comparison at school can influence the formation of a weakened self-concept and their perception of themselves as students with disabilities. Thus, it is important to provide resource classes with special support in equipping them with appropriate amenities to help students develop a positive self-perception and improve their academic skills.

Resource classes are enabled to create a supportive environment that promotes the emotional and social development of students. These classrooms serve as a space where students can develop the confidence and skills needed to succeed in mainstream classrooms. This is

especially important for students who need time and support to adjust to the demands of mainstream classes.

Support teachers working in the resource classroom are trained to provide emotional and psychological support. They are trained to help these children face challenges and build their self-confidence, develop independence and self-reliance, and get the necessary help in the early stages of their education. Resource classes offer training with parents of children with special needs, and not alone. Teachers give advice, share brochures, teach work techniques to parents, how to help the child at home and continue the work left half in the classroom.

Description of a lesson using learning features for students with special needs in the resource class. Let us be guided by the following steps:

1. Adapting teaching to accommodate the learning differences of students in the resource class, using methods and materials that match their particular needs.
2. Developing questions and research related to the topic to help students expand their understanding of the subject.
3. Reading and discussion, allowing them to enjoy and deeply understand the text, helping to increase self-esteem and academic motivation.
4. Discussing the connections made to practical and behavioral theories to enhance students' understanding of the subject and help them develop an overall perspective on the subject they are studying.
5. Including appendices that describe specific learning tabs and routines, helping other teachers take the fruits of this learning model to apply to their classrooms.

The teacher uses a personalized and tailored approach to match the learning styles, preferences, and needs of the students in the resource class. The teacher has developed questions and activities related to the topics and events, allowing students to express their thoughts and use different ways of expressing themselves.

Students are involved in this way, allowing them to interpret the text and share their thoughts. This is a great way to improve their skills. The teacher has discussed the subject's connections with various practical and pedagogical theories. This has helped to expand the student's understanding of the topic they covered and the world around them.

As a benefit for students with special needs, this way of organizing learning has provided a personalized environment adapted to their learning styles and needs. By engaging in such

stimulating activities and open discussions, students have had the opportunity to develop their critical and analytical skills. In addition, the assistant teacher in this way has helped to increase self-confidence and academic motivation. Through the use of strategies personalized and adapted to their needs, students with special needs have had the opportunity to get the most out of this lesson.

This benefit of increased self-esteem and academic motivation has long-lasting effects, helping students to be more ready to learn and to meet other academic challenges. This way of going beyond the general classroom teaching has provided an important experience for students with special needs.<sup>9</sup>

### **Didactic educational materials and equipment of the resource class**

The resource class should be a space for calming, relaxing, and learning. Its environment should be equipped with soothing, relaxing background music and lighting. The materials with which the resource class is equipped must fulfill the academic, social, emotional and developmental needs of the children. All these materials create an environment for meeting the academic, social, emotional, and developmental needs of children with special needs.

1. Different reading levels and picture books that help with reading skills and developing comprehension skills.
2. Adapted texts, modified to meet the needs of the students and the rest of the needs and desires.
3. Cards with images to help with communication
4. Three-dimensional tool models, maps, and tables for learning different concepts.
5. Technology devices (when necessary) that help support specific reading, math, and science skills.
6. Toys that help regulate gross and fine motor skills (building blocks, puzzles, manipulative toys)
7. Balls, and relaxation nets since regulating the sensory system.
8. Items and toys that increase not only social cooperation but also those that help them perform independent actions. (cooking toys, dress-up clothes, pastrami equipment.)

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<sup>9</sup> Thurlow, Martha L.; Ysseldyke, James E.; Graden, Janet L.; Algozzine, Bob (1983) "About the Special Education Resource Room for Learning Disabled Students; Learning Disability Quarterly". 6 (3): 283–288. doi:10.2307/1510439. ISSN 0731-9487. JSTOR 1510439

9. Equipment and toys that represent real life. (buy and sell in the supermarket, in the store)
10. Materials for life skills (money management, simple meal preparation, cleaning).
11. Visual, graphic daily plans to help them follow routines and manage time.
12. Preparation of visual cards that help them in communication.
13. Books with social situations, with different interactions.
14. Equipment and toys that help manage stress and regulate emotions (anti-stress balls, breathing books, calming boxes, kinetic sand)
15. Manipulative toys (cubes, counting blocks, color cubes, math games) to help teach numerical concepts.
16. Custom materials. They develop writing and reading skills.
17. Materials to help parents (information on help at home, communication applications).

### **Disadvantages of The Resource Classes**

According to Kirk, Gallagher, Coleman, and Anastasio in their book "Educating Exceptional Children" (2014 ), since students with special needs visit the resource class every day, they may feel isolated or stigmatized, and set apart from their peers. This can have consequences for their self-confidence and self-esteem. Also, the pace of interaction with peers to develop social skills and learn from other children decreases. As some children with special needs find it difficult to change their routines, the transition between the classroom and the resource classroom can be disruptive for students. This has consequences in terms of following the curriculum and maintaining a consistent routine. Going in and out of these classes, sometimes comprehensive and sometimes resourceful, they can face problems of methodology and consistency, and become confused. This will affect learning progress. Behavior management is another disadvantage of the resource class. The child faces challenges in following the rules and expectations of behavior in different environments.

The teachers of the resource class must be in continuous training because the work in the classroom requires resources and specialized staff. When this training is missing, it becomes an obstacle to the quality of work with special needs and their teaching. So child support becomes limited. The teacher's task remains to create a balanced and effective environment in these classes.

### **The purpose of the study**

The purpose of the study is to evaluate the importance of resource classes and the role of the assistant teacher in assisting children with special needs. It aims to identify the effectiveness of resource classes in academic support for students with special needs in the city and rural areas of Gjirokastra, identify the challenges faced by assistant teachers, and evaluate the impact of resource classes in improving the quality of education of children with special needs particular. Since the resource classes are attended by students with special needs, it is known that they have special characteristics and individual work plans must be drawn up for each. The study provides recommendations for educational policies and practices to improve the education of students with special needs.

### ***Objectives and research questions of the study***

1. Evaluation of the effectiveness of resource classes in two schools in the city and two in the rural areas of the city of Gjirokastra, in the academic and social improvement of children with special needs.

#### ***Research question 1***

*How does the resource class of the inclusive school affect the academic improvement of children with special needs in two urban and two rural schools in Gjirokastër?*

2. Identification of the challenges faced by support teachers in schools, in improving the quality of resource classes, as an opportunity to improve the quality of work with students with special needs by providing recommendations for improving educational policies and practices in these schools.

#### ***Research question 2***

*What are the challenges faced by assistant teachers in these classes and how does this affect the improvement of the quality of work of children with special needs?*

### **Method and Material**

The participants in this study are assistant teachers and principals of the selected schools. 4 principals and assistant teachers of the respective schools. Phenomenological research was conducted. This allowed us to understand the experiences of assistant teachers who work in resource classes and their thoughts. (Creswill 2014; Creswill and Poth 2018). The qualitative study provided us with data from structured and semi-structured interviews about the experiences that teachers have in resource classes.



To have a complete and detailed understanding of the experiences of assistant teachers, structured, and semi-structured interviews and direct observation were used as *tools*. The structured interview was chosen due to the gathering of specific information from the participants (Merriam 2002). Open-ended questions were constructed to obtain more information from the teachers about teaching in the resource classes. We presented this group of questions to 3 teachers who specialized in special education, who gave us their opinions as experts. Then we piloted it on 5 elementary school teachers. You made a revision based on their suggestions. It took you about 20 minutes to complete. The data was studied for about three weeks. In the final form, 12 questions were left, which helped us to evaluate the work in the source class, its importance, advantages, and disadvantages of this class. The interviewed teachers are all female, and all assistant teachers.

No of teachers	Assistant teacher in rural areas	Assistant teacher in the city	Students with special needs in rural areas	Students with special needs in urban areas	Rural resource class	Urban Resource class
24	5	19	7	31	1	1

The number of assistant teachers interviewed was 24. They showed their perceptions and experiences on the ways they carry out work in resource classes and shared ideas about why they use this class, the challenges of working with children and the environment. Also, we conducted direct observations in the resource classes, in the way it is furnished, how the teachers work with the children, the children's behavior in them, and their interaction with the teachers. During the physical time in schools, we talked with parents of children with whom it was not easy to communicate without the physical presence of assistant teachers. Their focus and expectations were more on academic achievement than on inclusion in the social life of these children with their peers.

From the contact we had with the principals, we learned that there was no resource class in a school in rural areas. The other school had the resource class set up and furnished by a project of the "Save the Children" organization. The assistant teachers in both schools have not received any training on the work in the resource class, its importance for children with needs, and the way of working in these classes.

The situation is the same in the two schools in the city. One school does not have a resource class and the number of students with diagnosed special needs is 21, while the other school has

adopted a very narrow environment to turn it into a resource class. The number of students with special needs in it is 10.

Although the teachers asked you about 12 questions, the answer was the same:

a. The resource class was used only in cases where the student with special needs is irritated and becomes very disturbing for other students.

b. When support hours ended and you had to wait for the parent to pick up the child.

c. The teachers had not received any training about their role in the resource class, or the importance of the resource class.

d. Teachers did not invite parents to these classes even when they existed.

e. The source classes, apart from some works with drawings attached to the walls, had no other materials.

p. In the city school, the resource class is completely organized with the investment of support teachers.

g. The resource class does not have the minimum requirements to function as such.

h. Children visit these classes one by one. This hinders their opportunity to improve socialization.

i. Lacking training and professionalism, teachers do not use a work plan for adapting the curriculum to children with special needs.

Some of the teachers' statements,

- The problem is that even though we can open the source classes, we have no way to find the materials.

- The lack of training does not allow us to identify the specified materials that students should use according to their needs and disabilities.

- The teachers had a problem finding answers to the question of the purpose of the resource classes, and how to build work programs for these classes.

- The teachers were perplexed about using the resource class with many children.

Common problems in resource class programs in schools that had these classes:

- Object not suitable

- Untrained staff

- Insufficient and not at all appropriate materials

The problems, which we also find in the literature, are often mentioned. Since resource classes do not have enough materials, schools do not have adequate equipment for teachers to implement resource class programs, and teachers who work in them lack adequate training (Nar 2017; Talas et al. 2016; Yazicioglu 2020 ).

### **Conclusions**

Each objective and research question was analyzed by clarifying any assumptions related to the data analysis.

#### *Results for the first research objective and question*

Assistant teachers and principals, especially where resource classes exist, acknowledged the positive impact these classes have on improving academic achievement through personalized work focusing on the specific needs of students with special needs. The lack of materials in the resource classes and the training of assistant teachers reduces the effectiveness of the resource class and is an obstacle for working with children with special needs. Resource classes where they are, provide the possibility of a safe and supportive environment for children with special needs. The teachers have identified as a problem that the students in these classes are isolated and have limited opportunities for social cooperation with their friends. This is an obstacle to improving social skills.

#### *Results for the second research objective and question*

The lack of training of assistant teachers does not ensure effective and professional support for children with special needs. The lack of appropriate didactic materials for working with children with special needs limits the work of teachers to create a stimulating environment for students. The lack of training, and the lack of a comfortable environment such as the resource class reduces the motivation of assistant teachers.

In this study, it was established as a finding that inclusive schools should have in their policies and work practices the raising of resource classes. Resource classes need funding, knowledge, and skills of teaching assistants to work with special and individualized programs according to each student's needs and interests. This study will help policymakers, and teachers to build resource classes, equip them with appropriate tools, and design quality programs for work in resource classes.

### **Recommendations**

- Organization of training programs for assistant teachers

- Enrichment with educational materials for resource classes
- Mentoring of new teachers by experienced assistant teachers specialized in recognizing and working with different diagnoses.
- Lobbying the local government to increase investments in schools with an increased number of children with special needs
- Creating stimulating environments for working with students with special needs
- Involvement of parents in the education of preschoolers and the organization of training for parents to understand the role and responsibilities of the primary class.
- Publication of regular reports on the achievements of students in primary classes.

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## **The Role of Cooperative Learning Technology in Personality Formation of Students in Mathematics Classes**

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### **Abstract**

It is of great importance for teachers to use new pedagogical technologies appropriately and comprehensively to form students as comprehensive personalities in the training process. One of the personality-oriented developmental pedagogical technologies widely used in general education schools at present is cooperative learning technology. During cooperative work, the entire student team is involved in solving the same problem, discussions are held in the team, and the skills of working in a team, listening to each other during discussions, respecting each other's opinions, and getting used to working in a team are laid. That is, during collective activity, a student learns the ability to discuss correctly, to respect the opinions of others during the discussion, or to correctly criticize someone else's opinion. The purpose of the research is to study the effect of collaborative learning technology on the personality formation of students in math classes in secondary schools. The opinions of teachers and students of secondary schools were studied and certain results were obtained based on the collected data during the research conducted for this purpose. The research was carried out using a descriptive quantitative method. The study covers the years 2022-2023. To conduct the research, the sources were studied, and the performance of math teachers was examined in secondary schools No. 21, 246, and 191 in Baku and the Republican Gymnasium of Humanities named after S.C. Peshavari, about 120 ( $n < 120$ ) mathematics teachers and more than 800 ( $n > 800$ ) students were interviewed, a questionnaire survey was conducted, a hypothesis was put forward and the hypothesis was tested using the pedagogical experiment method. As a result, it was determined that each stage of the interactive lesson, especially the research phase and almost all class planning contains the characteristics of cooperative learning technology. Therefore, the use of

cooperative learning technology in math classes plays an important role in the formation of students as personalities. The research will be useful for mathematics teachers and researchers as well as a contribution to the relevant literature.

**Keywords:** math classes, cooperative learning, technology, collective, skill

## **Matematik Derslerinde Öğrencilerin Kişilik Oluşumunda İşbirliği Öğrenme Teknolojinin Rolü**

### **Özet**

Öğretmenlerin öğrencilerin eğitim sürecinde kapsamlı kişilikler oluşturmaları için yeni pedagojik teknolojileri uygun ve kapsamlı bir şekilde kullanmaları büyük önem taşımaktadır. Şu anda genel eğitim okullarında yaygın olarak kullanılan kişilik odaklı gelişimsel pedagojik teknolojilerden biri işbirlikçi öğrenme teknolojisi. İşbirliği çalışması sırasında, tüm öğrenci ekibi aynı sorunu çözmeye çalışır, ekibiyle görüşmeler yapılır ve bir takımda çalışmak, tartışmalar sırasında birbirlerini dinlemek, birbirlerinin görüşlerine saygı duymak ve bir ekiple çalışmaya alışmak becerileri geliştirilir. Yani, kolektif etkinlik sırasında öğrenci, doğru tartışma, tartışma sırasında başkalarının görüşlerine saygı gösterme veya başkasının görüşünü doğru şekilde eleştirebilme becerisini öğrenir. Araştırmanın amacı işbirlikçi öğrenme teknolojisinin ortaöğretim matematik derslerinde öğrenim gören öğrencilerin kişilik oluşumuna etkisini incelemektir. Bu amaçla yapılan araştırmada ortaokul öğretmen ve öğrencilerinin görüşleri incelenmiş ve toplanan verilere dayalı olarak belirli sonuçlara ulaşılmıştır. Araştırma betimsel niceliksel yöntem kullanılarak gerçekleştirilmiştir. Çalışma 2022-2023 yıllarını kapsamaktadır. Araştırmanın yapılabilmesi için kaynaklar incelenmiş, Bakü'nün 21, 246, 191 numaralı ortaokullarında ve S.C.Peşavari Cumhuriyet Beşeri Bilimler Lisesi'nde matematik öğretmenlerinin iş deneyimleri gözlemlenmiştir. Yaklaşık 120 ( $n < 120$ ) matematik öğretmeni ve 800'den fazla ( $n > 800$ ) öğrenciyle görüşüldü, anket çalışması yapıldı, bir hipotez önerildi ve hipotez pedagojik deney yöntemi kullanılarak test edildi. Sonuç olarak etkileşimli dersin her aşamasının, özellikle “Araştırma” aşamasının ve neredeyse ders planlamanın işbirlikli öğrenme teknolojisinin özelliklerini içerdiği tespit edilmiştir. Bu nedenle matematik derslerinde işbirlikli öğrenme teknolojisinin kullanılması öğrencilerin kişilik olarak oluşmasında önemli rol oynamaktadır. Araştırma, ilgili literatüre katkı sağlamanın yanı sıra matematik öğretmenlerine ve araştırmacılara da faydalı olacaktır.

**Anahtar Kelimeler:** matematik dersi, işbirlikli öğrenme, teknoloji, kolektif, beceri

### **Giriş**

Milli liderimiz Haydar Aliyev'in 15 Haziran 1999 tarihli kararnamesiyle onayladığı "Azerbaycan Cumhuriyeti'nin eğitim alanında Reform Programı", milli eğitimimizin gelecekteki gelişme yolunun ve beklentilerinin belirlenmesinde belirleyici rol oynadı. Bu emir, bağımsız ülkemizin eğitim tarihinde yeni bir dönemin temellerini attı.

2006 yılında gelişmiş ülkelerin eğitim deneyimlerini yansıtan yeni bir belgenin kabul edilmesi emredildi - "Azerbaycan Cumhuriyeti'nde genel eğitim kavramı (Milli Müfredat)" (Azerbaycan Milli Eğitim Bakanlığı, 2013). Eğitimde modern yaklaşımların çağı bu dönemden itibaren başlamıştır. Genel eğitim anlayışından yola çıkarak matematik ders müfredatını da içeren ders müfredatları hazırlandı. Bugün öğrencilerimizin "neleri bilmesi gerektiğini" ve "neleri yapabilmesi gerektiğini" belirleyen eğitim sonuçları o belgeye detaylı olarak yansdı. Eğitim sürecinin uygulanmasına yönelik çeşitli çalışma şekilleri ve yöntemleri belirlenmiş, test edilmiş ve elde edilen başarılı sonuçlar bunların uygulanmasını zorunlu hale getirmiştir.

Yeni ders programının tanıtımı, matematik öğretmenlerinin, ulusal-moral ve evrensel değerleri koruyan ve geliştiren, geniş bir bakış açısı olan, girişimleri ve yenilikleri takdir edebilen, teorik ve pratik bilgiyi edinebilen, çağdaş zihniyetli ve rekabetçi bir genç nesil için hayata hazırlık görevlerini belirliyor.

Bu görevlerin uygulanması, matematik konulu ders programının temelini oluşturan içerik ve faaliyet standartlarının uygulanmasına bağlıdır. Şu anda kullandığımız matematik ders programında içerik hatları "Sayılar ve İşlemler", "Cebir ve Fonksiyonlar", "Geometri", "Ölçme", "İstatistik ve Olasılık", ve faaliyet hatları - "Problem Çözme", "Yargılama ve Kanıt", "Komünikasyon", "İletişim" ve "Prezantasyon" olarak tanımlanır (Azerbaycan Milli Eğitim Bakanlığı, 2013).

Performans standartları, öğrencilerin müfredatın uygulanmasına yönelik içerik standartlarına hakim olmalarını sağlar. Her performans standardı, notta nelerin kapsandığını ve içerik standartlarına ulaşmak için öğretmenin rolünün ne olduğunu açıklar. Bir öğretmen, her bir konuyu öğretmek için etkili bir öğretim stratejisi seçebilmeli, dersi önceden planlayabilmeli ve uygulayabilmelidir. Eğitim sürecinin tüm aşamaları için etkili ve yeknesak bir eğitim şekli ve yönteminin bulunmadığını da belirtmek gerekir. Konuya ve koşullara bağlı olarak öğretmen, doğrudan öğretim süreci, araştırma, sınıf içi tartışma ve alıştırmalar, küçük gruplarla çalışmalar düzenleme, bireysel yaklaşım yöntemleri ve konuyla ilgili günlük yaşamda karşılaşılan olaylardan yararlanarak öğrenme sürecini inşa etmelidir (Azerbaycan Milli Eğitim Bakanlığı, 2013).



Matematik öğretimi sürecinde çalışma biçimlerinin ve yöntemlerinin doğru seçilmesi, dersi aktif bir sürece dönüştürmekte, öğrencilerin bağımsız araştırma ve araştırma yapmalarına, özgür düşünmelerine zemin hazırlamaktadır.

Öğretmenlerin, öğrencilerin eğitim sürecinde kapsamlı kişilikler oluşturmaları için yeni pedagojik teknolojileri uygun ve kapsamlı bir şekilde kullanmaları büyük önem taşımaktadır. Şu anda genel eğitim okullarında yaygın olarak kullanılan kişilik odaklı ve gelişimsel pedagojik teknolojilerden biri işbirlikçi öğrenme teknolojisi.

İşbirlikli (toplu) öğrenme teknolojisinde ana fikir birlikte öğrenmektir. Toplu öğrenme teknolojisi Ravin ve öğrencileri tarafından 20. yüzyılın 80'li yıllarında geliştirildi (Nazarov, 2012). İşbirlikçi öğrenme teknolojisinin öğrenme süreci açısından çeşitli avantajları vardır:

- 1) Düzenli olarak tekrarlanan çalışmalar sonucunda öğrencilerin mantıksal düşünme ve anlama alışkanlıkları gelişir;
- 2) Tamamlanan çalışmanın tartışılması sırasında öğrencilerin düşünme alışkanlıkları gelişir ve daha önce edindikleri deneyim ve bilgiler geçerli hale gelir;
- 3) Grubun her üyesi çalışma sürecinde kendini özgür hisseder, eğitim görevlerini kendi yöntemiyle yerine getirir;
- 4) Her öğrenci hem kendi çalışmasından hem de ekibin çalışmasının sonucundan sorumludur;
- 5) Öğrenciler kişisel niteliklerini, fırsatlarını ve yeteneklerini değerlendirme yeteneğini geliştirir;
- 6) Bilgiyi birkaç farklı partnerle tartışmak ilişkisel ilişkileri artırır, dolayısıyla asimilasyonu güçlendirir.

İşbirliği çalışması sırasında, tüm öğrenci ekibi aynı sorunu çözmeye çalışır, ekibiyle görüşmeler yapılır ve bir takımda çalışmak, tartışmalar sırasında birbirlerini dinlemek, birbirlerinin görüşlerine saygı duymak ve bir ekiple çalışmaya alışmak becerileri geliştirilir. Yani, kolektif etkinlik sırasında öğrenci, doğru tartışma, tartışma sırasında başkalarının görüşlerine saygı gösterme veya başkasının görüşünü doğru şekilde eleştirebilme becerisini öğrenir.

### **Araştırma**

Araştırmanın amacı işbirlikçi öğrenme teknolojisinin ortaöğretim matematik derslerinde öğrenim gören öğrencilerin kişilik oluşumuna etkisini incelemektir. Bu amaçla genel eğitim okulunun 9. sınıflarında test yazma çalışması yapılmış, öğrenci görüşleri alınmış ve toplanan verilere dayalı olarak sonuçlar elde edilmiştir. Araştırma betimsel niceliksel yöntem kullanılarak gerçekleştirilmiştir.

**Araştırmanın problemi** “2.1.3. "Dizilerin, sayısal ve geometrik serilerin özelliklerini problem çözmeye uygular” standardın eğitimsel amacının gerçekleştirilmesidir. Test yazma görevinin öğrenme hedefi şu şekilde tanımlandı: “Sayısal diziler için n'inci terim formülünün bilgisini gösterir”.

Şöyle bir hipotez ortaya atıldı: Genel eğitim okullarındaki matematik derslerinde işbirlikçi öğrenme teknolojisi kullanılırsa öğrenciler arasında dayanışma, birbirini dinleme, karşılıklı saygı, tartışma ve analiz yapma, birbirini değerlendirme yeteneği, diğer konulardaki yetenekler oluşacaktır, yani öğrencilerin kolektif çalışma kültürü artacak, bunun sonucunda da matematik bilgileri, beceri düzeyleri ve öğretim kalitesi artacaktır.

### **Yöntem**

Araştırma 2022-2023 yıllarında Bakü'de gerçekleştirildi. Araştırmayı gerçekleştirmek için kaynaklar incelenmiş, Bakü'nün 21, 246, 191 numaralı ortaokullarında ve S.C. Peshavari adını taşıyan Cumhuriyet Beşeri Bilimler Lisesi'nde yaklaşık 120 ( $n < 120$ ) matematik öğretmeni ve 800'den fazla ( $n > 800$ ) matematik öğretmenin iş deneyimleri gözlemlenmiştir. Öğrencilerle görüşmeler yapılmış ve anket çalışması yapılmıştır. Önerilen hipotezin geçerliliği pedagojik deney yöntemiyle test edildi.

### **Katılımcılar**

Deney için S.C. Peshavari adını taşıyan Cumhuriyet Beşeri Bilimler Lisesi'nin iki 9. sınıfı seçilmiş olup, bunlardan birine kontrol sınıfı, diğerine ise deney sınıfı adı verilmiştir. Araştırmaya 53 öğrenci katılmıştır.

### **Veri Toplama Aracı**

Deneyin metodolojisi şu şekildeydi: Matematik derslerinde hem kontrol hem de deney sınıflarında "2.1.3. Dizilerin, sayısal ve geometrik serilerin özelliklerinin problem çözümüne uygulanması" standardının eğitimsel amacının gerçekleştirilmesine ilişkin bir araştırma yapmak. Araştırmanın amacına uygun olarak eğitim-öğretim yılının ikinci yarısında kontrol sınıfının matematik dersleri geleneksel yöntemlerle işlenirken, deney sınıfının matematik dersleri işbirlikçi öğrenme teknolojisi kullanılarak işlenmiştir. Öğretim yılının sonunda hem kontrol hem de deney sınıflarında aynı görevlere dayalı olarak yazılı bir sınav yapıldı ve sınıfların sonuçları karşılaştırıldı.

**Kontrol sınıfındaki** öğrencilere ( $n=28$ ) öncelikle görevler hakkında bilgi verildi. Bireysel çalışma şeklinde her öğrenci çalışma kağıdındaki görevi çözmüştür. Görevin çözümü için 20 dakika süre verildi ve süre dolduktan sonra öğrencilerden çalışma kağıtları alınarak görevlerin cevapları kontrol edildi.

**Deney sınıfında** yapılan test yazma çalışması grup çalışması şeklinde gerçekleştirilmiştir. Öğrenciler ( $n=25$ ) dört gruba ayrıldı; bir grup 7 öğrenciden, diğer gruplar ise 6 öğrenciden oluşuyordu. Grup üyeleri görevleri çözmek için kendi aralarında iş bölümü yaptılar. Herkes görevi bilgi ve becerilerine göre çözmeye çalıştı. Grup çalışmalarının beş kritere göre değerlendirildiği ve her kritere 10 puan verildiği öğrencilerin dikkatine sunuldu. Görevlerin çözümü için 10 dakika süre verildi.

Test yazmanın görevleri şu şekilde tanımlandı:

**Örnek 1.** Dizinin ilk beş terimini verilen formüle göre yazın:  $a_n = (n+1)^2$  (Kahramanova, Kerimov, Hüseyinov, 2020).

**Örnek 2.**  $a_n = n^2 - 8n$  formül tarafından verilen sıranın a) 20'ye; b) 48'e; c) 4'e eşit sınır var mı? Varsa bu eşliğin sayısı nedir? (Kahramanova, Kerimov, Hüseyinov, 2020).

**Örnek 3.**  $c_n = 4n - 1$  formül tarafından verilen sıranın a) 27'ye; b) 35'e; c) 71'e eşitlik eşliğinin numarasını belirleyin (Kahramanova, Kerimov, Hüseyinov, 2020).

### Veri analizi

Kontrol sınıfında öğrenciler örnekleri bireysel olarak, deney sınıfında ise grup halinde çözdüler. Örneklerin tam ve doğru çözümü aşağıdaki gibidir.

1. Dizinin ilk beş terimini formüle  $a_n = (n+1)^2$  göre bulalım. Bunu yapmak için formülde  $n$  yerine 1, 2, 3, 4 ve 5 yazıp hesaplayın:

$$a_1 = (1+1)^2 = 2^2 = 4$$

$$a_2 = (2+1)^2 = 3^2 = 9$$

$$a_3 = (3+1)^2 = 4^2 = 16$$

$$a_4 = (4+1)^2 = 5^2 = 25$$

$$a_5 = (5+1)^2 = 6^2 = 36$$

Böylece verilen formüle göre dizinin ilk beş terimi 4, 9, 16, 25 ve 36 olacaktır.

2. a)  $a_n = n^2 - 8n$  formülüyle verilen dizinin 20'sine eşit bir limitin varlığını bulmak için  $a_n - n$  yerine 20 yazarak elde edilen ikinci dereceden denklemin köklerini buluyoruz:

$$n^2 - 8n = 20$$

$$n^2 - 8n - 20 = 0$$

$$(n+2)(n-10) = 0$$

$$n_1 = -2, n_2 = 10$$

$-2 \notin N$  olduğundan dış köktür.  $10 \in N$  olduğundan verilen dizinin 20'ye eşit bir limiti var ve bu limit  $a_{10}$ 'dur.

Diğerleri de benzer şekilde çözüldü.

b)  $a_n = n^2 - 8n$  formülüyle verilen dizinin 48'e eşit bir limiti var mı? Varsa bu eşğin sayısı nedir?

$$n^2 - 8n = 48$$

$$n^2 - 8n - 48 = 0$$

$$(n + 4)(n - 12) = 0$$

$$n_1 = -4, n_2 = 12$$

$12 \in N$  olduğundan verilen dizinin limiti 48'dir ve bu limit  $a_{12}$ 'nin limitidir.

c)  $a_n = n^2 - 8n$  formülüyle verilen dizinin 4'e eşit bir limiti var mı? Varsa bu eşğin sayısı nedir?

$$n^2 - 8n = 4$$

$$n^2 - 8n - 4 = 0$$

$n^2 - 8n - 4 = 0$  denkleminin kökleri doğal sayılar olmadığından  $a_n = n^2 - 8n$  dizisinin 4'e eşit bir limiti yoktur.

3. a)  $c_n = 4n - 1$  formülüyle verilen dizinin 27'ye eşit bir limiti var mı?

$$c_n = 4n - 1, c_n = 27$$

$$4n - 1 = 27$$

$$4n = 28 \Rightarrow n = 7$$

Yani  $c_n = 4n - 1$  formülüyle verilen dizinin 27'ye eşit limit sayısı 7'dir.

b)  $c_n = 4n - 1$  formülüyle verilen dizinin 35'e eşit bir limiti var mı?

$$c_n = 4n - 1, c_n = 35$$

$$4n - 1 = 35$$

$$4n = 36 \Rightarrow n = 9$$

Yani  $c_n = 4n - 1$  formülüyle verilen dizinin 35'e eşit limit sayısı 9'dur.

c)  $c_n = 4n - 1$  formülüyle verilen dizinin 71'e eşit bir limiti var mı?

$$c_n = 4n - 1, c_n = 71$$

$$4n - 1 = 71$$

$$4n = 72 \Rightarrow n = 18$$

Yani  $c_n = 4n - 1$  formülüyle verilen dizinin 71'e eşit limit sayısı 18'dir.

### Sonuçlar

Kontrol sınıfında ise öğrencilerin sunumları "bilgiyi gösterme" kriterine göre dört düzeyde (Tablo 1) dinlendi, tartışıldı ve değerlendirildi.

**Tablo 1.** Kontrol sınıfında değerlendirme

Seviyeler	I seviye	II seviye	III seviye	IV seviye
Eğitim hedefi				

Sayısal diziler için n'inci terim formülüne ilişkin bilgiyi gösterir.	Sayısal diziler için n'inci terim formülüne ilişkin bilgiyi zorlukla gösterir.	Sayısal diziler için n'inci terim formülüne ilişkin faydalı bilgiyi gösterir.	Sayısal diziler için n'inci terim formülünün akıcı bilgisini gösterir.	Sayısal diziler için n'inci terim formülüne ilişkin akıcı bilgiyi gösterir ve yorumlayır.
<b>Öğrenci sayısı (yüzde olarak)</b>	<b>6 (%21,4)</b>	<b>10 (%35,7)</b>	<b>8 (%28,6)</b>	<b>4 (%14,3)</b>

Deney sınıfında grup çalışmalarına ayrılan sürenin ardından grupların sunumları dinlendi ve tartışıldı. Gruplar birbirlerinin çalışmaları hakkında yorum yaptı ve sorular ortaya çıktığında grup üyeleri bunları yanıtlamaya çalıştı. Grupların çalışmaları, hem bilgi hem de beceri kriterlerine dayalı olarak bütünsel değerlendirme listeleri (Tablo 2) üzerinden değerlendirildi:

**Tablo 2.** Deneyysel sınıfta değerlendirme

<b>Kriterler</b>	<b>I grup</b>	<b>II grup</b>	<b>III grup</b>	<b>IV grup</b>
	<b>puan</b>	<b>puan</b>	<b>puan</b>	<b>puan</b>
1. Sayısal dizilerin n'inci teriminin formülü ile ilgili çalışmalar tam ve doğru bir şekilde çözülmüştür.	10	10	10	10
2. Sunum	9	8	10	9
3. İşbirliği	10	10	10	10
4. Dinleme	8	9	10	9
5. Zamanın etkili kullanımı	10	10	10	10
<b>Sonuç</b>	<b>47 puan %94</b>	<b>47 puan %94</b>	<b>50 puan %100</b>	<b>48 puan %96</b>

Hem kontrol hem de deney sınıfındaki değerlendirme sonuçları analiz edildi. Kontrol sınıfında ise 8 öğrenci (n=8) "Sayısal diziler için n'inci terim formülü bilgisini serbestçe göstermektedir" ve 4 öğrenci (n=4) ise "Sayısal diziler için n'inci terimin formülünün serbestçe gösterilen bilgisini de yorumlamıştır". Yani kontrol sınıfında sadece  $8 + 4 = 12$  öğrenci (n=12), yani  $\%28,6 + \%14,3 = \%42,9$  öğrenci görevleri tam ve doğru bir şekilde tamamlamıştır.

Deney sınıfında öğrenciler birbirleriyle iş birliği yaparak görevleri tamamladılar. Sayısal dizilerin n'inci teriminin formülüne ilişkin çalışmaların her grupta tam ve doğru bir şekilde yapıldığı belirlendi. Nihai sonuç grup I ve II'de %94, grup III'te %100 ve grup IV'te

%96 idi. Bu nedenle matematik derslerinde eğitim teknolojisi iş birliği ile kullanıldığında hem eğitimin kalitesi daha yüksek olur, hem de öğrencilerde yüksek ahlaki değerler oluşur.

### **Tartışma ve Sonuç**

Hem kontrol, hem de deney sınıflarının değerlendirme sonuçları analiz edilerek işbirlikli öğrenme teknolojisinin matematik eğitiminde etkililiğini destekleyen güçlü kanıtlar elde edildi. Sonuçlarımız, öğrenciler arasındaki akademik performans ve anlayıştaki iyileşmeyle kanıtlandığından, işbirlikçi öğrenme yöntemleri kullanıldığında eğitim kalitesinin önemli ölçüde arttığı açıktır.

Ayrıca araştırma dikkat çekici bir sonucu da ortaya koyuyor: Öğrenciler arasında yüksek ahlaki değerlerin eğitimi. İşbirlikçi öğrenme, işbirliğini, iletişimi ve karşılıklı saygıyı teşvik ederek yalnızca eğitim sonuçlarını iyileştirmekle kalmaz, aynı zamanda temel etik değerlerin gelişimini de teşvik eder.

Sonuç olarak, çalışmamız işbirlikçi öğrenme teknolojisini matematik öğretimine entegre etmenin dönüştürücü potansiyelini vurgulamaktadır. Bu yaklaşım sadece akademik standartları yükseltmekle kalmaz, aynı zamanda öğrencilerin kapsamlı gelişimine ve karakter oluşumuna da yardımcı olur.

İşbirlikçi öğrenme teknolojisinin matematik derslerinde kullanılması öğrencilerin kişilik olarak oluşmasında önemli rol oynamaktadır. Kullanılan teknolojinin sağladığı fırsatlar öğrencilerin etkileşimli yollarla keşfetmelerine, problem çözmelerine ve gözlem yapmalarına olanak sağlamaktadır. Bu süreçte öğrenciler birlikte çalışma, fikir paylaşma, problem çözme, ortaklarıyla çalışma gibi işbirlikçi ve sosyal beceriler geliştirirler.

İşbirlikli öğrenme teknolojisi, öğrencilere farklı rol ve görevler vererek liderlik yapma, grup üyesi olarak çalışma, diğer insanların görüşlerini dinleme ve değerlendirme, konuları açıklama vb. gibi becerilerin geliştirilmesine yardımcı olur. Bu onların kişisel iradelerini güçlendirmelerine ve grup üyesi olarak bireysel özelliklerini düzenlemelerine yardımcı olur.

Ayrıca yeni öğrenme teknolojileri matematik derslerinde iş birliğini teşvik ederek sosyal ve kültürel değerlerin desteklenmesine yardımcı olmaktadır. Öğrenciler başkalarının görüşlerine dikkat ederek onlara saygı duymayı ve birbirlerine hitap etmeyi öğrenirler. Sosyal ilişkiler geliştirmelerine ve kültürel değerleri anlamalarına yardımcı olur.

Bütün bunlar, matematik derslerinde işbirlikli öğrenme teknolojisinin öğrencilerin kişilik oluşumunda önemli bir rol oynadığını göstermektedir.

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## **Meslek Yüksekokulu Öğrencilerinin Metaverse İnançlarının İncelenmesi**

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### **Özet**

Teknoloji hızla gelişmekte ve bu gelişmeyi en yakından takip eden gruplardan biride ön lisans öğrencileridir. Üç boyutlu sanal ortamlar olarak ifade edilen metaverse ortamları, geleneksel sınıf öğretiminden farklı olarak öğrenenlerin eğitim hayatlarına önemli katkılar sağlayabilir. Bu ortamlar, öğrencilere etkileşimli ve deneysel öğrenme deneyimleri sunarak soyut kavramları somutlaştırabilir ve karmaşık kavramları daha kolay anlamalarını sağlayabilir. Ayrıca, öğrencilere farklı öğrenme stillerine uygun olarak özelleştirilmiş öğrenme deneyimleri sunma potansiyeline sahiptirler. Bu nedenle, metaverse ortamları, eğitimdeki dijital dönüşümün önemli bir parçası olarak öne çıkmaktadır. Bu kapsamda çalışmada ön lisans öğrencilerinin metaverse inançları incelemek amaçlanmıştır. Araştırmanın yöntemi tarama yöntemidir. Veriler Meta-Eğitim İnanç Ölçeği ile toplanmıştır. Araştırmanın çalışma grubunu benzeşik (homojen) örnekleme yöntemi kullanılarak bir devlet üniversitesinin meslek yüksekokullarından 181 öğrenci oluşturmaktadır. Verilerin analizinde frekans, yüzde, standart sapma, ortalama, t-testi analizleri uygulanmıştır. Analiz sonuçlarına göre, meslek yüksekokulu öğrencilerin metaverse inançları eğilimleri katılıyorum düzeyindedir. Bunun yanı sıra metaverse inanç ölçeğinden aldıkları puanların ortalaması 78,59 'dur. Bu da öğrencilerin orta düzeyde metaverse inanç düzeylerine sahip olduklarını göstermektedir. Cinsiyet değişkenine göre, erkek öğrenciler, lehine anlamlı farklılık vardır. Sınıf değişkenine göre ise anlamlı fark yoktur. Ayrıca meslek yüksekokullarının bulundukları bölgeye göre anlamlı bir farklılık göstermemektedir. Bu bulguların ışığında, eğitimcilerin, program geliştiricilerin ve öğrencilerin dijital teknolojilere ve sanal ortamlara yönelik tutumlarını anlamaları ve bu alandaki gelişmeleri takip etmeleri önemlidir. Bu sayede eğitim programları, öğrencilerin ihtiyaçlarına ve dijital çağın gereksinimlerine daha uygun bir şekilde tasarlanabilir ve uygulanabilir. Gelecekte yapılacak araştırmalar için, üniversitelerin farklı bölüm ve fakültelerinde eğitim gören öğrencilerin



demografik özelliklere sahip öğrenci gruplarıyla ve çeşitli fakülte öğrencileriyle çalışmaların gerçekleştirilmesi mümkündür.

**Anahtar kelimeler:** metaverse, meslek yüksekokulu öğrencileri, teknoloji

## **Investigation of Vocational School Students' Metaverse Beliefs**

### **Abstract**

Technology is developing rapidly and one of the groups that follow this development most closely is associate degree students. Metaverse environments, which are expressed as three-dimensional virtual environments, can make significant contributions to the educational lives of learners unlike traditional classroom teaching. These environments can concretize abstract concepts by providing interactive and experiential learning experiences to students and help them understand complex concepts more easily. They also have the potential to provide students with customized learning experiences in accordance with different learning styles. Therefore, metaverse environments stand out as an important part of digital transformation in education. In this context, this study aims to examine the metaverse beliefs of associate degree students. The method of the study is survey method. Data were collected with the Meta-Education Belief Scale. The study group of the research consists of 181 students from the vocational schools of a state university using the homogeneous sampling method. In the analysis of the data, frequency, percentage, standard deviation, mean, t-test analyses were applied. According to the results of the analysis, the metaverse beliefs tendencies of vocational school students are at the level of agree. In addition, the average of their scores from the metaverse belief scale is 78.59. This shows that the students have moderate levels of metaverse beliefs. According to the gender variable, there is a significant difference in favor of male students. There is no significant difference according to the class variable. In addition, there is no significant difference according to the region where vocational colleges are located. In the light of these findings, it is important for educators, program developers and students to understand their attitudes towards digital technologies and virtual environments and to follow the developments in this field. In this way, educational programs can be designed and implemented in a more appropriate way for the needs of students and the requirements of the digital age. For future research, it is possible to conduct studies with student groups with demographic characteristics of students studying in different departments and faculties of universities and with students from various faculties.

**Keywords:** metaverse, vocational school students, technology

### **Giriş**

Üniversite öğrencilerinin metaverse eğilimlerini belirlemek, yeni dijital dünya paradigmasının genç nesiller üzerindeki etkisini anlamak için önemlidir, çünkü metaverse, öğrencilerin öğrenme stratejilerini, eğilimlerini ve kendilerini yönetme becerilerini içeren kritik bir kavramı temsil eder. Bu bağlamda, metaverse'e olan tutumları ve bu dijital dünyanın özelliklerine karşı yaklaşımları, gençlerin eğitim ve kişisel gelişim süreçlerini nasıl etkilediğini anlamak, gelecekteki eğitim politikaları ve uygulamaları için önemli ipuçları sağlayabilir. Günümüzde dijital teknolojilerin hızla ilerlemesi birlikte, metaverse kavramı giderek daha fazla

kiři tarafından arařtırılmaktadır. Go, Jeong, Kim ve Sin (2021), "Metaverse", 3D tabanlı bir sanal gereklik olarak tanımlamaktadır. 2022'de Lee ve Yu tarafından ise gerek dnyadakine benzer sosyoekonomik faaliyetlere izin veren sanal bir dnya olarak tanımlanmıřtır; ayrıca, bu tanım oklu duyuşsal etkileřimleri, sanal ortamları, dijital nesneleri ve sanal gereklik (VR) ile artırılmıř gereklik (AR) gibi teknolojilerin birleřmesine dayanmaktadır. Bibri ve Allam (2022), metaverse algoritmalar aracılıęıyla srekli olarak toplanan insanlar ve yerler hakkında byk miktarda veriyi analiz ederek kararlar alabileceęini ve etkilerini tahmin edebileceęini belirtirken, Kuř (2021), metaverse teknolojisinin eęitim ve kltr retimi, ekonomik potansiyel ve dijital tktim gibi farklı sektrlerde ve alanlarda kullanılabileceęini sylemiř, Griffin (2022) ise metaverse'in, insan etkileřiminin her seviyesinde iletiřim iin bařarılı iř iliřkilerinin, ekonomik ilerlemenin ve eęitimin kritik nem tařıdıęı alanlarda belirleyici bir role sahip olduęunu vurgulamıřtır.

Metaverse zerine son dnemde farklı baęlamlarda gerekleřtirilen arařtırmalar, literatrde dikkat ekmektedir. (Kye, Han, Kim, Park& Jo, 2021; Gen, 2022; Al-Adwan , Al-Adwan ,Abbasi, Li & Habibi, 2023; Toy,Uan, Kılavuz, Uęrař, Altun, Aydoędu & alıřkan, 2023; Hwang, Tu & Chu, 2023; Meena, Mithesh, Panyam, Chowdary, Sadhu & Sheela ,2023; Alkhwalidi, 2024; Saphira, Prahani, Hariyono & Marianus, 2024; Thango,2024) .

Kye vd. (2021) yaptıkları arařtırmada, metaverse'in eęitimde nasıl kullanılabileceęini aıklamıř ve ęretmenlerin ęrencilerin metaverse'i nasıl anladıklarını dikkatle analiz etmelerini, ęrencilerin projeler yapmaları, iřbirlięi yapmaları ve problem zmeleri iin sınıflar tasarlamalarını, ayrıca ęrenci verilerinin ktye kullanılmasını nleyen eęitim metaverse platformları oluřtırmalarını nermiřtir. Gen (2022) tarafından yapılan alıřmada ise , metaverse gibi bilgi ve yaratıcılıęa dayalı eęitim teknolojilerinin, maddeye dayalı sanayi devrimlerine ge kalmıř lkeler arasındaki farklılıkları gidermek iin ok nemli olduęunu vurgulamaktadır. Bu srete, eęitim kurumlarının ęretim-teknoloji liderlerinin proaktif bir řekilde deęiřime hazır olmaları gerektięi vurgulanmaktadır. Al-Adwan vd. (2023) yaptıkları alıřmada niversite ęrencilerinin eęitim iin metaverse teknolojisini benimseme niyetlerini etkileyen faktrleri arařtırıyor. Bu faktrler, algılanan yararlılık, BT'de kiřişel yenilikilik, algılanan zevk ve algılanan siber risk gibi unsurları iermektedir. Toy vd. (2023) ise arařtırmalarında eęitim odaklı sanal evren (metaverse) tasarımında, kullanıcıya ynelik bir tasarım anlayıřıyla yeni bir tasarım metodolojisi geliřtirmiřler ve analiz sonularına dayanarak, metaverse ortamında bir eęitim platformu ve sınıf alanı oluřturulmuřtur. Benzer bir alıřmada Meena vd.(2023) metaverse eęitim ve ęrenmede kullanımının olası uygulamalarını ve potansiyel beklentilerini aıklayan vaka alıřmaları tartıřılmaktadır. Dięer bir arařtırma Hwang

vd. (2023) tarafından yapılan bir araştırmada, yüksek öğrenimde farklı motivasyon seviyelerine sahip öğrencilerin metaverse ile ilgili kavramları ve algıları tartışılmıştır. Bu çalışma, sürükleyici deneyimsel öğrenme için metaverse kullanımını ve öğrenme motivasyonunun, öğrenme tutumları ve öz yeterlilikleri üzerindeki etkisini araştırmayı amaçlamaktadır. Benzer şekilde, Alkhwalidi (2024), yükseköğretim kurumlarında metaverse kullanımını destekleyen geliştirme, tasarım ve karar alma süreçlerine dahil olabileceğini belirtmiştir. Diğer bir çalışma da Saphira vd. (2024) tarafından, bilim öğrenimi alanında metaverse'in eğitime nasıl entegre edilebileceğine dair son teknoloji bir analiz sunmayı hedefliyor metaverse platformlarının, öğrencilerin bilimsel kavramları anlamalarını geliştiren etkileşimli deneyimler sunarak coğrafi sınırlamaları aşabileceği ve daha geniş bir kitleye üstün eğitim içeriğine erişim imkanı sağlayabileceği belirtilmektedir. Ayrıca, Thango (2024) yaptığı çalışmada metaverse'in eğitimde, özellikle de değerlendirme alanında devrim yarattığı ve geleceğin eğitimini şekillendirdiği belirtilmektedir. Ancak, Metaverse'de sınav yazmanın avantajları ve potansiyel maliyet tasarrufu gibi birçok olumlu yönün yanı sıra, erişilebilirlik, gizlilik ve veri güvenliği gibi öğrenci bilgilerini korumak için önlemler alınmasının önemi vurgulanmaktadır.

Literatür sonuçlarında, metaverse, eğitim ve öğrenme alanında geleceğin şekillenmesinde önemli bir rol oynadığı görülmektedir. Bu araştırmada, üniversite öğrencilerinin teknolojiyi yoğun olarak kullananlarının metaverse'e ilişkin eğilimleri belirlemeyi hedeflenmiştir. Genel olarak, üniversite öğrencileri, potansiyel faydalarını ve karar verme süreçlerindeki çeşitli faktörlerin önemini göz önünde bulundurarak metaverse karşı olumlu bir eğilim göstermektedirler.

#### **Problem**

Meslek yüksekokulu öğrencilerinin metaverse inançlarının düzeyi nedir ve bazı değişkenlere göre anlamlı farklılık göstermekte midir?

#### **Alt Problemler.**

1- Meslek yüksekokulu öğrencilerinin metaverse inanç düzeyi dağılımları nasıldır?

2- Meslek yüksekokulu öğrencilerinin metaverse inançları düzeyleri;

- a. Cinsiyetleri açısından anlamlı farklılık göstermekte midir?
- b. Öğrenim gördükleri sınıf düzeyinde anlamlı farklılık göstermekte midir?
- c. İl merkezinde bulunan meslek yüksekokulu ile ilçelerde bulunan meslek

yüksekokulu arasından anlamlı farklılık göstermekte midir?

#### **Yöntem**

#### **Araştırma Modeli**

Araştırmada, tarama modeli olarak bilinen bir nicel araştırma yöntemi tercih edilmiştir. Tarama modeli, araştırma evrenindeki eğilimleri, tutumları veya görüşleri, evrenden alınan bir örneklemle nicel olarak belirleme olanağı sağlar (Creswell, 2017, s.13).

### Çalışma Grubu

Araştırmanın katılımcıları, 2023–2024 akademik yılı devlet üniversitesinin meslek yüksekokulu kayıtlı olan 104 kadın (% 57,5) ve 77 erkek (% 42,5) olup toplamda 181 üniversite öğrencisinden oluşmaktadır. Araştırma kapsamında, örneklem seçiminde benzeşik(homojen) örneklem yöntemi ile 181 meslek yüksekokulu öğrencisi üzerinde analizler gerçekleştirilmiştir. Benzerlik örneklem yönteminde, örneklem evren içindeki benzerlik gösteren alt grupları veya oldukça özelleşmiş durumları içerebilir (Strauss & Corbin, 2014). Demografik özelliklere ilişkin katılımcı grubun bilgileri tablo 1’deki gibidir.

**Tablo 1:** Katılımcıların Demografik Özellikleri

Değişken	Alt Grup	f	%
Cinsiyet	Kadın	104	57.5
	Erkek	77	42.5
Sınıf	1. Sınıf	103	58
	2. Sınıf	78	43.1
İl –İlçe MYO	İl merkezi	120	66,3
	İlçeler	61	33,7
	Toplam	181	100

### Veri Toplama Araçları

Araştırmada, Erol, Yurdakal ve Karagöz (2023) tarafından geliştirilen "Metaverse/Meta-Education Belief Scale (Meta-Eğitim İnanç Ölçeği)" (MİÖ) kullanılarak üniversite öğrencilerinin metaverse inançları belirlenmiştir.

Meta-Eğitim İnanç Ölçeği, toplamda 203 öğretmen adayına uygulanmıştır. Ölçekteki madde-kalan korelasyonları, %64 ile %77 arasında çeşitlilik göstermektedir. Ölçeğin yapısını belirlemek için açımlayıcı faktör analizi (AFA) yöntemi kullanılmıştır. AFA sonuçlarına göre, ölçeğin geçerliliği doğrultusunda 22 maddeden oluştuğu ve tek bir faktörü yansıttığı tespit edilmiştir. Maddeler, beşli likert ölçeği kullanılarak hesaplanmış ve 1 ile 5 arasında puanlanmıştır. Ölçeğin Cronbach Alfa katsayısı .90 olarak belirlenmiştir. Bu çalışmada elde edilen sonuçlara göre, Cronbach Alfa değeri 0.937 olarak saptanmıştır ve bu değer, ölçeğin güvenilirliğinin yüksek olduğunu göstermektedir.

### Verilerin Toplanması ve Analizi

181 meslek yüksekokulu öğrencisinden veriler toplanmıştır. Analizlere başlamadan önce, parametrik ve parametrik olmayan testlerin seçimi için, tüm değişkenlerin çarpıklık ve basıklık katsayılarına dayalı olarak normal dağılım testi gerçekleştirilmiştir. Ölçeğin toplam değerlerine dayanarak çarpıklık ve basıklık katsayıları incelenmiştir. Meta-Eğitim inanç ölçeği için çarpıklık katsayısı - 0.238 ve basıklık değeri 0.977 olarak tespit edilmiştir. Ayrıca, tüm değişkenler için çarpıklık ve basıklık katsayıları incelenmiş ve bu değerler Tablo 2 deki gibidir. George (2011) yaptığı çalışmada, çarpıklık ve basıklık katsayılarının -2 ile +2 arasındaki değerlerin normal dağılıma gösterdiğini söylemektedir. Sonuç olarak, verilerin normal dağılım varsayımını sağlamak amacıyla parametrik testlere karar verilmiştir.

**Tablo 2:** Çarpıklık Basıklık Katsayıları

Değişken	Alt Grup	Çarpıklık	Basıklık
Cinsiyet	Kadın	- 0,78	2,12
	Erkek	0,12	-0,78
Sınıf	1. Sınıf	- 0.43	1,85
	2. Sınıf	- 0,14	0,23
İl –İlçe MYO	İl merkezi	-1,30	0,82
	İlçeler	-0,36	1,12

Metavers inançlarını değerlendirmek için bir puan aralığı belirlendi. Bu aralık, en düşük inanç düzeyini temsil eden 22' den en yüksek inanç düzeyini temsil eden 110 'a kadar uzanıyor. Bu ölçeğe göre, 22 ile 58 arasındaki puanlar düşük inanç düzeyini, 59 ile 87 arasındaki puanlar orta düzey inanç düzeyini ve 88 ile 110 arasındaki puanlar ise yüksek inanç düzeyini göstermektedir (Erol vd., 2023). Katılımcılar, Meta-Eğitim inanç ölçeğinde 22 ile 110 arasında değişen puanlar elde etmiştir. Bu ölçekte, en yüksek puan 107 iken en düşük puan 34 olarak belirlenmiştir.

### Bulgular

Bu bölümde, elde edilen bulgular alt problemlere göre sıralanmıştır.

#### **Meslek yüksekokulu öğrencilerinin metaverse inanç düzeyi ait bilgiler.**

Araştırmanın birinci alt problemi, " Meslek yüksekokulu öğrencilerinin metaverse inanç düzeylerinin dağılımı nasıldır?" olarak tanımlanmıştır. Çalışma kapsamında, öğrencilerin metaverse inanç düzeylerini belirlemek için betimsel istatistik tekniklerinden faydalanılmış ve bu analizin sonuçları Tablo 3'te sunulmuştur.

**Tablo 3.** Meslek Yüksekokulu Öğrencilerinin Metaverse İnanç Düzeyleri

Değişken	N	$\bar{X}$	Min.	Max.	SS	Düzey
Metaverse İnançları	181	78,59	34	107	11.59	Orta

Tablo 3'de ki verilere göre öğrencilerin metaverse inanç ölçeğinden aldıkları puanların ortalaması 78,59 standart sapması ise 11,59 dur. Ölçekten alınabilecek puanlar 22 – 110

arasında deđiřtiđi iin 22 – 51 arası dřřk dzey, 52 – 81 arası orta dzey ve 82 – 110 arası yksek dzeydir (Erol vd., 2023). Bu ortalamaya gre meslek yksekokulu đrencilerinin metaverse inan dzeyleri orta dzeydedir.

#### **Meslek Yksekokulu đrencilerinin Metaverse İnanları Cinsiyetleri Aısından Anlamlı Farklılık Gstermekte Midir? Sorusuna İliřkin Bulgular.**

Arařtırmanın ikinci alt problemi, "Cinsiyete gre, meslek yksekokulu đrencilerinin metaverse ile ilgili inanları anlamlı bir řekilde farklılık gstermekte midir?" Metaverse inancının cinsiyete gre farklılařıp farklılařmadığını belirlemek iin, alıřma grubundaki đrenciler arasında bađımsız (iliřkisiz) rneklemeler iin t-testi analizi yapılmıřtır. Bu alt probleme ynelik t-testi analizi sonuları Tablo 4 'te sunulmuřtur.

**Tablo 4:** Meslek yksekokulu đrencilerinin Metaverse İnanları Cinsiyete Gre T\_Testi Sonuları

	N	X	ss	T testi		
				t	Sd	p
Kadın	104	75.75	10.77	-3.97	179	.000*
Erkek	77	82.41	11.62			

$P < .05^*$

Tablo 4'e gre, meslek yksekokulu đrencilerinin metaverse inanları cinsiyete gre anlamlı bir řekilde farklılık gstermektedir ( $t[179] = -3.97$ ;  $p < .05$ ). Bu farklılık, erkek đrencilerin lehine bir řekilde ortaya çıkmaktadır.

#### **Meslek Yksekokulu đrencilerinin Metaverse İnanları đrenim Grdkleri Sınıf Dzeyinde Aısından Anlamlı Farklılık Gstermekte Midir? Sorusuna İliřkin Bulgular.**

Arařtırmanın ikinci alt problemi, "đrenim grdkleri sınıf dzeyine gre, meslek yksekokulu đrencilerinin metaverse ile ilgili inanları anlamlı bir řekilde farklılık gstermekte midir?" Metaverse inancının okudukları sınıf dzeyine gre farklılařıp farklılařmadığını belirlemek iin, alıřma grubundaki đrenciler arasında bađımsız (iliřkisiz) rneklemeler iin t-testi analizi yapılmıřtır. Bu alt probleme ynelik t-testi analizi sonuları Tablo 5 'te sunulmuřtur.

**Tablo 5:** Meslek Yksekokulu đrencilerinin Metaverse İnanları đrenim Grdkleri Sınıf Dzeyine Gre T\_Testi Sonuları

	N	X	ss	T testi		
				t	Sd	p
1. Sınıf	103	77,61	10,77	-1,31	179	,192
2. Sınıf	78	79,88	11,62			

$P > .05$

Tablo 5'e göre, meslek yüksekokulu öğrencilerinin metaverse inançları öğrenim gördükleri sınıf düzeyine göre anlamlı bir şekilde farklılık göstermemektedir ( $t[179]=-1.31$ ;  $p>0.05$ ).

### **Meslek Yüksekokulu Öğrencilerinin Metaverse İnançları İl Merkezinde Bulunan Meslek Yüksekokulu İle İlçelerde Bulunan Meslek Yüksekokulu Arasından Anlamlı Farklılık Göstermekte Midir? Sorusuna İlişkin Bulgular.**

"Üniversite öğrencilerinin metaverse inançları, il merkezinde bulunan meslek yüksekokulu ile ilçelerde bulunan meslek yüksekokulu arasından anlamlı bir şekilde değişmekte midir?" sorusunun cevabını bulmak için tek yönlü varyans analizi gerçekleştirilmiş ve Tablo 6'da sonuçlar sunulmuştur.

**Tablo 6:** Meslek yüksekokulu Öğrencilerinin Metaverse İnançları İl –İlçe MYO

T\_Testi Sonuçları

	N	X	ss	T testi		
				t	Sd	p
İl Merkezi	120	78,75	11	,258	179	,797
İlçe	61	78,28	12,75			

$P>.05^*$

Tablo 6'ya göre meslek yüksekokulu öğrencilerinin metaverse inançları ile il merkezinde bulunan meslek yüksekokulu ile ilçelerde bulunan meslek yüksekokulu arasında anlamlı bir fark bulunmamaktadır ( $t[179]=,258$ ;  $p>0.05$ ).

### **Tartışma ve Sonuç**

Meslek Yüksekokulu öğrencilerinin metaverse inançlarını belirlemek amacıyla yapılan araştırmada, 181 öğrenciden veriler toplanmıştır. Analizlerde ortalama, standart sapma ve t testi gibi istatistiksel yöntemler kullanılmıştır.

Üniversite öğrencilerinin metaverse inanç ölçeğinden aldıkları puanların ortalaması 78,59'dur. Bu da öğrencilerin orta düzeyde metaverse inanç düzeylerine sahip olduklarını göstermektedir. Bu sonuç, öğrencilerin teknolojik ilerlemelere ayak uydurarak sürekli olarak kendilerini geliştirmeye ve öğrenmeye devam ettiklerini ortaya koymaktadır. Literatürdeki bazı çalışmalarda Lee ve Hwang (2022) tarafından yürütülen araştırmada, öğrencilerin teknolojik becerilerinin değerlendirilmesi sonucunda genel olarak ortalamanın üzerinde puan aldıkları tespit edilmiştir. Gayoung ve Songlee (2022) tarafından gerçekleştirilen benzer bir çalışmada, öğrencilerin metaverse tabanlı öğrenmeye ilişkin algıları genel olarak olumlu bulunmuş ve memnuniyet düzeyleri yüksek çıkmıştır. Bunun aksine Talan & Kalıncara (2022) tarafından gerçekleştirilen çalışmada, öğrencilerin, metaverse'in eğitimsel kullanımı hakkındaki görüşlerini incelemiş ve ilgili bilgilerini geliştirebileceğine olan inanç düzeyini ölçen bir

araştırma yapılmıştır. Çalışma, katılımcıların metaverse'i daha önce kullanmadıkları tespit edilmiştir. Sonuç olarak öğrenciler, metaverse araçlarını etkili bir şekilde kullanarak kişisel gelişimlerine katkıda bulunabilir ve hızla değişen teknolojik ilerlemelere ayak uydurabilirler.

Meslek yüksekokulu öğrencilerinin metaverse inançlarıyla ilgili olarak, cinsiyetlerine göre anlamlı bir farklılık tespit edilmiştir; bu bağlamda, erkek öğrencilerin metaverse inanç düzeylerinin kadın öğrencilere kıyasla daha yüksek olduğu gözlemlenmektedir. Özdemir, Vural, Süleymanoğulları ve Bayraktar (2022) benzer bir çalışmada erkek katılımcıların metaverse bilgi, tutum ve farkındalık seviyelerinin dijitalleşme ve yaşam tarzı alt boyutlarında kadınlardan daha yüksek olduğu belirtilmektedir. Aynı dönem yapılan başka bir çalışma Aburbeian, Owda ve Owda (2022), metaverse teknolojisine erkeklerin kadınlardan daha büyük bir ilgi gösterdiğini keşfetmişlerdir. Bunun aksine Turan, Mavıbaşı, Savaş ve Çetin (2023) cinsiyetlere göre metaverse bilgi düzeylerinin karşılaştırılmasında, anlamlı bir farklılık bulunmamıştır. Demir (2023) ise kadınların erkeklere kıyasla metaverse konusunda daha fazla bilgi sahibi olduğu ve teknoloji, dijitalleşme ve yaşam tarzı açısından metaverse terimini daha önce duyanların daha yüksek bir metaverse bilgisine sahip olduğu bulunmuştur. Bu bulgular, hem erkeklerin hem de kadınların metaverse'e karşı olumlu bir tutum sergilediği ve dijital beceriler açısından yetkin oldukları söylenebilir.

Meslek yüksekokulu öğrencilerinin metaverse inançları öğrenim gördükleri sınıf düzeyine göre anlamlı bir şekilde farklılık göstermemektedir. Ayrıca Savaş, Karababa ve Turan (2022) tarafından yapılan çalışmada sınıf değişkenine göre öğretmen adaylarının metaverse bilgi düzeyleri arasında anlamlı bir ilişki bulunamamıştır. Benzer şekilde, Talan ve Kalıncara'nın (2022) çalışması, üniversite ikinci sınıf öğrencilerinin %70.6 'sının daha önce metaverse deneyimi yaşamadığını ve uygulamayı iyi düzeyde bilmediklerini belirtmektedir. Sonuçlar sınıf düzeyinin metaverse inançları üzerinde belirgin bir etkisi olmadığını göstermektedir.

Meslek yüksekokulu öğrencilerinin metaverse inançları ile il merkezinde bulunan meslek yüksekokulu ile ilçelerde bulunan meslek yüksekokulu arasında anlamlı bir fark bulunmamaktadır. Bu durum, öğrencilerin metaverse inançlarının kurumun bulunduğu bölgeye bağlı olarak belirgin bir şekilde farklılık göstermediğini ifade etmektedir.

Sonuç olarak meslek yüksekokulu öğrencilerinin metaverse inançlarıyla ilgili yapılan araştırmalar, öğrencilerin genel olarak orta düzeyde metaverse inançlarına sahip olduğunu göstermektedir. Cinsiyet değişkenine göre, erkek öğrenciler, lehine anlamlı farklılık tespit edilirken sınıf düzeyine ve kurumun bulunduğu bölgeye göre yapılan analizlerde anlamlı farklılıklar bulunmamıştır.



Gelecekte yapılacak arařtırmalar iin neri olarak, niversitelerin farklı blm ve fakltelerinde eėitim gren ėrencilerin demografik zelliklere sahip ėrenci gruplarıyla ve eřitli faklte ėrencileriyle alıřmaların gerekleřtirilmesi teklif edilebilir.

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## **Okul Öncesi Dönemde Akran Zorbalığının Ele Alındığı Makale, Yüksek Lisans ve Doktora Tezlerinin İçerik Analizi**

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### **Özet**

Akran zorbalığı en genel anlamıyla bir ya da birden fazla öğrencinin kendilerinden daha zayıf gördükleri öğrencilere karşı güç kullanarak sürekli rahatsız edici davranışlarda bulunmaları olarak tanımlanmaktadır. Bu çalışmanın amacı Türkiye merkezli dergilerde okul öncesi dönemde akran zorbalığı ile ilgili yayınlanan dergilerde ve tezlerde çalışmalara genel bir bakış açısı olarak incelenmesidir. Araştırmada makaleleri ve tezleri derinlemesine incelemek amacıyla nitel araştırma yöntemlerinden olan içerik analizinden yararlanılmıştır. Bu araştırmada 2011-2023 yılları arasında bilimsel makale, yüksek lisans ve doktora tezleri ile ilgili literatür taraması yapılmıştır. Tezler Betimsel yaklaşım çerçevesinde doküman incelemesi yapılarak incelenmiştir. Çalışma 2011-2023 yılları ile Türkiye merkezli dergiler ve tezlerle sınırlandırılmıştır. Bu süreç içerisinde ilgili yayın türü, yayın yılı, Üniversite, konu, Araştırma Deseni, Anabilim dalı ve veri toplama olarak okul öncesi dönemde akran zorbalığı kavramları ele alınmıştır. Araştırmada Türkiye’de Yükseköğretim kurulu başkanlığında Ulusal Tez Veri Tabanında yer alan ve tam metin olarak ulaşılabilen 16 Yüksek Lisans, 2 Doktora Programında var olan tezler ve Google Akademikte bulunan 15 tane makale taranmıştır. Araştırma sonuçlarına göre 2023 yılı, betimsel tarama, Eğitim bilimleri Enstitüsü, Gazi ve Gaziantep Üniversitesi ait tezler, yarı yapılandırılmış görüşme formu ve okul öncesi çocuklar üzerine uygulanmıştır. Araştırmalarda incelenen çalışmalara ait tema ve kodlamalar sonucu elde edilen veriler frekans değerleri kullanılarak tablolar halinde sunulmuştur. Çalışmadan elde edilen sonuçların gelecek çalışmalara ışık tutacağı düşünülmektedir. Bu araştırmaya yurt dışında yapılmış çalışmalar dâhil edilmemiştir. İleride yapılacak çalışmalara yabancı çalışmaların da ilave edilmesi önerilebilir.

**Anahtar Kelimeler:** Okul öncesi dönem, okul öncesi eğitim, zorbalık, okul öncesinde akran zorbalığı.

## Giriş

Okul öncesi dönem çocukların gelişimlerinin en aktif olduğu dönem olarak kabul edilmektedir. Bu dönemde çocukların dilsel, bilişsel, psikomotor ve sosyal alanlarda izledikleri gelişim süreci yakından takip edilmelidir (Gül, 2023). Bu dönemde ebeveynlerin ve eğitimcilerin, gelişim alanları doğrultusunda çocukların bütüncül gelişimlerini destekleyici etkinlikler yapmaları gerekmektedir.

3 ile 6 yaş arasını kapsayan bu dönemde çocuklar çevrelerinde olup bitenleri büyük bir merakla anlamaya çalışmaktadırlar. Çocukların anne babalarından uzaklaşıp ilk kez bağımsız bir birey olarak iletişime girdikleri sosyal ortam okul öncesi eğitim dönemidir. Okul içerisinde akran ilişkileri çocukların benlik duygularının gelişmesine katkı koyarken, iletişime girerken de nasıl davranmaları gerektiğini öğrendikleri bir ortamdır (Aslan,2013).

Zembat'a (1992) göre; 0-72 ay grubundaki çocukların ilköğretim dönemine kadar, bireysel farklılıkları, gelişim düzeyleri ve becerileri göz önünde bulundurularak sağlıklı bir şekilde gelişimlerine katkı koyulan, yaratıcı yönlerinin ortaya çıkarıldığı, olumlu karakter temellerinin atıldığı düzenli bir şekilde yürütülen eğitime okul öncesi eğitim denir. Okul öncesi eğitimin birçok amacı bulunmaktadır. En önemli amaçlarından biri ise çocuklara sosyal ve kültürel değerlerimizi aktarmaktır. Çocuğun bir topluluk içinde akranlarıyla beraber sosyalleşmesi bu kuralları daha kolay öğrenmesini sağlayacaktır.

Çocuklar akranlarıyla iletişime girerken kendi hakkında bilmediği özelliklerinin farkına varacaktır. Bu durum çocukların olumlu bir kişilik gelişimleri ve öz güven duygusu kazanmalarına yardımcı olacaktır (Akduman, 2012). Okul öncesi eğitime başlayan çocukların olumlu kazanımları olmasına rağmen bazı sorunlarla da karşılaşmaktayız. Çocuklar arasında yaşanan iletişim kaynaklı problemler çatışmaya dönüşebilir. Bu kavgalar bazen zorbalık olaylarının ortaya çıkmasına neden olmaktadır (Yörük, 2016).

Bir ya da birden fazla öğrencinin kendini savunamayan kişilere karşı zor kullanarak, art arda karşı tarafın hoşuna gitmeyecek davranışlarda bulunmaları zorbalık olarak tanımlanmaktadır (Reid, Monsen ve Rivers, 2004). Zorbalığın farklı türleri bulunmaktadır. Bunlar sözel, sosyal, fiziksel ve psikolojik zorbalık olarak sınıflandırılmaktadır. Sözel zorbalık; lakap takma, alay etme, dalga geçme ve tehdit şeklinde, fiziksel zorbalık; dövme, itme, çelme takma, tükürme şeklinde, psikolojik/ sosyal zorbalık ise; yok sayma, görmezden gelme, dışlama şeklinde görülmektedir (Hughes 2005; McKee, Coletti, Rakow, Jones ve Forehand, 2008).

Yapılan araştırmalar okul öncesi dönemde akran zorbalığının en çok serbest zaman etkinlikleri esnasında yaşandığını göstermektedir (Akduman,2012). Çocuklar nesneleri paylaşım konusunda sıkıntılar yaşamakta ve şiddete yönelimli davranışlar göstermektedirler.

Zorbalık içeren davranışların okullarda önlenmesi için küçük yaş gruplarıyla çalışan öğretmenlere büyük görevler düşmektedir (Çetin ve Danacı, 2019).

İlgili literatür incelendiğinde, okul öncesi dönemde akran zorbalığı alanında farklı konularda çalışmalar yapıldığı sonucuna ulaşmaktayız. Özyürek ve Özdemir (2013) okul öncesi çocuklarının sosyal becerileri ve zorbalık içeren davranışları arasındaki bağlantının incelenmesine yönelik bir araştırma yapmıştır. Araştırma sonucunda çocukların zorba kurban davranışlarının, sosyal becerileri ve cinsiyetlerine göre değiştiği sonucuna ulaşılmıştır. Kız çocuklarının duygularını idare edebilme, akademik beceri ve arkadaşlık kurma becerileri yönünden erkeklerden daha iyi olduğu ortaya çıkmıştır. Yaşı daha büyük olan okul öncesi çocuklarının iletişim kurma becerilerinin daha ileri düzeyde olduğu sonucuna ulaşılmıştır.

Mutlu (2022) özel eğitime ihtiyacı olan çocukların olduğu okul öncesi eğitim kurumlarında akran zorbalığına dair öğretmen görüşlerini belirlemek için bir araştırma yapmıştır. Araştırmada 22 okul öncesi öğretmenin görüşlerine başvurmuştur. Öğretmenler özel eğitime gereksinimi olan çocuklara da akran zorbalığına maruz kaldığını belirtmişlerdir. Öğretmenler akran zorbalığının en çok sınıf ortamında gerçekleştiğini gözlemlerken, özel eğitime gereksinimi olan çocukların bulunduğu ortamlarda ise en çok oyun ortamında ve sosyalleşme esnasında gözlemlendiğini belirtmişlerdir. Öğretmenler özel eğitime gereksinimi olan çocukların, akran zorbalığına maruz kaldıkları zaman, arkadaşına vurma, ortamı terk etme ve ağlama tepkisi verdiklerini belirtmişlerdir. Sınıftaki diğer normal gelişim gösteren çocukların ise zorbaca davranan arkadaşlarını uyardıkları gözlemlenmiştir. Bu gibi olaylar karşısında arkadaşlarını korumaya çalıştıkları gözlemlenmiştir.

Gün (2023) yaptığı araştırmada çocukların yaptıkları zorbalık davranışları ile önderlik özellikleri ve hırslı olmaları arasındaki ilişkinin belirlenmesini amaçlamıştır. Araştırmanın örneklemini 4-5,5 yaş arasındaki okul öncesi eğitime devam eden çocuklar oluşturmaktadır. Araştırma sonucuna göre tüm zorbalık davranışları (zorba, kurban, pasif zorba) ile önderlik arasında olumlu yönde bir bağlantı bulunmuştur. Bunun yanı sıra çocukların zorbaca davranışları ile tüm hırs stilleri arasında olumsuz, kurban rolü ile tüm hırs stilleri arasında olumlu bir ilişki olduğu sonucuna ulaşılmıştır. Araştırmada çocukların önderlik özellikleri ile tüm hırs içeren davranışları arasında ise olumlu yönde bir ilişki olduğu ortaya çıkmıştır.

Korkut (2019) yaptığı araştırmada okul öncesi dönemdeki çocukların zorbaca davranışları ile iletişimleri arasındaki bağlantıyı incelemiştir. . Bu araştırmaya Karabük bölgesindeki okullarda eğitime devam eden 60-72 aylık çocuklar katılmıştır. Nicel bir araştırma olduğu için araştırmaya uygun olan iki farklı ölçek kullanılmıştır. Çalışmanın

sonuçlarına göre erkek çocukların kız çocuklara göre etkili iletişim ve akademik yönden daha az başarılı olduğu ortaya çıkmıştır. Altı yaşındaki çocukların, beş yaşındaki çocuklardan daha fazla zorba davranışlar sergiledikleri ortaya çıkmıştır. Çocukların zorbalık içeren davranışlarının doğum sırası ve kardeş sayısı ile kayda değer bir fark olmadığı tespit edilmiştir. Zayıf kilolu çocukların kilolu çocuklara göre daha çok zorbalık yaptığı belirlenmiştir. Ebeveynlerin yaşı ve eğitim durumu ile çocukların zorba kurban davranışları arasında anlamlı bir fark tespit edilmemiştir. Kız çocukların sosyal becerilerinin erkek çocuklara göre daha ileride olduğu bulgularla görülmüştür. Çocukların kardeş sayısı, doğum sırası ve kilolu olma durumu ile sosyal becerileri arasında önemli bir fark saptanmamıştır.

### **Yöntem**

Bu bölümde araştırmanın modeli, çalışma grubu, verilerin toplanması ve verilerin analizleri, amaçlarla paralel olarak ele alınmıştır.

#### **Araştırma Modeli**

Bu çalışmada nitel araştırma yöntemlerinden içerik analizi deseni kullanılmıştır. İçerik analizi insan davranışlarını incelemek için kullanılan bir tekniktir. Bu nedenle zorbalık davranışlarının incelenmesi için bu teknikten yararlanılmıştır (Büyüköztürk, ve diğerleri, 2017). İçerik analizi birbirine benzer sözcükleri temalar olarak bir araya getirerek anlamlı bir şekilde yorumlayan bir tekniktir. (Yıldırım ve Şimşek, 2013).

#### **Çalışma Grubu**

Bu araştırmanın çalışma grubu yüksek lisans tezleri, doktora tezleri ve makalelerden oluşmaktadır. İncelenen 33 çalışmanın 16'sı yüksek lisans tezi, 15'i makale ve 2'si doktora tezidir. Bu araştırmaya dahil edilen tezler, 30 Eylül 2023 tarihinden itibaren YÖK Ulusal Tez Merkezinden ulaşılan tezlerle sınırlıdır. Ayrıca, araştırmaya sadece Türkçe dilinde yazılmış tezler dâhil edilmiştir. 30 Eylül 2023 tarihinden itibaren “Okul Öncesi Dönemde Akran Zorbalığı” anahtar kavramı ile ilgili olarak Yükseköğretim Kurulu Tez YÖKTEZ Merkezinde yapılan incelemede 2011-2023 yılları arasında yapılan toplam 18 adet tez bulunmuştur. Araştırma makalelerinin sınırlandırılmasında aşağıdaki parametreler kullanılmıştır:

1. Araştırma makalelerine ulaşabilmek için sadece Google Akademik veri tabanı kullanılmıştır.
2. Araştırmada sadece 2011-2023 yılları arasında yapılan makaleler incelenmiştir.
3. Araştırmada sadece Türkçe dilinde yazılmış makaleler incelenmiştir.

#### **Veri Toplama Araçları**

Araştırma örneklemine dahil edilen Okul Öncesi Dönemde Akran Zorbalığı alanında yapılan çalışmaların incelenmesi için sekiz sorudan yararlanılmıştır. Bu soruların her biri

çalışma için içerik analizine uygun olacak şekilde bir “tema” olarak belirlenmiştir. İçerik analizi yönergesinde yer alan sorular aşağıda verilmektedir.

1. Okul Öncesi Dönemde Akran Zorbalığı (OÖDAZ) ile ilgili çalışmaların yayın türüne göre dağılımı nasıldır?
2. Okul Öncesi Dönemde Akran Zorbalığı (OÖDAZ) ile ilgili çalışmaların yayın yılına göre dağılımı nasıldır?
3. Okul Öncesi Dönemde Akran Zorbalığı (OÖDAZ) ile ilgili çalışmaların konulara göre dağılımı nasıldır?
4. Okul Öncesi Dönemde Akran Zorbalığı (OÖDAZ) ile ilgili çalışmaların araştırma desenine göre dağılımı nasıldır?
5. Okul Öncesi Dönemde Akran Zorbalığı (OÖDAZ) ile ilgili çalışmaların Anabilim dalına göre dağılımı nasıldır?
6. Okul Öncesi Dönemde Akran Zorbalığı (OÖDAZ) ile ilgili tezlerin üniversitelere göre dağılımı nasıldır?
7. Okul Öncesi Dönemde Akran Zorbalığı (OÖDAZ) ile ilgili çalışmaların veri toplama aracına göre dağılımı nasıldır?
8. Okul Öncesi Dönemde Akran Zorbalığı (OÖDAZ) ile ilgili çalışmaların örneklem türüne göre dağılımı nasıldır?

### **Veri Analizi**

Bu çalışmada içerik analizine dahil edilen 33 adet çalışma birçok kez okunarak içerik analizinde belirtilen sorulara yönelik temalar oluşturulmuştur.

### **Bulgular**

Bu bölümde, içerik analizinde belirtilen sorulara yönelik sorgulanan “tema”lara ilişkin elde edilen veriler tablolastırılarak gösterilmiştir.

***Tablo 1: Okul Öncesi Dönemde Akran Zorbalığı İle İlgili Çalışmaların Yayın Türüne Göre Dağılımı***

<b>Yayın Türü</b>	<b>F</b>	<b>%</b>
Araştırma Makalesi	15	45
Yüksek Lisans Tezi	16	49
Doktora Tezi	2	6

Tablo 1, Okul Öncesi Dönemde Akran Zorbalığı ile ilgili çalışmaların yayın türüne göre dağılımını göstermektedir. Tablo 1’e göre, toplam 33 adet çalışmanın 16’sı yüksek lisans



düzeyinde (%49), 15'i de araştırma makalesi kapsamında (%45), 2'si doktora düzeyinde (%6) gerçekleştirilmiştir.

**Tablo 2. Okul Öncesi Dönemde Akran Zorbalığı ile İlgili Çalışmaların Yayın Yılına Göre Dağılımı**

Yayın Yılı	Frekans	%
2011	1	3
2012	1	3
2013	2	6
2014	1	3
2015	0	0
2016	1	3
2017	2	6
2018	2	6
2019	5	15
2020	3	9
2021	5	15
2022	4	13
2023	6	18

Tablo 2, Okul Öncesi Dönemde Akran Zorbalığı ile ilgili çalışmaların yayın yılına göre dağılımını göstermektedir. Tablo 2'ye göre, Okul Öncesi Dönemde Akran Zorbalığı ile ilgili toplamda on iki yayın yılı ile ilgili çalışma bulgularına varılmıştır. En çok yayının yapıldığı yıllar sırasıyla şu şekildedir: 2023 yılında altı yayın (%18); 2019 ve 2021 yılında beşer yayın (%15), 2022 yılında dört yayın (%12); 2020 yılında ise üç yayın (%9) yapılmıştır. En az yayının yapıldığı yıllar ise şu şekildedir: 2013, 2017 ve 2018 yıllarında ikişer yayın (%6); 2011, 2012, 2014 ve 2016 yıllarına ait birer çalışma (%3) yayınlanmıştır. 2015 yılında ise her hangi bir çalışmaya rastlanılmamıştır.

**Tablo. 3 Okul Öncesi Dönemde Akran Zorbalığı İle ilgili Çalışmaların Konularına Göre Dağılımı**

Konular	Frekans	%
Okul Öncesi Dönemde Akran Zorbalığı ve ilişkili faktörler	9	27
Okul Öncesi dönemde Akran Zorbalığına Yönelik Öğretmen Görüşleri	7	21
Okul öncesi dönemdeki çocuklarda akran zorbalığının incelenmesi	6	18
Okul öncesi dönemde görülen akran zorbalığının bazı değişkenler açısından incelenmesi	5	16

Okul Öncesi Dönemde Zorbalığı Önlemeye Yönelik Programların Çocukların Davranışlarına Etkisinin İncelenmesi	3	9
Okul Öncesi Akran Zorbalığı Ölçeği: Bir Ölçek Geliştirme Çalışması	1	3
Çocuk Kitaplarında Akran Zorbalığı	1	3
Okul Öncesi Çocukların İzledikleri Çizgi Filmlerin Akran Zorbalığı Açısından İncelenmesi	1	3

Tablo 3, Okul Öncesi Dönemde Akran Zorbalığı ile ilgili çalışmaların konulara göre dağılımını göstermektedir. Tablo 3'e göre, Okul Öncesi Dönemde Akran Zorbalığı ile ilgili yapılan otuz üç çalışma incelenmiştir. En fazla çalışmanın yer aldığı konular sırası ile şu şekildedir: okul öncesi dönemdeki çocuklarda akran zorbalığı ve ilişkili faktörler, Okul öncesi dönemde akran zorbalığına yönelik öğretmen görüşleri, okul öncesi dönemdeki çocuklarda akran zorbalığının incelenmesi ve akran zorbalığının bazı değişkenler açısından değerlendirilmesidir.. En az çalışmanın yapıldığı konular ise sırasıyla şu şekildedir: Okul öncesi dönemde akran zorbalığını önlemeye yönelik programlar ile ilgili çalışmalar, bir ölçek geliştirme çalışması, çizgi filminin akran zorbalığı yönünden incelenmesi ve çocuk kitaplarında akran zorbalığının incelenmesidir.

**Tablo.4 Okul Öncesi dönemde akran zorbalığı ile ilgili çalışmaların araştırma yöntemine göre dağılımı**

Araştırma	F	%
<b>Yöntemi</b>		
Nicel	19	57
Karma	5	15
Nitel	9	28

Tablo 4, Okul öncesi dönemde akran zorbalığı ile ilgili yapılmış çalışmaların araştırma desenine göre dağılımını göstermektedir. Tablo 4'e göre, okul öncesi dönemde akran zorbalığı ile ilgili çalışmalarda en fazla nicel araştırma yöntemine yer verilirken, en az ise karma yöntemle yapılan çalışmalara rastlanılmıştır.

**Tablo.5 Okul Öncesi Dönemde Akran Zorbalığı ile ilgili çalışmaların Ana Bilim Dalına Göre Dağılımı**

Ana Bilim Dalı	Frekans	%
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Eğitim Bilimleri Enstitüsü	5	26
İlköğretim	4	21
Çocuk Gelişimi ve Eğitimi	3	16
Temel Eğitim	3	16
Psikoloji	2	11
Türkçe Eğitimi	1	5
Hemşirelik	1	5

Tablo 5, Okul Öncesi Dönemde Akran Zorbalığı ile ilgili çalışmaların Ana bilim dallara göre dağılımı toplam on dokuz şekilde görülmektedir. En fazla Okul Öncesi Dönemde Akran Zorbalığı ile ilgili çalışmaların yapıldığı Eğitim Bilimleri Enstitüsü (%15) ve İlköğretim Ana Bilim dalı (%12) olurken en az çalışmaların Psikoloji (%6), Türkçe Eğitimi (%3) ve Hemşirelik Ana Bilim (%3) dalına aittir.

**Tablo.6 Okul Öncesi Dönemde Akran Zorbalığı ile ilgili çalışmaların Üniversite Dağılımı**

Üniversite	Frekans	%
Gaziantep	2	12
Gazi	2	12
Karabük	1	5
Erzincan- Çukurova	1	5
Hacettepe	1	5
Mehmet Akif Ersoy	1	5
Toros	1	5
Ege	1	5
Maltepe	1	5
Atatürk	1	5
Trakya	1	5
Karamanoğlu Mehmet Bey	1	5
Üsküdar	1	5
Fırat	1	5
İstanbul Okan	1	5
Marmara	1	5
Ankara	1	5

Tablo 6, Okul Öncesi Dönemde Akran Zorbalığı ile ilgili çalışmaların üniversite göre dağılımı toplam on dokuz şekilde görülmektedir. En fazla Okul Öncesi Dönemde Akran Zorbalığı ile ilgili çalışma yapan üniversiteler sırasıyla şunlardır: Gaziantep (%11) ve Gazi (%11) 'dir. En az Okul Öncesi Dönemde Akran Zorbalığı ile çalışma yapan üniversiteler şunlardır: Karabük (%5), Erzincan- Çukurova (%5), Hacettepe (%5), Mehmet Akif Ersoy (%5),

Toros (%5), Ege (%5), Maltepe (%5), Atatürk (%5), Trakya (%5), Karamanoğlu Mehmet Bey (%5), Üsküdar (%5), Fırat (%5), İstanbul Okan (%5), Marmara (%5) ve Ankara (%5)'dir.

**Tablo.7 Okul Öncesi Dönemde Akran Zorbalığı ile ilgili çalışmaların veri toplama aracına göre dağılımı**

Veri Toplama Aracı	Frekans	%
Ölçek	49	69
Görüşme Formu	22	31

Tablo 7'ye göre, Okul Öncesi Dönemde Akran Zorbalığı ile ilgili çalışmalarda toplam 71 veri toplama aracı kullanılmıştır. En fazla kullanılan veri toplama aracı nicel yöntemde araştırmalar için kullanılan ölçektir. İncelenen çalışmalarda 49 ölçek kullanıldığı görülmüştür. Çalışmalarda en az kullanılan veri toplama aracı ise görüşme formudur. İnceleme sonucuna göre 22 farklı görüşme formu kullanıldığı sonucuna varılmıştır.

**Tablo.8 Okul Öncesi Dönemde Akran Zorbalığı ile ilgili yapılmış çalışmaların örneklem türüne göre dağılımı**

Örneklem	Frekans	%
Öğretmenler	10	30
60 ay ve üzeri çocuklar	6	19
48 aylık ve üzeri çocuklar	4	12
Okul öncesi eğitim kurumuna devam eden çocuklar	4	12
Okul öncesi yaş grubundaki çocuklar	4	12
36-48 aylık, 48-60 aylık, 60-66 aylık yaş gruplarından oluşan 3 farklı grup	1	3
Yöneticiler ve ebeveynler	1	3
6. sınıfa devam eden öğrenciler	1	3
Rafadan Tayfa Çizgi filminin bölümleri	1	3
Kitaplar	1	3

Tablo 8, Okul Öncesi Dönemde Akran Zorbalığı ile ilgili çalışmaların örneklem dağılımı toplam on şekilde görülmektedir. En fazla örneklem türün kullanılma sırası şu şekildedir: okul öncesi öğretmenleri, 60 ay ve üzeri çocuklar, 48 aylık ve üzeri çocuklar, okul

öncesi eğitim kurumuna devam eden çocuklar ve okul öncesi yaş grubundaki çocuklardır. En az örneklem türünün kullanıldığı çalışmalar; 36- 66 aylık yaş grubuna ait 3 farklı grup, yöneticiler ve ebeveynler, 6. Sınıfa devam eden öğrenciler, incelenen kitaplar ve çizgi filmleri içermektedir.

### **Sonuç ve Tartışma**

Okul öncesi dönemde akran zorbalığı ile ilgili gerçekleştirilen içerik analizinin yayın türüne göre yüksek lisans tezi, doktora tezi ve makaleler kapsamında incelenmiştir. Buna göre en çok makale türünde araştırma yapıldığı ortaya çıkmıştır. En az ise doktora alanında araştırma yapılmıştır. Bu durum okul öncesi dönemde akran zorbalığı konusunda doktora alanında yapılan çalışmalara daha çok yer verilmesi gerektiğini ortaya çıkarmaktadır. Doktora alanında yapılan çalışmaların yaklaşık 10 yıl önce yapıldığı söylenebilir.

Okul öncesi dönemde akran zorbalığı ile ilgili gerçekleştirilen içerik analizi sonucunda Yöktez ve Google Akademik veri tabanında okul öncesi dönemde akran zorbalığı ağırlıklı olarak 2021, 2022 ve 2023 yıllarında kullanıldığı görülmüştür. Son yıllarda okul öncesi dönemde akran zorbalığı ile ilgili yapılan çalışmaların arttığı tespit edilmiştir.

Çalışmaların çoğunda okul öncesi dönemde akran zorbalığı ile ilgili betimsel tarama deseni kullanılmıştır. Karma araştırma deseni ile yapılan çalışmalara daha az yer verildiği ortaya çıkmıştır. Kırık (2017) 5-6 yaş çocuklarına yönelik zorbalığı önleme programının çocukların zorbalık davranışlarına etkisinin incelenmesine yönelik bir araştırma yapmıştır. Araştırmada nicel araştırma yöntemlerinden deneysel desen kullanılmıştır Uygulama öncesi ve sonrasında deney ve kontrol grubundaki çocuklara Mann Whitney U testi uygulanarak hesaplanmıştır.

İlgili alan yazısı ile ilgili araştırmalarda veri toplama aracı olarak en sık kullanılan ölçektir. Okul öncesi dönemde akran zorbalığı ile ilgili örneklem dağılımında en fazla okul öncesi öğretmenleri yer almaktadır.

Okul öncesi dönemde akran zorbalığı ile ilgili çalışmaların en fazla Eğitim Bilimleri Enstitüsü Ana bilim dalında dağılım gösterdiği söylenilebilir. Okul öncesi dönemde akran zorbalığı ile ilgili çalışmaların en fazla Gaziantep ve Ankara Gazi Üniversitesi dağılımı gösterdiği ifade edilebilir.

Yapılan içerik analizi sonucunda, okul öncesi dönemde akran zorbalığı ile ilgili çalışmaların; yayın türü, yayın yılı, araştırma deseni, araştırma yöntemi, veri toplama aracı, örneklem türü gibi değişkenler açısından analiz edilmiş ve bu çalışmaların hangi konular etrafında yoğunlaştığı ortaya konmaya çalışılmıştır. Okul öncesi dönemde akran zorbalığı ile ilgili alan çalışmalarına yönelik şu öneriler getirilebilir:

- Yurt içi Yükseköğretim Kurulu Tez (Yöktez) Merkezi veri tabanında okul öncesi dönemde akran zorbalığı ile ilgili güncel konulara bağlı kalarak araştırmalar zenginleştirilebilir.
- Okul öncesi dönemde akran zorbalığı ile ilgili yapılacak araştırmaların doktora alanında yapılması önerilebilir.
- Okul öncesi dönemde akran zorbalığı ile ilgili bundan sonra yapılacak çalışmalarda deneysel araştırma deseni kullanılabilir.

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## **Duygusal Zeka ve Liderlik Kavramları ile Alakalı Eğitim Kurumlarında Yapılan Çalışmaların İncelenmesi Üzerine Bir Araştırma**

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### **Özet**

Bu çalışmanın amacı, duygusal zeka ve liderlik kavramlarına yönelik bakış açısını derinleştirmektir. Çalışmanın birinci bölümünde mevzu bahis kavramlara yönelik tanımlara ve duygusal zeka ile liderlik ilişkisine yönelik açıklamalara yer verilirken, çalışmanın ikinci kısmında ise duygusal zeka ve farklı liderlik türleri üzerine yapılmış çalışmalara yer verilmiştir. Bu çalışmalar; Ulusal Tez merkezi ve Google Akademik'in veri tabanlarına 2017-2022 yılları eklenerek gelişmiş tarama motoru kullanılarak bu yıllar arasında yapılmış yurt içi ve yurt dışı çalışmaları bulunmuştur. Çalışmalarda özellikle iki kavram arasındaki ilişkiyi ya da etkiyi inceleyen araştırmalar kullanılmıştır. Mevcut çalışmada; araştırmanın yılı, deseni, kullandığı veri toplama araçları, uyguladığı analizler, elde edilen sonuçlar ve öneriler şeklinde özetlenerek kronolojik sıraya göre (en eskiden-en yeniye) sıralanmıştır.

Duygusal zeka kavramı farklı araştırmacılar tarafından değişik biçimlerde tanımlanmıştır. Sternberg (1988) duygusal zekayı zekanın bir parçası; Salovey ve Mayer (1990) duygusal zekayı kişiliğin bir parçası ve bireydeki kabiliyetlerin bir ürünü; Gürbüz ve Yüksel (2008) fertlerin sahip oldukları duyguları verimli kullanabilme becerisi; Goleman (1998) bireyin kendisini harekete geçirmesi, yaşadığı güçlüklerle rağmen mücadele etmesi, psikolojik durumunu düzenleyebilmesi, empati yapma ve umutsuzluğa kapılmama" şeklinde tarif etmiştir. Shapiro 1998; Weisinger 1998; Cooper ve Sawaf, ferdin sahip olduğu duyguları akıllıca, yararlı ve bilgece kullanabilme kabiliyeti şeklinde tanımlamıştır.

Gardner tarafın tarafından geliştirilen Çoklu Zeka Modelinden yararlanan bazı araştırmacılar duygusal zekaya ait beş yetenek alanı geliştirmişlerdir. Bu yetenek alanları özbilinç, duygularını yönetebilme , kendini harekete geçirebilme, empati, ilişkileri yürütebilmedir.

Lider; bir grup insanı belli başlı amaç doğrultusunda toplayabilen kişidir. Bir bireyi diğer bireylerden ayırtıran ve başarılı kılan etmenlerden biri de duygusal zekadır. Örgütlerin temel yapıtaşı insanlardır. İnsanları da yönlendiren sahip oldukları duygu ve hizmetlerdir. İnsanları etkili bir biçimde yönetip örgütlerin hedeflerine erişmesi için liderlerin işgörenlerin duygularını anlaması ve bu duyguları yönetebilmesi için yoğun efor sarf etmesi gerekmektedir. Bunu yapmanın da anahtarı duygusal zeka kavramıdır.

Duygusal zeka düzeyi yüksek olan önderler gerek kendi gerekse takipçilerinin duygularını okuyup anlayabildiklerinden onları daha kolay etkileri altına alacaklar ve onları motive etmekte ve performanslarını arttırmada güçlük yaşamayacaklardır (Gürbüz ve Yüksel, 2008). Böylelikle işgörenlerin iş doyum düzeyleri ve örgütsel bağlılık seviyeleri liderlerinin sahip olduğu yüksek duygusal zeka düzeyin sayesinde artacaktır (Erdoğan, 2008).

**Anahtar kelimeler:** Duygusal zeka, liderlik, motivasyon, öz bilinç, empati.

## **A Research on Examining Studies Conducted in Educational Institutions Related to the Concepts of Emotional Intelligence and Leadership**

### **Abstract**

The purpose of this study is to deepen the perspective on the concepts of emotional intelligence and leadership. While the first part of the study includes definitions of the concepts and explanations about the relationship between emotional intelligence and leadership, the second part of the study includes studies on emotional intelligence and different types of leadership. These studies; the years 2017-2022 were added to the databases of the National Thesis Center and Google Scholar, and national and international studies conducted between these years were found using the advanced scanning engine. In particular, studies examining the relationship or impact between two concepts were used in the studies. In the current study; The research is summarized as the year, design, data collection tools used, analyzes applied, results obtained and recommendations and listed in chronological order (from oldest to newest).

The concept of emotional intelligence has been defined in different ways by different researchers. Sternberg (1988) defines emotional intelligence as a part of intelligence; Salovey and Mayer (1990) define emotional intelligence as a part of personality and a product of the individual's abilities; Gürbüz and Yüksel (2008) define individuals' ability to use their emotions productively; Goleman (1998) described it as "the individual's ability to mobilize himself, to struggle despite the difficulties he experiences, to regulate his psychological state, to empathize

and not to despair." Shapiro 1998; Weisinger 1998; Cooper and Sawaf defined it as the ability of an individual to use his emotions intelligently, usefully and wisely.

Some researchers, using the Multiple Intelligence Model developed by Gardner, have developed five skill areas of emotional intelligence. These skill areas are self-awareness, managing emotions, self-activation, empathy, and managing relationships.

**Leader;** A person who can gather a group of people for a certain purpose. One of the factors that differentiates an individual from other individuals and makes him successful is emotional intelligence. The basic building blocks of organizations are people. It is the feelings and services they have that direct people. In order to manage people effectively and achieve the goals of organizations, leaders must understand employees' emotions and make intense efforts to manage these emotions. The key to doing this is the concept of emotional intelligence. Since leaders with a high level of emotional intelligence can read and understand both their own and their followers' emotions, they will be able to influence them more easily and will not have difficulty in motivating them and increasing their performance (Gürbüz and Yüksel, 2008). Thus, employees' job satisfaction levels and organizational commitment levels will increase thanks to the high emotional intelligence level of their leaders (Erdoğan, 2008).

**Keywords:** Emotional intelligence, leadership, motivation, self-awareness, empathy.

## Giriş

Duygusal zeka kavramı literatürde yeni bir kavram olmasına rağmen farklı alanlarda uygulaması yapılan bir kavramdır (Delice ve Günbeyi, 2013). Duygusal zeka kavramı farklı araştırmacılar tarafından değişik biçimlerde betimlenmektedir. Örneğin Sternberg (1988) yayımladığı eserinde kavramdan zekanın bir parçası şeklinde bahsederken Salovey ve Mayer (1990) kavramı kişiliğin bir parçası ve bireydeki kabiliyetlerin bir ürünü biçiminde tarif etmişlerdir. Gürbüz ve Yüksel (2008) eserlerinde kavramı fertlerin sahip oldukları duyguları verimli kullanabilme becerisi şeklinde izah etmişlerdir.

Duygusal zeka ile alakalı ilgili alanyazılarına bakıldığında liderlik kavramı ile birlikte incelendiği göze çarpmaktadır. İki kavramın birbiri ile ilişkisini ele alan çalışmalar; duygusal zeka düzeyi ile liderlerin etkililik seviyesi ve başarıları arasında anlamlı, güçlü ve doğru yönlü ilişki olduğunu bulgulamışlardır (Bardzil ve Slaski, 2003; Cherniss, 2001). Daha farklı bir anlatımla; duygusal zeka düzeyi yüksek olan liderlerin izleyicilerini daha iyi anladıkları ve örgütlerini daha iyi yönettikleri ortaya çıkmıştır (Malek, 2000).

Duygusal zeka kavramına yapmış olduğu değerli katkıları ile bilinen Goleman, liderlerin başarılı olmasının sahip oldukları duygusal zeka kabiliyetleri ile yakından ilişkili

olduđuna dikkat çekmiştir (Kılıç ve Önen, 2009). Çakar ve Arbak (2003) eserlerinde liderlerin takipçilerinin verdiği duygusal mesajları dikkatlice takip etmeleri gerektiğinin altını çizmiştir. Duygusal zeka ile birlikte liderlerin etik değerlere olan bağılılıklarının arttığına ve takipçilerini örgütün amaçları doğrultusunda daha iyi yönettiklerine işaret etmişlerdir. Başka bir anlatımla, önderlerin ahlaki açıdan daha duyarlı olabilmelerinde, duygularını kontrol altına alıp objektif bir biçimde hareket etmelerinde duygusal zeka kilit öneme sahiptir (Delice ve Günbeyi, 2013).

Gray (2009) eserinde eğitim kurumlarında duygusal zeka düzeyi yüksek olan eğitim yöneticilerinin görev aldıkları eğitim kurumlarında eğitsel hedeflere erişmek için tüm paydaşların işbirliği içinde yoğun bir çaba ve dayanışma içinde gayret gösterdiklerine, başarıların takdir edildiğine ve ödüllendirildiğine, stres düzeyinin düşük olduğuna ve öğrencilerin başarılarının arttığına dikkat çekmiştir.

Duygusal zeka düzeyi düşük olan liderlerin önderlik ettikleri eğitim kurumlarının eğitsel hedeflere erişmeleri, öğretmen ve öğrenci gelişimin desteklenmesi, eğitim kalitesinin artması pek mümkün değildir. Bunun yanı sıra öğretmenlerin öğretmeye öğrenenlerin ise öğrenmeye yönelik motivasyon düzeyi düşük düzeydedir. 21. yüzyıl becerilerine sahip bireylerin topluma kazandırmada önemli rolü olan eğitim kurumlarında duygusal zeka düzeyi düşük eğitim liderlerinin olması topluma nitelikli bireylerin kazandırılmasını sekteye uğratmakla birlikte birçok öğretmenin de görev aldığı eğitim kurumuna yabancılaşarak ayrılmasına neden olacaktır. Böylelikle eğitim kurumları etkililik düzeyini kaybedecek ve o ülkenin eğitim sistemi ilerleyen dönemlerde çökecektir. Bu yüzden de eğitim kurumlarında duygusal zeka seviyesi yüksek liderlerin görev alması oldukça önemlidir.

### **Kuramsal Çerçeve**

Çalışmanın bu kısmında sırası ile duygusal zeka ve liderlik kavramlarının tanımlamalarına yer verilmiştir.

### **Duygusal Zeka**

Salovey ve Meyer (1990) araştırmalarında kavramı; ferdin kendisinin ve diğer bireylerin duygularını gözleme ve söz konusu duyguları düzenleyebilme ve duyguları gerek düşünce gerekse eyleme geçirmede rehberlik edecek şekilde kullanabilme biçiminde tarif etmişlerdir. Kavramın odak noktasındaki duygusal nitelikler arasında; duyguları açıklama ve anlama, adapte olma, takdir görüp beğenilme, bireyler arasında oluşan uyuşmazlık çözme, sabretme, saygılı olma, bağımsızlık yer almaktadır.

Duygusal Zeka kavramına katkıları ile bilinen bir psikolog da Daniel Goleman'dır. Goleman Duygusal Zeka isimli kitabını yayımladıktan sonra duygusal zeka kavramına yönelik ilgi artmıştır. Goleman (1998:50) yayımladığı eserinde kavramı; “Bireyin kendisini harekete

geçirmesi, yaşadığı güçlüklerle rağmen mücadele etmesi, psikolojik durumunu düzenleyebilmesi, empati yapma ve umutsuzluğa kapılmama” şeklinde tarif etmiştir. Goleman’ın eserinden sonra farklı araştırmacılar duygusal zeka kavramı üzerine çalışmalar yapmaya başlamışlardır. Duygusal zeka kavramı üzerine Goleman’dan sonra araştırma yapan yazarlar kavramı; ferdin sahip olduğu duyguları akılcıca, yararlı ve bilgece kullanabilme kabiliyeti şeklinde açıklamışlardır (Shapiro 1998; Weisinger 1998; Cooper ve Sawaf, 1997).

Geliştirdiği çoklu zeka modeli ile önemli zeka kuramcıları arasında yer alan Howard Gardner’in modelinden yararlanılarak duygusal zeka kavramı üzerinde çalışmalar yapan araştırmacılar beş yetenek alanı geliştirmişlerdir. Söz konusu yetenek alanlarına aşağıda yer verilmiştir.

- **Özbilinç:** Özbilincin diğer bir adı da benlik bilincidir. Özbilinç ya da benlik bilinci; bireyin kendisini tanıması, sahip olduğu duyguların farkında olması ve söz konusu duyguları doğru değerlendirebilmesi ile yakından ilişkilidir. Özbilinç, duygusal zekanın ilk basamağı olarak kabul edilmektedir.
- **Duygularını Yönetebilme (Emotional Self-Regulation):** Fertlerin duygularını uygun bir biçimde yönetebilmesi ve kontrol altında tutması ile yakından ilişkilidir.
- **Kendini harekete geçirebilme (Motivation):** Ferdin sahip olduğu duyguları belli bir hedef ışığında harekete geçirebilme yeteneğidir. Daha farklı bir anlatımla ferdin sahip olduğu duyguyu ve enerjiyi belli bir hedefe ulaşma amacı ile harcamasıdır. Duygusal zeka kapsamında ise; duygusal sistemin etkili olarak kullanılarak başlanan işin bitirilmesidir.
- **Empati:** Bireyin kendisini diğer bireylerin yerine koyarak onları anlama yeteneğidir. Başka bir deyişle bireyin kendi duygularını ne kadar anlarsa, diğer bireylerin de duygularını anlamayı o derece iyi becermesidir.
- **İlişkileri Yürütebilme (Social Skills):** Bireyin etrafındaki diğer bireylerle etkili ilişkiler kurabilme ve bu ilişkileri yönetebilme kabiliyetidir. Goleman, ilişkiyi yürütebilmeyi” ilişki sanatı” şeklinde nitelendirmiştir.

Duygusal zekanın eğitim açısından doğurgularına aşağıda yer verilmiştir (Yeşilyaprak, 2001).

- Duygusal zekanın gelişimi okul öncesinden yükseköğretime dek önemli olduğu bir gerçektir.
- Duygusal zeka eğitim aracılığı ile geliştirilebilir.

- Duygusal zekanın gelişimi ile akademik başarı arasında doğru yönlü bir ilişki söz konusudur.
- Duygusal zeka her öğrenende mevcuttur. Ancak öğrenenlerin farklı zeka profilleri vardır ve söz konusu zeka profilleri ile eğitime katılım gösterirler.
- Eğitimciler farklı zeka alanlarının farkında olmalı ve bu alanlara eşit derecede önem göstermelidirler.
- Duygusal zekanın geliştirilmesi için cinsiyet farklılıkları göz önünde tutulmalıdır.
- Duygusal zekanın gelişimi eğitim kurumlarındaki disiplin, sosyal ve psikolojik problemleri minimum düzeye indirir.
- Ders etkinliklerinin duygusal zeka ile entegre edilerek öğrenciye sunulması eğitimi daha eğlenceli ve kalıcı yapar.

### **Liderlik ve Lider Kavramı**

Liderlik sözcüğü, “bir bireyin diğer bireylerin önünde olarak onları bir yere götüren ya da onlara rehberlik edip yol gösteren”, İngilizce’deki “to lead” sözcüğünden türetilmiştir. Coşar (2011) eserinde lideri bir kurumu grubu ya da ulusu yönlendiren veya denetim altında tutan kişi liderliği ise liderin pozisyonuna yönelik verilen isim şeklinde tarif etmiştir. Batı uluslarında lider tanımlaması önder, şef gibi ifadeler ile tanımlanırken; liderlik kavramını ise önderin görev ve sorumluluğu şeklinde nitelendirmektedir.

Lider; bir grup insanı belli başlı amaç doğrultusunda toplayabilen kişidir. Liderler etrafında topladığı diğer bireyleri etkileme, eyleme geçirme kabiliyetine ve bilgisine sahip olmalıdır.

### **Duygusal Zeka ve Liderlik**

Liderlik ile duygusal zeka ilişkisini inceleyen çalışmalar; bir bireyi diğer bireylerden ayırtıran ve başarılı kılan etmenlerden birinin de duygusal zeka olduğunu ifade etmektedirler (Doğan ve Demiral, 2007). Goleman (1998) yaptığı çalışmada liderlikte duygusal zekanın IQ’dan daha önemli olduğuna değindiği, çağımızda transformasyonel, demokratik liderlik, hizmetkar liderlik gibi modern liderlik yaklaşımlarının ön planda olduğuna ve iş görenlerin ise daha demokratik, insani değerlere önem veren yönetim anlayışı beklediklerine dikkat çekmiştir. Daha farklı bir anlatımla örgütlerin temel yapıtaşı insanlardır. İnsanları da yönlendiren sahip oldukları duygu ve hizmetlerdir. İnsanları etkili bir biçimde yönetip örgütlerin hedeflerine erişmesi için liderlerin işgörenlerin duygularını anlaması ve bu duyguları yönetebilmesi için yoğun efor sarf etmesi gerekmektedir (Doğan, 2005). Bir başka araştırmacı Acar (2002)

çalışmasında duygusal zekasından beslenen önderlerin izleyenlerinin gereksinimleri ve duygusal ihtiyaçları ışığında hareket edebilmelerinden dolayı onları etkili bir biçimde yönetebildiklerinin altını çizmiştir.

Duygusal zeka düzeyi yüksek olan önderler gerek kendi gerekse takipçilerinin duygularını okuyup anlayabildiklerinden onları daha kolay etkileri altına alacaklar ve onları motive etmekte ve performanslarını arttırmada güçlük yaşamayacaklardır (Gürbüz ve Yüksel, 2008). Böylelikle işgörenlerin iş doyum düzeyleri ve örgütsel bağlılık seviyeleri liderlerinin sahip olduğu yüksek duygusal zeka düzeyin sayesinde artacaktır (Erdoğan, 2008). Bunun yanında, sahip oldukları yüksek duygusal zeka düzeyinden dolayı önderlerin kurum ile alakalı problemlere yönelik kalıcı ve etkili çözümlerin üretilmesinde önemli rol oynadığı düşünülmektedir (Delice ve Günbeyi, 2013). Bu durumların eğitim örgütleri için de geçerli olduğu varsayılmaktadır.

### **Eğitimde Duygusal Zeka ve Liderlik İlişkisini İnceleyen Çalışmalar**

Uçar (2017) hazırladığı “Öğretmen Algılarına Göre Okul Müdürlerinin Duygusal Zeka ve Stratejik Liderlik Davranışlarının Sergilenmesi” başlıklı eserinde duygusal zeka ile stratejik liderlik kavramları arasındaki bağlantıyı incelemeyi amaçlamıştır. Çalışmada nicel araştırma deseni kullanılmıştır. Çalışmada betimsel araştırma modellerinden ilişkisel tarama modeli uygulanmıştır. Çalışmanın örneklemini; 2014-2015 eğitim ve öğretim yılında İç Anadolu’da bulunan Konya ilindeki eğitim-öğretim kurumlarında görev alan 406 öğretmen oluşturmuştur. Çalışmada; basit örneklem yöntemi uygulanmıştır. Araştırmada; Bar-on’un (1997) Duygusal Zeka Ölçeği ve Acar’ın 2002 tarihinde Türkçe diline adapte ettiği Ergün’ün 2008 senesinde Açıklayıcı Doğrulayıcı Faktör Analizini yapıp iç tutatlılık ve güvenilirliğini test ettiği ölçek ile Pisapia’nın 2009 senesinde literatüre kazandırdığı ve Aydın’ın 2012 senesinde tarafından Türkçe diline uyarlamasını yaptığı Stratejik Liderlik Ölçeği katılımcılardan veri toplama amacı ile kullanılmıştır. Çalışmada; katılımcılardan elde edilen veriler normal dağılım varsayımlarını karşılamadığından parametrik olmayan anlamlı fark analizleri uygulanmıştır. Çalışmada; katılımcıların cinsiyetlerine, yaşlarına, kıdemlerine ve çalışılan okul türlerine göre duygusal zeka düzeylerinin birbirlerinden anlamlı bir şekilde farklılaşmadıkları ancak yaşlarına ve eğitim durumları bakımından duygusal zeka düzeylerinin anlamlı olarak birbirlerinden farklılaştıkları tespit edilmiştir. Bunun yanında katılımcıların cinsiyetlerine, çalışılan alana, kıdeme ve çalışılan okul türüne göre stratejik liderlik algıları bakımından anlamlı bir biçimde farklılaşmadıkları tespit edilmiştir. Bu çalışmada iki kavram arasında güçlü ve doğru yönlü bir bağlantı olduğu bulunmuş ve duygusal zekanın stratejik liderliği %48 oranında yordadığı saptanmıştır. İleride benzer alanda çalışma yapmak isteyen

araştırmacılara; farklı liderlik türlerini de ekleyerek duygusal zeka ile olan ilişki ve etkisini incelemeleri, duygusal zeka düzeyi yüksek olan öğretmenlerin okul müdürlerinden en fazla hangi liderlik stilini beklediklerini tespit etmeleri önerilmiştir. Eğitim yöneticilerine verilen öneriler arasında ise okul müdürlerinin liderlik fonksiyonlarını geliştirici hizmet içi eğitim faaliyetlerinin ayarlanması yer almıştır.

Chen ve Guo (2018) yayımladığı Duygusal Zeka fark yaratabilir: Okul Müdürlerinin Duygusal Zekasının Öğretmenlerin Öğretim Stratejilerine olan etkisinin Öğretimsel Liderlik Kavramının Aracılık Rölü Ekseninde Değerlendirilmesi başlıklı makalesinde Çin'deki 54 okulda görev alan 534 öğretmen ile araştırmasını yürütmüştür. Çalışmada nicel araştırma yaklaşımı benimsenmiştir. Çalışmada ilişkisel tarama modeli uygulanmıştır. Araştırmacılar çalışmalarında üç temel hipotez geliştirmişlerdir. Bu hipotezler sırası ile; müdürlerin duygusal zekaları ile öğretimsel liderlikleri arasında anlamlı bir ilişki vardır, müdürlerin öğretimsel liderlikleri öğretmenlerin öğretim stratejileri arasında anlamlı bir ilişki vardır ve son olarak ise müdürlerin duygusal zekaları ile öğretmenlerin öğretim stratejileri arasındaki ilişkide öğretimsel liderliğin aracılık rölü vardır. Yapılan çalışmada Won ve Law (2002) tarafından geliştirilen Duygusal Zeka Envanteri, Hallinger (2013) tarafından literatüre kazandırılan Okul Müdürleri Öğretimsel Yönetim Değerlendirme Ölçeği ile son olarak Reddy ve arkadaşlarının (2015) Öğretim Stratejisi Ölçeği veri toplama aracı olarak kullanılmıştır. Çalışmada; yapılan analizler sonucunda üç hipotezinde kabul gördüğünü göstermiştir. Araştırmacılar, ileride yapılacak olan benzer çalışmalarda; sonuçların evrensel olarak genellenebilir olması için örneklem sayısının daha da arttırılmasını ve çalışmalarda 360 derece anket yönteminin tüm eğitim paydaşlarına uygulanarak sonuçların elde edilmesini ve literatüre farklı bulguların kazandırılması için önermişlerdir.

Valeriu (2017) yayımladığı Devlet Üniversitelerindeki Akademik Personelin Duygusal Zekasının Dönüşümcü Liderliğe olan Etkisi” isimli çalışmasında Bükreşte bulunan Pitesti Üniversitesi, Bükreş Üniversitesi, Bükreş Politeknik Üniversitesi, Bükreş Ekonomik Çalışmalar Akademisi, Bükreş Ulusal Beden Eğitimi ve Spor Akademisi, Bükreş Tıp ve Eczacılık Üniversitesi gibi devlet üniversitelerinde işletme ve eğitim alanlarında görev alan 548 akademisyen üzerinde duygusal zeka ve dönüşümcü liderlik kavramlarının ilişkisi ve etkisini incelemiştir. Çalışmada karma yöntem uygulanmıştır. Araştırmada nicel veri toplama aracı olarak Genos Duygusal Zeka Envanteri ile nitel verileri elde etmede ise yarı yapılandırılmış mülakat yöntemi kullanılmıştır. Çalışmada elde edilen neticeler söz konusu kavramlar arasında bir bağlantı olduğu ve duygusal zekanın ise dönüşümcü liderlik üzerinde etkiye olduğunu göstermiştir.



Yıldızbaş (2017) yayımladığı Öğretmen Adaylarının Duygusal Zeka, Liderlik Türleri ve Akademik Başarıları Arasındaki İlişki başlıklı makalesinde duygusal zeka, liderlik türü ve akademik başarı arasındaki ilişkiyi incelemeyi amaçlamıştır. Çalışmanın örneklemini; 2014-2015 eğitim öğretim yılı boyunca özel İstanbul'daki bir üniversitenin Pedagojik Formasyon programında eğitim gören 80 öğretmen adayı oluşturmuştur. Çalışmada; Göçet'in (2006) Türkçe'ye uyarladığı Duygusal Zeka Ölçeği, Deniz ve Hasançebioğlu'nun (2003) geliştirdikleri Öğretmen Liderliği Ölçeği ve akademik başarıyı değerlendirmek amacı ile öğretmen adaylarının eğitim süreleri boyunca sahip oldukları toplam not ortalaması kullanılmıştır. Çalışmada duygusal zeka alt boyutlarından iyimserlik ile öğretmen liderliği arasında anlamlı, doğru yönlü ve orta düzeyde, duyguları ifade edebilme alt boyutu ile öğretmen liderli arasında anlamlı, zıt yönlü ve orta düzeyde bir ilişki tespit edilirken, duygusal zekanın ve öğretmen liderliğinin toplam puanlarının akademik başarı ile anlamlı bir ilişkisi olmadığı saptanmıştır. Araştırmacı; üniversitede eğitim yöneticisi olarak görev alan bireylerin eğitimcilerin ve eğitimin kalitesini arttırmaya yönelik efor sarf etmelerini ve sonuçların daha da genellenebilir olması için farklı üniversitelerde daha büyük örneklem sayıları ile benzer çalışmaların yapılması gerektiğini önermiştir.

Sood ve Kaushal (2017) yayımladıkları Duygusal Zeka ve Liderlik Tarzları: Himachal Pradesh'teki Eğitim Liderleri Üzerine Bir Araştırma başlıklı çalışmalarına özel ve devlet eğitim kurumlarında görev alan 198 eğitim lideri üzerinde duygusal zeka ile liderlik türü arasındaki ilişkiyi incelemeyi hedeflemişlerdir. Çalışmada; nicel araştırma deseni benimsenmiştir. Araştırma modeli olarak ise; çalışmada, ilişkisel tarama modeli uygulanmıştır. Bu çalışmada Weissenger'in duygusal zeka ölçeği ile araştırmacı tarafından diğer araştırmacılarca geliştirilmiş ölçeklerden madde havuzu oluşturularak derlenen ve Çok Boyutlu liderlik ölçeği veri toplama aracı olarak uygulanmıştır. Araştırmada duygusal zeka, dönüşümcü ve transaksyonel liderlik arasında anlamlı ve olumlu bir ilişki tespit edilirken, duygusal zeka ile tamamen serbest bırakan liderlik tipi arasında anlamlı ve olumsuz bir ilişki tespit edilmiştir. Çalışmada; en güçlü ilişkinin duygusal zeka ile dönüşümcü liderlik arasında olduğu bulunmuştur.

Wiraman, Tamar ve Bellani (2018) yayımladıkları İlkokul Müdürlerinin Liderlik Tipleri: Duygusal Zeka ve Başarı Motivasyonunun Rolü başlıklı çalışmalarında, İlköğretim kademesindeki eğitim kurumlarında görev alan müdürlerin uyguladıkları liderlik tiplerine duygusal zeka ile başarı motivasyonunun etkisi olup olmadığı tespit etmeyi amaçlamışlardır. Çalışmada, görev ve ilişki odaklı liderlik modelleri göz önünde tutulmuştur. Araştırmada nicel araştırma deseni benimsenmiştir. Araştırmanın örneklemini Güney Sulawesi bölgesinde görev

olan 90 ilköğretim müdürü oluşturmuştur. Çalışmada; Goleman (1995) tarafından geliştirilen Duygusal Zeka, Hurtano'nun (2007) Başarı Motivasyonu ve Samson'un (2006) Liderlik Ölçeği uygulanmıştır. Çalışmada Sıralı Regresyon ve Korelasyon testleri uygulanarak araştırmanın hipotezleri test edilmiştir. Ortaya çıkan sonuçlar; ilköğretim müdürlerinin gerek görev gerekse ilişki odaklı liderlik rolleri üzerinde duygusal zekanın anlamlı bir etkisi olduğu, ancak başarı motivasyonunun gerek görev gerekse ilişki odaklı liderlik stili üzerinde anlamlı bir etkisi olmadığını göstermiştir. Araştırmacılar; ileride yapılacak olan çalışmalarda sonuçların genellenebilirliğini artırmak amacı ile daha fazla katılımcı sayısının yükseltilmesi gerektiğini, öğretimsel liderlik kavramının da eklenerek kavramlar üzerindeki aracılık rolünün tespit edilmesini, belli başlı değişkenlerin (ör: cinsiyet, örgütsel iklim vb) çalışma kapsamına eklenerek kavramlarla olan ilişkilerinin tespit edilmesi gerektiğini önermişlerdir.

Türker (2019) hazırladığı “Okul Müdürlerinin Liderlik Tarzlarının Öğretmenlerin Sosyal ve Duygusal Zekalarına Etkisi” başlıklı eserinde nicel araştırma desenini benimsemiştir. Çalışmada araştırma modeli olarak ilişkisel tarama modeli uygulanmıştır. Araştırmanın örneklemini 2017-2018 eğitim-öğretim yılı boyunca Antalya İl Merkezi'nde görev alan 478 öğretmen oluşturmuştur. Çalışmada Pekaar ve arkadaşları (2017) tarafından geliştirilen Rotterdam Duygusal Zeka Ölçeği ile Bolman ve Deal (1991) tarafından geliştirilen Liderlik Stilleri Betimleme Ölçeği veri toplama aracı olarak kullanılmıştır. Çalışmada katılımcılardan elde edilen veriler normal dağılım varsayımlarını karşıladığında verilerin çözümlenmesinde parametrik analizler uygulanmıştır. Araştırmada; katılımcıların cinsiyetlerine, çalışılan okul kademesine, alana, öğretim durumu, hizmet yılı değişkenlerinde liderlik betimleme stilleri bakımından birbirlerinden anlamlı bir biçimde farklılaşmadıkları ancak öğretmenlerin okuldaki çalışma yıllarına göre birbirlerinden liderlik betimleme stillerinde farklılıklar gösterdikleri tespit edilmiştir. Diğer yandan katılımcı öğretmenlerin; cinsiyetlerine göre duygusal zeka düzeyi bakımından birbirlerinden anlamlı bir biçimde farklılaşmadıkları tespit edilirken, okul kademesi, alan, öğretim durumu ve kurumda çalışma yılı bakımından birbirlerinden duygusal zeka düzeyi bakımından anlamlı bir biçimde farklılaştıkları saptanmıştır. Araştırmacı diğer hipotezlerini test etmek amacı ile yapısal eşitlik modeli kurmuş ve yapısal liderlik alt boyutunun katılımcı öğretmenlerin duygusal zekaları üzerinde anlamlı bir etkisi olmadığını bulmuştur. Araştırmacı; ileride yapılacak olan çalışmalarda duygusal zekanın farklı değişkenlere etkisinin incelenmesini ve duygusal zekayı artırıcı öğretim programlarının geliştirilmesini önermiştir.

Zurita-Ortega, Olmedo-Moreno, Chacón-Cubero, López ve Martínez-Martínez (2019) yayımladıkları Üniversitelerde ve diğer eğitim kurumlarında görev alan öğretmenler ekseninde

liderlik ve duygusal Liderlik ve Duygusal Zeka kavramları arasındaki İlişki: Yapısal Eşitlik Modeli) başlıklı çalışmalarında liderlik ile duygusal zeka kavramları arasındaki ilişkiyi incelemeyi amaçlamışlardır. Çalışmada; İspanya’da bulunan Granada Üniversitesinde görev alan akademisyenler ile diğer eğitim merkezlerinde görev alan öğretmenler çalışmaya katkıda bulunmuşlardır. Çalışmanın örneklemini 954 öğretmen oluşturmuştur. Çalışmada; nicel araştırma deseni ve ilişkisel tarama yöntemi uygulanmıştır. Çalışmada, çok Faktörlü liderlik ölçeği ile TMMS Duygusal Zeka ölçeği veri toplama aracı olarak uygulanmıştır. Araştırmada, duygusal zeka ile dönüşümcü liderlik kavramları arasında doğru yönlü bir ilişki saptanırken transaksyonel liderlik ile duygusal zeka kavramları arasında ters yönlü bir bağlantı bulunmuştur.

Elçi, Eminoğlu, Şerifoğlu ve Keçeci (2021) yayımladıkları Lider Etkinliği ve Duygusal Zeka Arasındaki İlişkiler: Kadın Akademisyenler Üzerine Bir Çalışma başlıklı makalelerinde lider etkinliği ile duygusal zeka arasındaki bağlantıyı değerlendirmeyi araştırmışlardır. Çalışmada, nicel araştırma deseni benimsenmiştir 118 kadın akademisyen oluşturmuştur. Araştırmada ilişkisel araştırma modeli uygulanmıştır. Veri toplama aracı olarak Wong ve Law’ın 2017 senesindeki ve Pekaar ve arkadaşlarının 2017 yılındaki çalışmaları ekseninde uyarlanan Duygusal Zeka Ölçeği ve Vecchio ve Anderson’un 2009 senesinde geliştirdiği ve Yılmaz’ın 2014 yılında yaptığı bilimsel çalışmalarından yararlanılarak geliştirilen Liderlik Etkinliği Ölçeği kullanılmıştır. Araştırmada iki kavram arasındaki ilişkiyi ve etkiyi incelemek amacı ile sırasıyla Korelasyon ve Regresyon testleri uygulanmıştır. Çalışmada; iki kavram arasında ilişkinin anlamlı olduğu bulunmuştur. Araştırmada; ileride yapılacak benzer çalışmaların akademik ünvan değişkeni ile lider etkinliği arasındaki ilişkiyi değerlendirmeleri, sonuçların daha genellenebilir olması bakımından araştırma sahasının diğer sektörleri de kapsayacak şekilde genişletilmesi, kültürlerarası farklılıkları tespit etme maksadı ile Türkiye dışında da çalışmaların yapılması gerektiği önerilmiştir.

Gomez-Leal, Holzer, Bradley, Fernandes-Barrocal ve Patti (2022) yayımladıkları Öğretmen Liderliğinde duygusal zeka ile Liderlik kavramlarının İncelenmesi: Sistematik Bir değerlendirme başlıklı çalışmalarında nitel araştırma yöntemlerinden döküman analizi yöntemini uygulamışlardır. Araştırmacılar; Eric Education, PsycInfo, Scopus, Psychology gibi bilimsel kaynakların veri tabanlarına “duygusal zeka”, “liderlik”, “okul liderliği”, “okul müdürü” gibi anahtar kelimeler yazmış ve 2004-2009 yılları arasında yayımlanmış 35 makaleyi analiz etmişlerdir. Yapılan analizler neticesinde; söz konusu kavramlar arasında ilişki olduğu, duygusal zekanın liderlerinin yetkinliklerine etkisi olduğu, duygusal zekanın okul liderliği

üzerinde anlamlı bir etkiye sahip olduğu liderlik programlarının geliştirilirken duygusal zeka kavramının göz önünde tutulması gerektiği tespit edilmiştir.

### **Yöntem**

Bu çalışma sistematik derleme niteliğindedir. Çalışmanın birinci bölümünde mevzu bahis kavramlara yönelik tanımlara ve duygusal zeka ile liderlik ilişkisine yönelik açıklamalara yer verilirken, çalışmanın ikinci kısmında ise duygusal zeka ve farklı liderlik türleri üzerine yapılmış çalışmalara yer verilmiştir. Bu çalışmalar; Ulusal Tez merkezi ve Google Akademik'in veri tabanlarına 2017-2022 yılları eklenerek gelişmiş tarama motoru kullanılarak bu yıllar arasında yapılmış yurt içi ve yurt dışı çalışmalardır.

### **Bulgular, Tartışma ve Sonuç**

Bu çalışmada, alanyazında 2017-2022 yılları arasında duygusal zeka ve liderlik arasındaki ilişkiyi tespit etmek amacı ile yapılmış olan araştırmalar incelenmiştir. Birçok bilimsel makale tarandığında bu iki kavram arasında çok güçlü, pozitif yönlü bir ilişkinin olduğu gözlemlenmiştir. Yapılan araştırmalarda, örgün eğitim kurumlarında görev alan etkili eğitim liderlerinin diğer tüm eğitim paydaşlarını başarıya ulaştırmada önderlik yapabilmesi; eğitim personeline iş tatmini yaşatabilmesi; meslektaşlarının, öğrencilerin ve diğer çalışanların kendilerini çalıştıkları örgüte ait hissetmelerinde duygusal zekanın önemli bir rol oynadığı görülmektedir.

Eğitim sistemini geliştirme hedefi olan bir liderin; özbilincinin ve duygularının farkında olan ve bunları yönetebilen, diğer eğitim paydaşlarını okulun misyon ve vizyonuna ulaşmasında motive eden, onların hislerini anlayıp başarılarından haz duyabilen, onların hem kendileri hem de liderleri ile arasındaki ilişkiyi yönetebilen bir birey olduğu gözlemlenmiştir.

Bu çalışmanın doğrultusunda, eğitim liderlerine örgütlerinde etkili olabilmeleri ve örgütlerinin amaçları doğrultusunda başarıya ulaştırabilmeleri için kendilerini duygusal zeka yönünden nasıl geliştirebileceklerine dair öneriler sunulmaktadır. Bu öneriler şunlardır:

- Liderin kendi duygularını tanıması ve bu duygularını yönetebilmesi için liderlik gelişim programlarına katılabilir. Bunun yanı sıra bir lider kendi öz alanını oluşturmali ve bu alanda yalnız kalarak içe dönük çalışmalar yapabilir.
- Liderin empati yeteneğini geliştirebilmesi için diğer paydaşlarla sadece çalıştığı kurum sınırlarında değil iş ortamı dışında da vakit geçirebilir, böylece onları daha yakın tanıma fırsatı bulabilir.

- Öğretmenlerin kendi aralarındaki ilişkinin gelişebilmesi ve aynı zamanda lider vasıflı yönetici ile etkileşimin artması için okul içerisinde ve okul dışında grup aidiyetinin gelişmesini destekleyici etkinlikler düzenlenebilir.
- Etkili bir lider, demokratik bir ortamda , görevini layıkıyla yapan paydaşların içsel ve dışsal motivasyonu geliştirebilmek için ödül yöntemini kullanabilir.

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## **Üniversite Öğrencilerinin Dijital Okuryazarlıklarının İncelenmesi**

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### **Özet**

Dijital okuryazarlık, dijital teknolojileri etkili bir şekilde kullanabilme yeteneğidir. Bu yetenek, dijital ortamlarda bilgi bulma, değerlendirme, paylaşma, üretme ve iletişim kurma gibi becerileri içerir. Dijital okuryazarlık, bilgi çağında bilgiye erişme ve onunla etkileşimde bulunma becerisinin temelini oluşturur. Bu bağlamda çalışmada üniversite öğrencilerinin dijital okuryazarlıklarını incelemek amaçlanmaktadır. Çalışmada kesin sonuç araştırma yöntemlerinden tarama yöntemi kullanılmıştır. Veriler, "Dijital Okuryazarlık" ölçeği ile toplanmıştır. Araştırmanın katılımcı grubu, bir devlet üniversitesinden seçilen 230 öğrenciden oluşmaktadır, bu seçim benzeşik (homojen) örnekleme yöntemiyle yapılmıştır. Analizlerde ortalama, standart sapma, t testi, anavo testi ve Mann-Whitney gibi istatistiksel yöntemler kullanılmıştır. Dijital okuryazarlık ölçeğinden aldıkları puanların ortalaması 37,30 'dur. Bu durum, öğrencilerin dijital okuryazarlık konusunda yüksek düzeyde yetkin olduklarını ortaya koymaktadır. Cinsiyet değişkenine göre, erkek öğrenciler lehine; sınıf değişkenine göre ise 4. sınıflar lehine anlamlı farklılıklar belirlenmiştir. İnternette geçirilen süre değişkenine göre ise günlük 6 saatten fazla zaman geçirenlerin lehine anlamlı farklılıklar belirlenmiştir. Öğrencilerin öğrenim gördükleri kademeye göre ise anlamlı fark yoktur. Üniversite öğrencilerinin dijital okuryazarlığı, gelecekteki başarıları için kritik öneme sahip bir yetenektir. Hızla dijitalleşen dünyada, bilgiye erişim ve onunla etkileşim, başarılı bir akademik ve profesyonel yaşam için temel bir gerekliliktir. Bu nedenle, üniversite öğrencilerinin dijital teknolojileri etkin bir şekilde kullanma, bilgiyi değerlendirme, eleştirel düşünme ve yaratıcı çözümler üretme becerilerini geliştirmeleri gerekmektedir. Gelecekte, dijital okuryazarlığına sahip olan öğrenciler, bilgi çağının gerektirdiği zorluklarla daha etkin bir şekilde başa çıkabilir ve rekabet avantajı elde edebilirler. Bu nedenle, üniversitelerin dijital okuryazarlığı becerilerini destekleyici programlar ve kaynaklar sunması, öğrencilerin gelecekteki başarıları için hayati öneme sahiptir.

**Anahtar kelimeler:** Dijital okuryazarlık, üniversite öğrencisi, teknoloji

## **Investigation of Digital Literacy of University Students**

### **Abstract**

Digital literacy is the ability to use digital technologies effectively. This ability includes skills such as finding, evaluating, sharing, producing and communicating information in digital environments. Digital literacy forms the basis of the ability to access and interact with information in the information age. In this context, the study aims to examine the digital literacy of university students. In the study, survey method, one of the definitive research methods, was used. Data were collected with the "Digital Literacy" scale. The participant group of the study consists of 230 students selected from a state university, this selection was made by homogeneous sampling method. Statistical methods such as mean, standard deviation, t-test, anavo test and Mann-Whitney test were used in the analysis. The mean score on the digital literacy scale was 37.30. This situation reveals that students are highly competent in digital literacy. According to the gender variable, significant differences were determined in favor of male students; according to the grade variable, significant differences were determined in favor of 4th graders. According to the variable of time spent on the Internet, significant differences were determined in favor of those who spent more than 6 hours a day. There is no significant difference according to the level of education of the students. Digital literacy of university students is a critical skill for their future success. In a rapidly digitalizing world, accessing and interacting with information is a fundamental requirement for a successful academic and professional life. Therefore, university students need to develop the skills to use digital technologies effectively, evaluate information, think critically and generate creative solutions. In the future, digitally literate students will be able to cope more effectively with the challenges of the information age and gain a competitive advantage. Therefore, it is vital for students' future success that universities offer programs and resources that support digital literacy skills.

**Keywords:** Digital literacy, college student, technology

### **Giriş**

Üniversite öğrencilerinin dijital okuryazarlıklarının incelenmesi, günümüzün dijital çağında bilgiye erişim ve etkili iletişimde kritik bir rol oynayan bu becerilerin gelişimi üzerine odaklanan önemli bir araştırma alanını temsil etmektedir. Bu çalışma, öğrencilerin dijital okuryazarlık düzeylerini anlamak ve bu becerilerin eğitim süreçlerine nasıl entegre edilebileceğini keşfetmek açısından büyük önem taşımaktadır. Günümüzde dijital okuryazarlık hızla popülerleşmekte olup, bu kavram giderek daha fazla kişi tarafından incelenmektedir. Dijital okuryazarlık terimi, ilk olarak 1997 yılında Paul Gilster'in aynı adı taşıyan kitabında ortaya çıkmıştır. Kitapta, dijital okuryazarlık kavramı, dijital ortamda sunulan bilgiyi çeşitli şekillerde anlama ve kullanma becerisi olarak tanımlanmıştır. Boz (2018) tarafından tanımlanan dijital okuryazarlık ise bilgiyi dijital veya elektronik platformlarda iletişim kurma, değerlendirme ve anlama yeteneğini içermektedir. Heitin'e (2016) göre de dijital okuryazarlık, dijital içerik bulma ve tüketme, dijital içerik oluşturma ve dijital içeriğin iletilmesi veya

paylaşılması şeklinde tanımlanmıştır. Hague ve Payton (2010), dijital okuryazarlığı, aradıkları bilgiyi nerede bulacaklarını bilen, araştırma yaparken etik kurallara uyan, doğru bilgi ile güvenilir kaynakları ayırabilen, işbirliği yapabilen, bilgiyi güvenli bir şekilde paylaşabilen ve iletişim kurabilen bireyler olarak tanımlarken, Withrow (2004) 21. yüzyıl insanının sahip olması gereken bir beceri olarak tanımladı.

Son zamanlarda, dijital okuryazarlık konusunda çeşitli bağlamlarda gerçekleştirilen araştırmalar literatürde öne çıkmaktadır.( Rehman, Burki & Khan, 2022 . Khulwa,& Luthfia, 2023; Ilya, Zulaikha, Zulkifli., N., H., Mohammad., Nor, Aslily, Sarkam., Nor, Faezah, Mohamad, Razi, 2023; Subaveerapandiyan, & Sinha, 2023; Murtadho, Rohmah, Jamilah, & Furqon 2023; Gülmez, 2024; Kara & Örer , 2024; Kana & Sarıkaya, 2024; Çevik & Demirci, 2024).

Rehman vd (2022), dijital teknolojinin Pakistanlı gençlerin, özellikle üniversite öğrencilerinin okuryazarlığı üzerindeki etkisini araştırmışlar. Khulwa ve Luthfia (2023) tarafından yapılan çalışmada, ise dijital okuryazarlığın öğrencilerin çevrimiçi öğrenmeye hazır olma durumları üzerindeki etkisini araştırmıştır. Aynı yıl yapılan benzer bir çalışmada Ilya vd (2023) öğrencilerin internet becerilerini ve teknolojiye karşı tutumlarını analiz ederek dijital okuryazarlıklarını incelemektedir. Diğer bir çalışmada Subaveerapandiyan ve Sinha (2023), üniversite öğrencilerinin dijital okuma becerilerini ve alışkanlıklarını belirlemişlerdir. Murtadho vd.(2023) ise çalışmalarında, dijital çağda öğrencilerin yeterliliklerini geliştirmedeki dijital okuryazarlığın rolünü incelemiştir. Diğer bir araştırma Gülmez (2024), sosyal bilgiler öğretmen adaylarının dijital okuryazarlık beceri düzeylerini incelemektedir. Kara ve Örer (2024), öğretmen ve öğretmen adaylarının görüşlerini temel alarak dijital okuryazarlık ile yabancı dil öğrenimi arasındaki etik ilişkiyi değerlendirmiştir. Diğer bir çalışma da Kana ve Sarıkaya (2024), Türkçe öğreten öğretmenlerin yabancı dil öğreniminde karşılaştığı güçlüklerin dijital okuryazarlık bağlamındaki etkilerini araştırmıştır. Çevik ve Demirci (2024) benzer bir araştırmada, lisansüstü eğitim alan öğrencilerin dijital okuryazarlığın dil öğrenme üzerindeki etkisini incelemiştir.

Literatür sonuçlarına göre, dijital okuryazarlık öğrencilerin bilgiye daha kolay erişimini sağlayarak ve farklı kaynaklardan bilgi toplama becerilerini geliştirerek eğitim sürecine önemli katkılar sağlamaktadır. Ayrıca, dijital araçlar ve kaynaklar kullanılarak öğrencilere sunulan etkileşimli ve katılımcı öğrenme deneyimleri, öğrenme sürecini daha ilgi çekici ve verimli hale getirmektedir. Bu bağlamda, dijital okuryazarlık öğrencilerin iletişim becerilerini güçlendirerek çevrimiçi ortamlarda etkili bir şekilde ifade etme ve işbirliği yapma yeteneklerini artırmaktadır.

Bu çalışmada, üniversite öğrencilerinin teknolojiyi etkin bir şekilde kullanan bireylerinin dijital okuryazarlığa karşı olan eğilimlerini belirlemeyi amaçlanmıştır. Genellikle üniversite öğrencileri, karar alma süreçlerinde ve eğitimleri boyunca dijital okuryazarlığın olumlu bir eğilim sergilemektedirler.

### *Problem*

Üniversite öğrencilerinin dijital okuryazarlık düzeyi nedir ve bazı değişkenlere göre anlamlı farklılık göstermekte midir?

#### *Alt Problemler.*

- 1- Üniversite öğrencilerinin dijital okuryazarlık düzeyi dağılımları nasıldır?
- 2- Üniversite öğrencilerinin dijital okuryazarlık düzeyleri;
  - a) Cinsiyetleri açısından anlamlı farklılık göstermekte midir?
  - b) Öğrenim gördükleri kademe düzeyinde anlamlı farklılık göstermekte midir?
  - c) Öğrenim gördükleri sınıf düzeyinde anlamlı farklılık göstermekte midir?
  - d) Günlük İnternet kullanımı hakkında anlamlı farklılık göstermekte midir?

### **Yöntem**

Çalışmada, bir nicel araştırma yöntemi olarak bilinen tarama modeli tercih edilmiştir. Tarama modeli, araştırma alanındaki eğilimleri, tutumları veya görüşleri bir örneklemden elde ederek nicel olarak belirleme yeteneğine sahiptir (Creswell, 2017, s.13).

### **Çalışma Grubu**

Araştırmanın katılımcıları, 2023–2024 güz döneminde bir devlet üniversitesine kayıtlı olan toplam 230 üniversite öğrencisinden oluşmaktadır. Bu öğrencilerin 150 'i kadın (%65,2), 80 'i ise erkektir (%34,8). Araştırma, benzeşik(homojen) örnekleme yöntemi kullanılarak 230 lisans ve yüksek lisans öğrencileri üzerinden analizler gerçekleştirilmiştir. Benzeşik(homojen) örnekleme yöntemi, küçük ve homojen bir örneklemin toplanması stratejisi mevcuttur; bu, belirli bir alt grubun derinlemesine tanımlanmasını amaçlar (Suri, 2011). Katılımcı grubun demografik özellikleri, Tablo 1'de sunulan bilgiler doğrultusunda verilmiştir.

**Tablo 1:** Katılımcı Grubun Demografik Özellikleri

Değişken	Alt Grup	f	%
Cinsiyet	Kadın	150	65,2
	Erkek	80	34,8

Kademe	Lisan	184	80
	Yüksek Lisans	46	20
Sınıf	1. Sınıf	93	40,4
	2. Sınıf	39	17
	3. Sınıf	24	10,4
	4 Sınıf	74	32,2
Günlük İnternet Kullanımı	1-3 saat	58	36,3
	4-5 saat	105	36,9
	6 saat ve üzeri	67	38,6
	Toplam	230	100

### Veri Toplama Araçları

Araştırmada, Üstündağ, Güneş ve Bahçivan (2017)'ın geliştirdiği “Dijital Okuryazarlık Ölçeği” kullanılarak üniversite öğrencilerinin dijital okuryazarlık belirlenmiştir.

Dijital Okuryazarlık Ölçeği (DOÖ), 979 öğretmen adayı üzerinde uygulanmıştır. DOÖ'nün geçerlilik analizi sırasında gerçekleştirilen faktör analizi sonuçlarına göre, ölçek maddelerinin faktör yükleri 0,46 ile 0,74 arasında değişmektedir. Ölçekte yer alan tek faktörün açıkladığı toplam varyans oranı %40'tır ve bu faktör, toplamda 10 maddeden oluşmaktadır. Maddeleri değerlendirmek için beşli likert ölçeği kullanıldı. Puanlar 1 ile 5 arasındaydı. DOÖ tarafından yapılan güvenirlik analizi sonuçlarına göre Cronbach Alpha katsayısı 0,86'dır. Bu araştırmanın sonuçlarına göre ölçeğin Cronbach Alpha değeri 0,902 'dir. Bu değer, ölçeğin çok güvenilir olduğunu göstermektedir.

### Verilerin Toplanması ve Analizi

Lisan ve yüksek lisans olmak üzere 230 üniversite öğrencisinden veriler toplanmıştır. Analizlere başlamadan önce, çarpıklık ve basıklık katsayılarına dayalı olarak parametrik veya parametrik olmayan testler seçildi. Ölçeğin toplam değerleri, çarpıklık ve basıklık katsayılarını incelemek amacıyla kullanılmıştır. DOÖ çarpıklık katsayısı - 0.111 basıklık değeri 1,075 olarak tespit edilmiştir. George (2011) çalışmasında, çarpıklık ve basıklık katsayılarının -2 ile +2 arasındaki değerlerin normal dağılıma uygun olduğunu belirtmektedir. Sonuçlara göre verilerin normal dağılım varsayımını sağlamak için parametrik testlere karar verilmiştir.

### Bulgular

Bu bölümde, elde edilen bulgular alt sorunlar temelinde sıralanmıştır.

#### Üniversite öğrencilerinin dijital okuryazarlık düzeyi ait bilgiler.

"Üniversite öğrencilerinin dijital okuryazarlık düzeyi dağılımı nasıldır?" araştırmanın ilk alt problemi. Çalışma, öğrencilerin dijital okuryazarlık düzeylerini belirlemek için betimsel istatistik tekniklerini kullandı. Tablo 2'de analizin sonuçlarını göstermektedir.

**Tablo 2.** Üniversite Öğrencilerinin Dijital Okuryazarlık Düzeyleri

Değişken	N	$\bar{X}$	Min.	Max.	SS	Düzye
Dijital Okuryazarlık	230	37,30	10	50	6,11	Yüksek

Tablo 2 de ki verilere göre öğrencilerin dijital okuryazarlık ölçeğinden aldıkları puanların ortalaması 37,30 standart sapması ise 6,11 dir. Ölçekten alınabilecek minimum puan 10 iken maksimum puan 50 dir. Öğrencilerin ortalamalarını yüksek, orta ve düşük olmak üzere üç düzeye ayıracak olursak düzeyler arasındaki puanları Kaplanoğlu (2014) En yüksek puan- En düşük puan / 3 formülü kullanılarak hesaplanabilir. Bu formüle göre 10-23 puan arası düşük düzey, 24-36 puan arası orta düzey ve 37-50 puan arası yüksek düzeydir. Bu ortalamaya göre üniversite öğrencilerinin dijital okuryazarlık düzeyleri yüksek düzeydedir.

### Üniversite Öğrencilerinin Dijital Okuryazarlık Cinsiyetleri Açısından Anlamlı Farklılık Göstermekte Midir? Sorusuna İlişkin Bulgular.

"Cinsiyete göre, üniversite öğrencilerinin dijital okuryazarlıkta anlamlı bir şekilde farklılık göstermekte midir?" Dijital okuryazarlığın cinsiyete göre farklılaşıp farklılaşmadığını belirlemek için, çalışma grubundaki öğrenciler arasında bağımsız (ilişkisiz) örneklem için t-testi analizi yapılmıştır. Bu alt problem için yapılan t-testi analizi sonuçları Tablo 3 'de sunulmuştur.

**Tablo 3:** Üniversite öğrencilerinin dijital okuryazarlık Cinsiyete Göre T\_Testi

Sonuçları

	N	X	ss	T testi		
				t	Sd	p
Kadın	150	36,44	5,27	-3.003	228	,034
Erkek	80	38,93	7,18			

$P < 0.05$

Tablo 3'e göre, üniversite öğrencilerinin dijital okuryazarlıkta cinsiyete göre anlamlı bir şekilde farklılık göstermektedir ( $t[228] = -3.003$ ;  $p < 0.05$ ). Bu farklılık, erkek öğrenciler lehine bir şekilde ortaya çıkmaktadır.

### Üniversite Öğrencilerinin Dijital Okuryazarlık Öğrenim Gördükleri Kademe Açısından Anlamlı Farklılık Göstermekte Midir? Sorusuna İlişkin Bulgular.

"Öğrenim gördükleri kademe göre, üniversite öğrencilerinin dijital okuryazarlıkta anlamlı bir şekilde farklılık göstermekte midir?" Dijital okuryazarlığın öğrenim gördükleri kademe göre farklılaşıp farklılaşmadığını belirlemek için, çalışma grubundaki öğrencilerin örneklem dağılımının normal dağılım olmadığı için Mann-Whitney test yapılmıştır. Mann-

Whitney testi, iki bağımsız örneklemin aynı popülasyondan geldiği sıfır hipotezini test etmek için kullanılmaktadır ve bu test, örneklemin çekildiği popülasyonların normal dağılıma uyduğu varsayımını gerektirmez (Miller ve Miller, 2006). Bu alt problem için yapılan Mann-Whitney testi analizi sonuçları Tablo 4 'de sunulmuştur.

**Tablo 4:** Üniversite öğrencilerinin dijital okuryazarlık Öğrenim Gördükleri Kademe Göre Mann-Whitney testi Sonuçları

	N	X	ss	Mann-Whitney testi		
				Toplam	Z	p
Lisan	184	37,02	6,30	3614,5	-1,534	,125
Yüksek lisans	46	38,43	5,19	20634,5		

$P > .05^*$

Tablo 4'e göre, üniversite öğrencilerinin dijital okuryazarlıkta öğrenim gördükleri kademe göre anlamlı farklılık göstermemektedir (  $z[228] = -1,534$ ;  $p > 0.05$ ).

#### **Üniversite Öğrencilerinin Dijital Okuryazarlık Sınıf Değişkeni Açısından Anlamlı Farklılık Göstermekte Midir? Sorusuna İlişkin Bulgular.**

"Üniversite öğrencilerinin dijital okuryazarlıkları, sınıf değişkeni açısından farklılık gösteriyor mu?" sorusunun yanıtı için tek yönlü varyans analizi gerçekleştirildi ve sonuçlar Tablo 5'te sunuldu.

**Tablo 5 :** Üniversite Öğrencilerinin Dijital Okuryazarlıkları, Sınıf Değişkeni Göre Anova Sonuçları

Sınıf	N	$\bar{X}$	SS	Varyansın Kaynağı	Kareler Toplamı	sd	Kareler Ortalaması	F	p	Farkın Kaynağı
1 Sınıf (1)	93	36,29	6,55	Gruplar arası	176,17	3	58,72	1,58	0,19	4-1
2. Sınıf (2)	39	37,66	6,25							
3. Sınıf (3)	24	37,62	5,37		8374,91	226	37,05			
4 Sınıf (4)	74	38,29	5,57	Gruplar içi Toplam	8551,08	229				
Toplam	230	37,30	6,11							

Üniversite öğrencilerinin dijital okuryazarlıkları, sınıf değişkenine göre anova sonuçlarına göre anlamlı bir farklılık sergilememektedir ( $F = 1,58$ ,  $p < .05$ ). Bu farklılık, 4. sınıflar lehine anlamlı bir şekilde gözlemlenmektedir.

#### **Üniversite Öğrencilerinin Dijital Okuryazarlık İnternette Geçirdiği Zamana Açısından Anlamlı Farklılık Göstermekte Midir? Sorusuna İlişkin Bulgular.**

"Üniversite öğrencilerinin dijital okuryazarlıkları, internette geçirdiği zamana bağlı olarak anlamlı bir şekilde farklılık gösteriyor mu?" sorusunun yanıtı için tek yönlü varyans analizi gerçekleştirildi ve sonuçlar Tablo 6'da sunuldu.

**Tablo 6:** Üniversite Öğrencilerinin Dijital Okuryazarlıkları, İnternette Geçirdiği Zamana Göre Anova Sonuçları

İnternet üzerinde geçirdiği zamanı	N	$\bar{X}$	SS	Varyansın Kaynağı	Kareler Toplamı	sd	Kareler Ortalaması	F	p	Farkın Kaynağı
1-3 saat(1)	58	36,34	6,40	Gruplar arası	193,71	2	96,85	2,63	0,07	3-1
4-5 saat(2)	105	36,96	5,57		8357,36	227	36,81			
6-saat ve üzeri (3)	67	38,68	6,49	Toplam	8551,08	229				
Toplam	230	37,30	6,11							

Üniversite öğrencilerinin dijital okuryazarlıkları, günlük internette geçirdikleri zaman açısından anova sonuçlarına göre anlamlı bir farklılık sergilemektedir ( $F = 2,63$ ,  $p < .05$ ). Bu farklılık, 6 saatten fazla zaman harcayanlar ile 1-3 saat harcayanlar arasında ortaya çıkmıştır. Günlük 6 saatten fazla zaman harcayanlar lehine anlamlı bir farklılık olduğu gözlemlenmektedir.

### Tartışma ve Sonuç

Dijital okuryazarlık seviyelerini belirlemek için yapılan araştırmada, 230 öğrenciden veriler toplanmıştır. Analizlerde ortalama, standart sapma, t testi, anava testi ve Mann-Whitney gibi istatistiksel yöntemler kullanılmıştır.

Üniversite öğrencilerinin dijital okuryazarlık ölçeğindeki puanların ortalaması 37,3'tür, bu da öğrencilerin yüksek düzeyde dijital okuryazarlığa sahip olduğunu göstermektedir. Sonuç olarak, öğrencilerin dijital teknolojileri kullanma, bilgiyi değerlendirme ve dijital içeriklerle etkileşime geçme konularında ortalama bir yetkinliğe sahip olduklarını ifade etmektedir. Literatürdeki dijital okuryazarlık düzeyleri üzerine yapılan çalışmalarda, Hariati (2021) yaptığı çalışmada öğrencilerin yüksek düzeyde dijital okuryazarlığa sahip olduğunu ifade ediyor. Ajita (2022) tarafından yürütülen araştırmada, öğretmen adaylarının dijital okuryazarlık seviyelerinin orta düzeyde olduğu belirtilmektedir. Benzer bir çalışmada Yoleri & Anadolu (2022) tarafından gerçekleştirilen lisans öğrencilerinin dijital okuryazarlık düzeylerini orta seviye olduğunu belirtmiştir. Reddy, Chaudhary, Sharma & Chand, (2020). birinci sınıf üniversite öğrencilerinin dijital yetkinliklerini değerlendirdi ve öğrencilerin % 86.15'inin ortalama ile çok yüksek dijital



okuryazarlık olduğunu ve bilgisayar okuryazarlığının en etkili değişken olduğunu tespit etti. Bu bağlamda, üniversite öğrencilerinin dijital okuryazarlık seviyelerinin orta ila çok yüksek düzeyde olduğu ve dijital okuryazarlık konusunda yetkin oldukları söylenebilir.

Üniversite öğrencilerinin dijital okuryazarlık ilgili olarak, cinsiyetlerine bağlı olarak anlamlı bir farklılık bulunmuştur. Bu çerçevede, erkek öğrencilerin dijital okuryazarlık düzeylerinin kadın öğrencilere göre daha yüksek olduğu dikkati çekmektedir. Güngör ve Kurtipek (2022), bireysel inovasyonun dijital okuryazarlığı önemli ölçüde öngördüğünü ve erkek katılımcıların kadın katılımcılardan daha yüksek dijital okuryazarlık seviyelerine sahip olduğunu tespit etmiştir. Bunun aksine Gülmez(2024), yaptığı çalışmada erkek katılımcıların dijital okuryazarlık yetenekleri, kadın katılımcılara kıyasla daha olumlu olsa da, bu fark istatistiksel olarak anlamlı olmadığını söylemiştir. Diğer bir çalışmada Wigati, Faisal & Astuti (2022) erkek öğretmenlerin kadın meslektaşlarına göre daha düşük bir dijital okuryazarlık seviyesine sahip olduğunu ortaya koymuştur. Genel olarak, araştırmalar erkek öğrencilerin dijital okuryazarlık düzeylerinin kadın öğrencilere kıyasla daha yüksek olduğunu göstermektedir. Ancak, bireysel inovasyonun dijital okuryazarlığı bu bağlamda cinsiyetin belirleyici bir faktör olmadığı görülmektedir.

Üniversite öğrencilerinin dijital okuryazarlık seviyeleri, öğrenim gördükleri kademe açısından anlamlı bir farklılık göstermemektedir. Bu durum, lisans ve yüksek lisans düzeyindeki öğrenciler arasında dijital okuryazarlık açısından bir ayrım olmadığını göstermektedir. Bunun aksine Bayrakçı ve Narmanlıoğlu, (2021) yaptığı çalışmada yüksek lisans öğrencileri ile lisans öğrencileri karşılaştırıldığında anlamlı farklılıklar olduğunu ortaya koymuştur. Diğer bir çalışmada Aksoy, Karabay ve Aksoy, (2021) lisansüstü eğitime sahip öğretmenlerin dijital okuryazarlık düzeyleri, diğer öğrenim düzeyindeki öğretmenlere kıyasla daha yüksek olduğunu tespit etmiştir. Bunun sonucunda eğitim düzeyi artıkça dijital okuryazarlık seviyelerin arttığını söyleyebilir.

Üniversite öğrencilerinin dijital okuryazarlıkları, sınıf değişkenine göre anlamlı bir farklılık sergilememektedir. Bu farklılık dördüncü sınıf öğrenciler lehinedir. Gülmez(2024), yaptığı çalışmada dördüncü sınıf öğretmen adaylarının dijital okuryazarlık becerileri, diğer sınıf seviyelerindeki öğretmen adaylarından daha yüksek olmasına rağmen, bu fark istatistiksel olarak anlamlı değildir. Sarıkaya(2019), ise sosyal bilgiler öğretmen adaylarının dijital okuryazarlık becerileri, sınıf seviyelerine göre istatistiksel olarak farklılık göstermemekle birlikte, dördüncü sınıf öğretmen adaylarının diğer sınıf seviyelerindeki adaylardan daha üstün

olduğu bulunmuştur. Sonuç olarak, öğrencilerin sınıf seviyeleri yükseldikçe dijital okuryazarlık becerilerinin arttığı ifade edilebilir.

Üniversite öğrencilerinin dijital okuryazarlıkları, internette geçirdikleri zaman bakımından anlamlı bir farklılık sergilemektedir. Bu farklılık, 6 saatten fazla zaman harcayanlar lehinde ortaya çıkmıştır. Benzer çalışmada Som ve Kurt (2012) internette geçirilen zaman ile internet kullanım amaçları arasında anlamlı bir farklılık belirlenmiştir. Bunun aksine Türkben ve Satılmış (2022) dijital okuryazarlık ile internet kullanım amacı arasında istatistiksel olarak anlamlı bir farklılık tespit edememiştir. Bu sonuçlar dijital okuryazarlığın sadece internet kullanım miktarına değil, aynı zamanda internetin nasıl kullanıldığına da bağlı olarak değiştiğini göstermektedir.

Sonuç olarak, üniversite öğrencilerinin dijital okuryazarlıkları ile ilgili yapılan çalışmada, öğrencilerin genel olarak yüksek düzeyde dijital okuryazarlığa sahip oldukları söylenebilir. Cinsiyet değişkenine göre, erkek öğrenciler lehine anlamlı bir farklılık tespit edilirken, 4. sınıf düzeyinde ise anlamlı bir farklılık bulunmuştur. Ancak, dijital okuryazarlık seviyeleri öğrenim gördükleri kademeye bağlı olarak anlamlı bir farklılık göstermemektedir. Bununla birlikte, günlük internette geçirdikleri zaman açısından anlamlı bir farklılık görülmektedir. Bu farklılık özellikle 6 saatten fazla zaman harcayanlar lehinde ortaya çıkmıştır.

İleride gerçekleştirilecek çalışmalar da öğrencilerin teknoloji kullanım alışkanlıklarını, tercihlerini ve dijital araçları ne sıklıkta kullandıklarını araştırılabilir.

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## **KKTC Liselerinde Geometri Ders Saatlerinin Yeterli ve Etkin Düzeyde Olmamasından Kaynaklı Dersin Soyut Kalması**

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### **Özet**

Bu araştırma, KKTC liselerinde ders veren matematik öğretmenlerinin ve lise düzeyinde öğrenim gören öğrencilerin, geometri ders saatlerinin yetersiz olduğu ile ilgili görüşlerinin tespit edilmesi amacıyla gerçekleştirilmiştir. Araştırma, öğrencilerde düşünme becerisini geliştirmeyi sağlayan geometri dersinin soyut kalıbından çıkıp güncel hayatla ilişkilendirilebileceği bir ders haline gelebilmesi durumundan dolayı önem arz etmektedir. Araştırma nitel bir araştırma olup görüşme tekniği kullanılarak öğretmen ve öğrencinin görüşlerine yer verilmiştir. Araştırma, 2023-2024 öğretim yılında KKTC Milli Eğitim Bakanlığı'na bağlı 160 lise düzeyinde eğitim veren matematik öğretmeni ve KKTC Milli Eğitim Bakanlığı'na bağlı Kolejlerde öğrenim gören 150 öğrencinin görüşlerine yer vermiştir. Araştırmada; geometri dersine ayrılan ders saatinin yetersiz olduğu, buna bağlı olarak istenilen sayıda ve düzeyde soru ve pekiştirme yapılamadığı bu sebepten dolayı da dersin soyut ve ezberci bir yapıya dönüştüğü sonucuna ulaşılmıştır. Araştırmadaki bulguların ışığında; KKTC Milli Eğitim Bakanlığı'na; geometri dersinin haftalık ders saatini en az üç ders saati olacak şekilde arttırılması, geometri dersinin matematik dersinden bağımsız hale getirilmesi ve tüm eğitim yılına yayılacak şekilde düzenlenmesi, geometri konularının matematik kitabının içerisinden ayrıştırılıp ayrı bir kitap haline getirilmesi ve eğitim müfredatına entegre edilmesi, geometri dersi verebilecek donanıma sahip öğretmenler için hizmet içi kurslar açılması ve bu alanda öğretmenlerin uzmanlaştırılması, geometri derslerinde kullanılabilecek üç boyutlu maketler, akıllı tahtalara entegre edilecek üç boyutlu uygulamalar ve güncel hayatla bağdaştırdığımız örneklemeler ile dersin işleyiş seviyesi yükseltilmesi ve öğrencilerde zihinsel duyuları harekete geçiren ve sayısal-şekilsel zekayı arttıran geometri dersinin önemini hissettirmek amacıyla belirli günlerde geometri şenliği düzenlenmesi önerilerinde bulunulmuştur.

**Anahtar kelimeler:** Geometri, ders sayısı, soyutluk, yetersizlik.

## **The Course Remains Abstract Due to the Insufficient and Ineffective Level of Geometry Class Hours in TRNC High Schools**

### **Abstract**

This research was created to determine the opinions of mathematics teachers teaching in TRNC high schools and high school students about the insufficient geometry lesson hours. The research is important because the geometry course, which helps develop students' thinking skills, can leave its abstract pattern and become a course that can be associated with daily life. The research is a qualitative research and the opinions of both the teacher and the student were included using the interview technique. The research included the opinions of 160 high school mathematics teachers affiliated with the TRNC Ministry of National Education and 150 students studying in college schools affiliated with the TRNC Ministry of National Education in the 2023-2024 academic year. It was prepared using the interview technique, one of the qualitative research methods. In the research, it was concluded that the course hours allocated to the geometry course were insufficient, and therefore the desired number and level of questions and reinforcement could not be given, and for this reason the course turned into an abstract and rote-learning structure. In light of the findings of the research; To TRNC Ministry of National Education; Increasing the weekly lesson hours of the geometry course to at least three lesson hours, making the geometry course independent from the mathematics course and arranging it to be spread over the whole academic year, separating the geometry subjects from the mathematics book and turning it into a separate book and integrating it into the education curriculum, equipping people with the equipment to give geometry lessons. Opening in-service courses for teachers with advanced knowledge and specializing teachers in this field, raising the level of functioning of the lesson with three-dimensional models that can be used in geometry lessons, three-dimensional applications to be integrated into smart boards and examples that we associate with daily life, and geometry that activates the mental senses in students and increases numerical-figural intelligence. In order to make the importance of the lesson felt, suggestions have been made to organize a geometry festival on certain days.

**Keywords:** Geometry, lesson time, abstractness, inadequacy.

### **Giriş**

Teknolojinin hayatımıza hükmetmesi ile birlikte , gerçek ve sanal ortam ayrımını yapmak gittikçe imkansız hale gelmektedir. Gerçek hayattaki nesnelerle etkileşimimiz gittikçe azaldığından dolayı görsel algımız sürekli körelmekte ve yaratıcı düşünme becerimiz bu durumdan etkilenmektedir. Tam da bu noktada geometri dersinin önemi ortaya çıkmaktadır.

Geometri , içinde yaşadığımız bu dünyanın tüm yapı taşlarını ; şekil, yer ve konum açısından tetkik etmemize yardımcı olur (Olkun ve Toluk-Uçar, 2006). Bununla birlikte geometri ; uygulama alanı fazla olan , problem çözme becerilerimizi geliştirebileceğimiz ve kavramları uygulama alanı ile birlikte yaşamımızla bütünleştirebileceğimiz bir matematik dalıdır (Musser ve Burger, 1997). Geometri, günlük hayatta karşımıza çıkabilecek gerçek hayattaki problemleri

özme becerimizi geliştirir. Problemlere karşı farklı bakış açıları yaratarak doğruya ulaşmamızı sağlar (Van De Walle, 2001).

Hollandalı eğitimciler Pierre ve Dina Van Hiele Geldof, bireylerin geometriyi nasıl algıladıklarını açıklayan bir öğrenme modeli geliştirdiler . Literatüre Van Hiele Teorisi olarak da geçen bu öğrenme modeli; özellikle lise düzeyindeki öğrencilerin geometrik seviyelerinin hedeflenen seviyeye ulaşp ulaşmadığı sorusuna cevap aramaktadır. Ayrıca araştırmada, öğrencilerin geometrik düşünme becerilerinin ne düzeyde olduklarını ve bu seviyeye ulaşamamaları sonucunda geometri dersindeki başarısızlıklarının nedenlerini incelemişlerdir (Baki, 2006). Bu çalışmanın neticesinde , geometrik düşünme sistemi 5 adımda incelenmiş ve bu adımlar ; 0. düzey, 1,düzey, 2. düzey , 3. düzey ve 4. düzey olarak kategorize edilmiştir (Güler ve Altun,2015; Baykul, 2014; Van Hiele, 1986). Bilim dünyası sürekli gelişen bir sistemdir. Bu öğrenme modelinde de bu gelişimi görmekteyiz. Van Hiele'nin ardından Clements ve Batista da bu model üzerine çalışmış ve bu modeldeki seviye düzeylerini 1. seviye, 2. Seviye, 3. Seviye, 4. Seviye ve 5. Seviye olarak isimlendirmiştir (Paksu, 2016; Hoffer, 1981). Ayrıca bu düzeylere ek olarak biliş düzeyi olarak da adlandırılan sıfırıncı seviye de eklenmiştir (Arnas ve Aslan, 2004).

Sıfırıncı düzey (0. Düzey) olarak da bilinen biliş öncesi düşünme düzeyinde , çocuklar geometrik şekilleri algılamakta zorluk çekmezler ancak tüm geometriksel şekillerin beyinde görselleşememesinden dolayı yani algıdaki eksiklikten kaynaklı bazı şekillerin görsel özelliklerini ayırt edemeyebilirler(Clements ve Batista, 1992). Bu düzeydeki öğrencilerden sadece kare, dikdörtgen, üçgen , çember v.b basit tanımlamaları öğrenmesini bekleriz. Genellikle bu düzeydeki öğrenciler ; okul öncesindeki öğrenciler , özel eğitim gören öğrenciler ya da en fazla birinci sınıftaki öğrencilerden oluşmaktadır (Halat, 2006) .

Birinci düzey (1. Düzey) olarak da bilinen görsel düzeyde, çocuklar şeklin bütünü tanımlar fakat parça-bütün ilişkisini kuramaz (Baykul, 2016; Olkun ve Toluk-Uçar, 2006: 98). Örneğin dikdörtgen şekli verildiğinde, dikdörtgenin karşılıklı kenarları eş ve açıları 90 derece ise dikdörtgendir tanımına gidemez. Yani dikdörtgeni sadece şekilsel bazda öğrenebilir (Güler ve Altun, 2015b).

İkinci düzey (2. Düzey) olarak da bilinen analiz düzeyinde, çocuklar bir şekil verildiğinde şeklin özelliklerini tanımlayabilir. Onunla ilgili örneklemeler yapabilir. Ancak öğrendikleri özelliklerle ilgili ilişkileri kuramaz (Paksu, 2016).Örneğin bir karenin dört dik açısı olduğunu, tüm kenarlarının paralel ve eş olduğunu tanımlar. Ama bir karenin aynı zamanda bir dikdörtgen olduğu çıkarımında bulunamaz. Bu düzeyde beklenen seviyeler, ilkokul 4 ve ilkokul 5 seviyesindeki öğrencilerdir(Güler ve Altun, 2015a).

Üçüncü düzey (3. Düzey) olarak da bilinen informal çıkarım düzeyinde, çocuklar şeklin özellikleri ile şeklin bağlantısını kurabilir yani parça-bütün ilişkisini şekil üzerinde yorumlayabilir. Aynı zamanda şekiller arası özelliklerden birbirleri arasındaki bağlantıyı kurabilir (Baykul, 2016; Van de Walle, Karp, ve Bay-Williams, 2013). Örneğin; tüm kenarları eşit olan bir prizmanın küp olduğunu fark edebilir ya da piramitleri özelliklere göre sınıflandırılabilir.

Dördüncü düzey (4. Düzey) olarak da bilinen formel çıkarım düzeyinde, çocuklar öğrendikleri özelliklerden, yaptıkları çıkarımlardan çok daha öte olan kendi başlarına bir teoremi farklı şekiller üzerinde uygulamalarını yapabilir, hatta bir teoremi ispatlayabilir. Örneğin; bir çokgenin iç açılar toplamını gösteren formülün üçgen sayısı ile üçgenin iç açılar toplamı çarpımı olduğunu görebilir (Paksu, 2016; Olkun ve Toluk-Uçar, 2006). Genellikle bu düzeydeki çocuklar, lise dönemine denk gelmektedir (Güler ve Altun, 2015b:347).

Son düzey olan beşinci düzey (5. Düzey) olarak da bilinen en üst düzeyde, çocuklar geometrik bilgilerin tamamına hakimdirler ve geometriyi bir sistem olarak görürler ve tanımlarlar. Sistemdeki tüm parçaları ve birbiri ile olan ilişki ve farklılıklarını görebilir ve yorumlayabilir (Paksu, 2016). Örneğin; bu seviyedeki bir öğrenci; bir prizma ve bir piramidin hacimler oranının neden 3 olduğunu açıklayabilir.

Bugüne kadar yapılan birçok araştırmada; öğrencilerin geometrik seviyeleri incelenmiş ve sonuçta Türkiye'deki öğrencilerin geometri düzeylerinin, uluslararası standardı yakalayamadığı tespit edilmiştir (Alex ve Mammen, 2012; Mullis, Martin, Foy ve Arora, 2012). 2007,2011,2015 yıllarında TIMMS'in (Uluslararası Matematik Ve Fen Eğilimleri Araştırması) ortaya koyduğu araştırmalardaki veriler de bu tezi kanıtlar niteliktedir. 2007 de TIMSS'in yapmış olduğu araştırma sonucunda, öğrencilerin alt seviyelerde dahi başarılı olamadıkları bulgusuna erişilmiştir (Bal, 2012). Ayrıca 2007,2011 ve 2015 yıllarında 8. Sınıf öğrencilerin geometri başarı ortalamasına bakılmış ve sırayla bu yıllarda 411,454,463 puanları alınmıştır (Erdoğan, Hamurcu ve Yeşilioğlu,2016). Alınan bu puanlar uluslararası geometri başarı ortalaması ile karşılaştırıldığında ise başarı seviyemizin ortalamanın çok altında olduğu kanıtlanmıştır (Yıldırım, Özgürlük, Parlak, Gönen ve Polat, 2016). Uluslararası geometri yeterlilik düzeyine bakıldığında 400-475 puan aralığında alan bir öğrencinin geometri bilgisinin temel düzeyde olduğunu, bu seviyedeki öğrencilerin sadece şekillerin isim ve özelliklerini tanımlayabildiğini ancak üç boyutlu görme ve uygulama becerisini geliştiremediği buna bağlı olarak da şekil üzerinde uygulama, analiz ve sentez yapamadığı gözlemlenir. (Yıldırım ve diğerleri, 2016).



TIMMS'in Türkiye'deki öğrencilerin geometri düzeylerini tespit etmek üzere yapmış olduğu araştırmaların sebepleri üzerine düşünülecek olursa; derse gereken önemin verilmeyişi, kısıtlı ders sayısına karşın müfredat yığınlığı sayılabilir. Özellikle ders saatinin azlığı, öğretmenin öğrenciye bilgiyi ezber bir kavram olarak vermesini sağlamakta ve geometri gibi bol uygulama ile pekiştirilebilecek bir dersin istenilen seviyedeki öğrenmenin önüne geçmesine neden olmuştur. Dolayısıyla programda geometri dersine ayrılan saatin azlığı, bilginin Bloom'un bilişsel alan basamaklarından ilki olan bilgi düzeyinde kalmasına neden olmaktadır. Geometri, birçok öğrenciye şekil adı ezberletmek ya da şeklin bazı özelliklerini öğretmek olarak görülse de bunun çok ötesinde diğer bilim dallarıyla da pekiştirilebileceğimiz bir ders ve yaşantımıza indirgeyebileceğimiz bir alan halini almalıdır. Geometriyi tam kapsamlı haliyle öğretmeyi başarabilirsek; geometri, günlük hayatla etkileşebilen, yetkin ve bilgiyi gerçek anlamıyla kullanmaya başlayabileceğimiz bir ders haline gelebilir.

### **Yöntem**

KKTC liselerinde geometri ders saatlerinin yetersizliğine ilişkin yapılan bu araştırmada, nitel araştırma yöntemi ve modeli kullanılmıştır. Nitel araştırmayı, "gözlem, görüşme ve doküman analizi gibi nitel veri toplama tekniklerinin kullanıldığı, algıların ve olayların doğal ortamda gerçekçi ve bütüncül bir biçimde ortaya konmasına yönelik nitel bir sürecin izlendiği araştırma " olarak tanımlamak mümkündür (Karadeniz,Yıldırım,Şimşek,Kalkan ve Çelebi, 2008). Bu araştırmada, nitel araştırma yöntemine bağlı, görüşme tekniği kullanılmıştır. Görüşme tekniğinde katılımcılar; araştırmadaki problemin çözümüne yönelik hazırlanan sorulara kendi bakış açılarıyla, duygu ve düşünceleriyle, bilgi ve deneyimleriyle cevap verir ve böylelikle katılımcılar, gözlemleri sayesinde araştırmaya katkıda bulunma fırsatı sağlarlar. (Karadeniz,Yıldırım,Şimşek,Kalkan ve Çelebi, 2008)

Çalışma; 2023-2024 eğitim-öğretim yılında KKTC Milli Eğitim Bakanlığı Orta Öğretim Dairesine bağlı okullarda görev yapan 160 lise düzeyinde matematik öğretmeni ve Orta Öğretim Dairesine bağlı okullarda öğrenim gören 150 lise öğrencisini kapsamaktadır. Araştırmada basit rastgele örneklem tipi kullanılmıştır.

Araştırmada, iki tip görüşme formu kullanılmıştır. irinci görüşme formu (GF1); KKTC'de görev alan lise düzeyinde ders veren matematik öğretmenleri için hazırlanmıştır. GF1 iki bölümden oluşmaktadır. Birinci bölümde kişisel bilgilere yer verilmiştir. Bunlar, cinsiyet, okul türü, bulunduğu kademe, haftalık geometri ders saatleridir. İkinci bölümde ise araştırma sorularına yer verilmiştir. Bu bölümde, "Bir geometri dersinde konuyu anlatmak ya da pekiştirmek için kullandığınız sınıf içi etkinlikleriniz nelerdir?" , "Yaptığınız bu etkinlikler öğrencinin hangi becerisinin ortaya çıkmasına sebep olmuştur?" , "Etkin bir geometri ders

anlatımı için kullanmak isteyip de kullanamadığınız ya da yetersiz kullandığınız sınıf içi etkinlikler nelerdir?” , “Uygulayamadığınız ya da yetersiz uyguladığınız bu sınıf içi etkinliklerin nedenlerini açıklayınız.” ve “TIMMS’in (Uluslararası Matematik ve Fen Eğilimleri Araştırması) 2011 araştırmasına göre; Türkiye, araştırmaya katılan ülkeler arasında ortalamanın altında kalmıştır. Ayrıca 2011 matematik değerlendirme sonuçlarına göre, en az puanı geometri öğrenme alanında almıştır. Sizce, bunun nedenleri neler olabilir?” sorularına yanıt aranmıştır.

İkinci görüşme formu (GF2); KKTC.’ de görev alan lise düzeyinde öğrenim gören öğrenciler için hazırlanmıştır. GF2 de iki bölümden oluşmaktadır. Birinci bölümde kişisel bilgilere yer verilmiştir. Bunlar ; cinsiyet, okul türü, okuduğu alan ve okuduğu sınıftır. İkinci bölümde ise araştırma sorularına yer verilmiştir. Araştırmada; “Öğretmeniniz geometri dersinin konu anlatımını yaptıktan sonra bilginizi pekiştirebilmek için sınıf içinde ne tür etkinlikler yapıyor?”, “Sizce geometri sorularını anlayabilmek ve soruları çözebilmek için ne tür aktiviteler yapılmalıdır? Bu konudaki önerileriniz nelerdir?” , “Sizce geometri sorularını anlayabilmek ve soruları çözebilmek için ne tür teknolojik uygulamalar kullanılmalıdır? Bu konudaki önerileriniz nelerdir?”, “TIMMS’in (Uluslararası Matematik Ve Fen Eğilimleri Araştırması) 2002’ de yapmış olduğu araştırmaya göre 38 ülkenin geometri seviyesi incelenmiş, Türkiye bu sıralamada 34. sırada yerini almıştır. Sizce, geometri seviyemizin bu kadar düşük olma nedenleri nelerdir?” sorularına yanıt aranmıştır.

Her iki formu hazırlanırken üç uzman görüşü alınmış ve onayları doğrultusunda paylaşılmıştır.

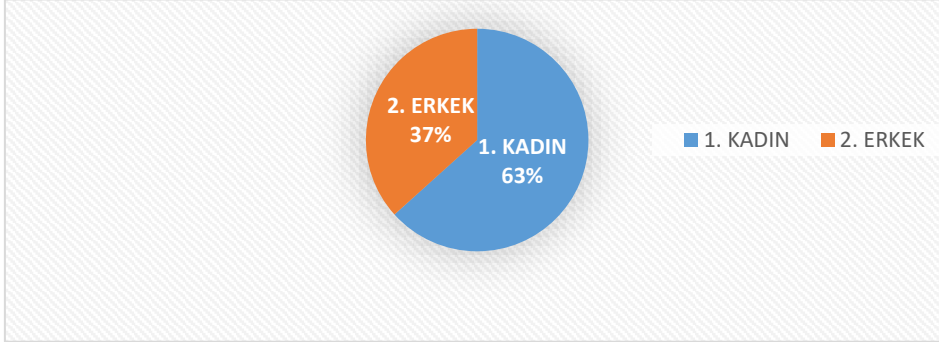
Katılımcılardan gelen veriler, içerik analizi ile değerlendirilip sonuca varılmıştır. İçerik analizin temelde yaptığı işlev; belli bir konu ile ilgili temaları belirlemek ve o temaya bağlı gruplama yapabilme ve böylelikle okuyucunun araştırmayı daha net görmesini sağlayabilmektir (Yıldırım ve Şimşek, 2006). İçerik analizinde elde edilen verilerin kodlanabilmesi için kategori, tema, frekans ve yüzdelik kullanılmıştır.

### **Bulgular**

Araştırma iki aşamalı gerçekleştirilmiştir. Birinci aşamaya lise düzeyinde öğretim veren 160 matematik hocası dahil edilmiştir. Araştırmaya dahil edilen bu öğretmenlere çeşitli demografik özelliklere bağlı olarak ; “geometri dersini anlatmak ve pekiştirmek için uygulanan sınıf içi etkinlikler”, “kullanılan sınıf içi etkinliklerde ortaya çıkarmak istediğimiz beceriler” , “uygulayamadığımız ya da yetersiz uyguladığımız sınıf içi etkinlikler ve bunların nedenleri”, “ders saatlerinin pekiştirme için yeterli olup olmadığını” ve “TIMMS sıralamasında ülke olarak neden gerilerden geldiğimiz” ile ilgili sorular sorulmuş ve bu sorulara yanıt aranmıştır. Ayrıca

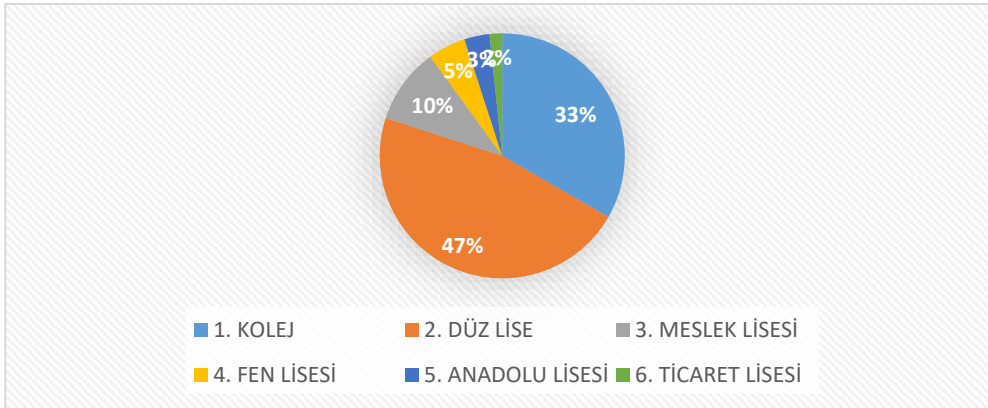
araştırmada cinsiyet , okul türü, bulunan kademe, haftalık girilen geometri ders saatleri gibi demografik bilgiler de elde edilmiştir. Aşağıda bu bilgilerle ilgili bulgular yer almaktadır.

Araştırmaya 88 kadın öğretmen ve 72 erkek öğretmen katılmıştır. Şekil 1 de katılımcıların cinsiyet bakımından dağılımları görülmektedir.

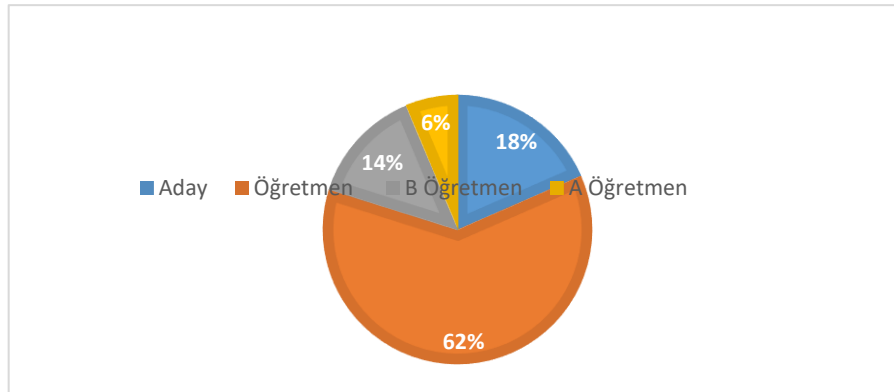


Araştırmaya KKTC. genelinde 53 Kolej öğretmeni, 75 Düz Lise öğretmeni, 16 Meslek Lisesi öğretmeni, 8 Fen Lisesi öğretmeni, 3 Ticaret Lisesi ve 5 Anadolu Lisesi öğretmeni katılmıştır.

Şekil 2 de katılımcıların okul türüne göre dağılımları görülmektedir.

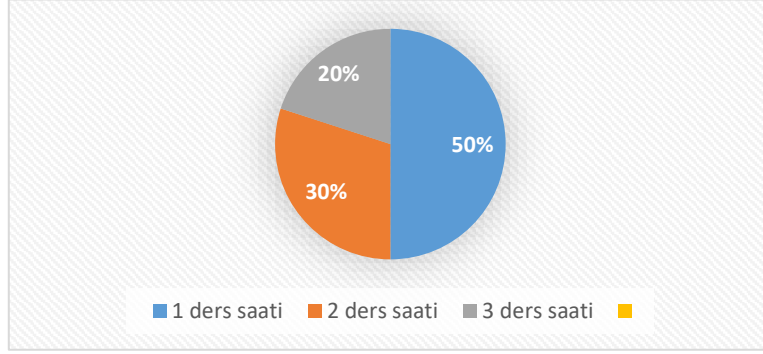


Araştırmaya; 24 Aday Öğretmen, 80 Öğretmen, 18 B kademesinde öğretmen, 38 A kademesinde öğretmen kademesinde bulunan lise düzeyindeki öğretmenler katılmıştır. Şekil de katılımcıların okul türüne göre dağılımları görülmektedir. Şekil 3 de katılımcıların kademelerine göre dağılımları gösterilmiştir.



Şekil 3. Katılımcı öğretmenlerin kademelerine göre dağılımı

Araştırma verileri doğrultusunda, haftada 1 ders geometri saatine giren öğretmen sayısı 80, 2 ders geometri dersine giren 48 öğretmen ve 3 ve daha fazla ders saatine giren 32 öğretmen tespit edilmiştir. Şekil 4 de katılımcıların haftalık geometri ders saatlerinin dağılımı gösterilmektedir.



Şekil 4. Katılımcı öğretmenlerin haftalık ders saatine göre geometri ders dağılımı  
Yukardaki demografik bilgilere bağlı olarak 160 lise düzeyinde ders veren matematik öğretmenlerine sorulan sorulara ilişkin içerik analizi aşağıdaki gibidir:

**Tablo1. Geometri ders saatlerinin yeterli olmadığına dair öğretmen görüşleri**

Kategori	Tema	Frekans	Yüzde (%)
<b>Derste Kullanılan Sınıf İçi Etkinlikler</b>	Klasik soru çözümü	78	%44,32
	Üç boyutlu materyal kullanılarak soru çözümü	36	%20,45
	Teknolojik uygulamaları kullanarak soru çözümü	30	%17,05
	Grup çalışması	18	%10,23
	Günlük hayattan örneklemeler	14	%7,95
	<b>Toplam</b>	176	%100
<b>Geometri Dersinin Öğrenci Tarafından Kazanımları</b>	Üç boyutlu düşünme becerisi	48	%27,59
	Problem çözme becerisi	26	%14,94
	Analiz- Sentez becerisi	24	%13,79
	Somutlaştırma becerisi	24	%13,79
	Anlama- Kavrama	24	%13,79
	Hızlı düşünme	10	%5,75
	Yaratıcılık	8	%4,60
	Beceri ortaya çıkarmaz	8	%4,60
	Yardımlaşma	2	%1,15
	<b>Toplam</b>	174	%100
<b>Uygulayamadığınız ya da yetersiz uygulanan sınıf içi etkinlikler</b>	Daha fazla soru çözümü	54	%26,08
	Etkileşimli soru Çözümü	42	%20,29
	Teknolojik materyal kullanımı	42	%20,29
	Görsel materyal kullanımı	36	%17,39
	Yoktur	18	%8,70
	Güncel hayatla bağdaştırma	15	%7,25
	<b>Toplam</b>	197	%100
Kategori	Tema	Frekans	Yüzdelik (%)
<b>Uygulanamayan ya da yetersiz uygulanan sınıf içi etkinliklerin nedenleri</b>	Süre Sıkıntısı	90	%39,47
	Öğrenci ön yetersizliği	30	%13,16
	Müfredat yetiştirme sıkıntısı	27	%11,84
	Teknolojik araç yetersizliği	27	%11,84
	Kaynak yetersizliği	24	%10,53
	Sınıfların kalabalık olması	21	%9,21
	Bilmiyorum	9	%3,95
	<b>Toplam</b>	228	%100
<b>TIMMS'in sonuçlarına göre geometri alanında başarısızlığımızın nedenleri</b>	Dersin soyut kalması	36	%21,94
	Ders sayısının azlığı	34	%20,73
	Görsel anlatım/ uygulama eksikliği	34	%20,73
	Matematik dersinin içinde verilmesi	18	%10,98
	Derse gereken önemin verilmeyişi	16	%9,76
	Öğrenci ön becerisinin yetersizliği	8	%4,88
	Müfredat yığınlığı	8	%4,88
	Akıllı tahta / kaynak eksikliği	6	%3,66
	Ekonomik nedenler	4	%2,44
	<b>Toplam</b>	164	%100

**Tablo 2.** Geometri ders saatlerinin yeterli olmadığına yönelik öğretmen görüşlerinin cinsiyet değişkenine bağlı incelenmesi

Kategori	Tema	K	E	Frekans	Yüzde (%)
<b>Derste kullanılan sınıf içi etkinlikler</b>	Klasik soru çözümü	46	32	78	%44,32
	Üç boyutlu materyal ile soru çözüm	28	8	36	%20,45
	Teknolojik uygulamalar ile soru çözüm	20	10	30	%17,05
	Grup çalışması	6	12	18	%10,23
	Günlük hayattan örneklemeler	6	8	14	%7,95
<b>Toplam</b>				176	%100
<b>Geometri dersinin öğrenci tarafından kazanımları</b>	3 boyutlu düşünme becerisi	28	20	48	%27,59
	Problem çözme becerisi	16	10	26	%14,94
	Analiz-Sentez becerisi	18	6	24	%13,79
	Somutlaştırma becerisi	18	6	24	%13,79
	Anlama- Kavrama	14	10	24	%13,79
	Hızlı düşünme	6	4	10	%5,75
	Yaratıcılık	4	4	8	%4,60
	Beceri ortaya çıkarmaz	2	6	8	%4,60
	Yardımlaşma	-	2	2	%1,15
<b>Toplam</b>				174	%100
<b>Uygulayamadığın ya da yetersiz uygulanan sınıf içi etkinlikler</b>	Daha fazla soru çözümü	30	24	54	%26,08
	Etkileşimli/uygulamalı soru çözümü	27	15	42	%20,29
	Teknolojik materyal kullanımı	30	12	42	%20,29
	Görsel materyal kullanımı	18	18	36	%17,39
	Güncel hayatla bağdaştırma	6	12	18	%8,70
	Yoktur	9	6	15	%7,25
<b>Toplam</b>				198	%100
Kategori	Tema	K	E	Frekans	Yüzdelik(%)
<b>Uygulanamayan Ya da Yetersiz Uygulanan Sınıf İçi Etkinliklerin Nedenleri?</b>	Süre sıkıntısı	48	18	66	%37,94
	Müfredat yetiştirme kaygısı	14	10	24	%13,79
	Öğrenci ön beceri yetersizliği	14	8	22	%12,64
	Teknoloji kullanım yetersizliği	12	8	20	%11,49
	Kaynak yetersizliği	10	8	18	%10,34
	Sınıfların kalabalık olması	10	4	14	%8,05
	Bilmiyorum	4	6	10	%5,75
<b>Toplam</b>				176	%100
<b>TIMMS'in Sonuçlarına Göre Geometri Alanında Başarısızlığımızın Nedenleri</b>	Ders anlatımının soyut kalması	22	14	36	%21,94
	Ders sayısının azlığı	22	12	34	%20,73
	Görsel anlatım/ uygulama eksikliği	24	10	34	%20,73
	Matematik dersinin içinde verilmesi	10	8	18	%10,98
	Derse gereken önemin verilmeyişi	10	6	16	%9,76
	Öğrenci ön becerisinin yetersizliği	4	4	8	%4,88
	Müfredat yığınlığı	6	2	8	%4,88
	Akıllı tahta kullanımı/ kaynak eksikliği	4	2	6	%3,66
	Ekonomik nedenler	-	4	4	%2,44
<b>Toplam</b>				164	%100

**Tablo 3. Geometri Ders Saatinin Yeterli Olmadığına Yönelik Öğretmen Görüşlerinin Okul Türü Değişkenine Bağlı İncelenmesi**

K: Kolej, L: Düz L., M: Meslek L., F: Fen L., A: Anadolu L., T: Ticaret L.									
Kategori	Tema	K	L	M	F	A	T	Frekans	Yüzde (%)
<b>Derste Kullanılan Sınıf İçi Etkinlikler</b>	Klasik Soru Çözümü	26	38	10	2	2	2	78	%44,32
	Üç boyutlu Materyal	22	6	4	2	2	-	36	%20,45
	Kullanılarak Soru Çözümü	10	10	2	4	2	2	30	%17,05
	Teknolojik Uygulamaları	6	8	2	2	-	-	18	%10,23
	Kullanarak Soru Çözümü	-	10	2	2	-	-	14	%7,95
	Grup Çalışması								
	Günlük Hayattan Örneklemeler								
<b>Toplam</b>								176	%100
<b>Geometri Dersinin Öğrenci Tarafından Kazanımları</b>	Üç boyutlu düşünebilme	12	26	4	2	2	2	48	%27,59
	Problem çözme becerisi	6	12	6	-	-	2	26	%14,94
	Analiz-sentez becerisi	4	14	4	-	-	2	24	%13,79
	Somutlaştırma becerisi	8	10	2	2	2	-	24	%13,79
	Anlama- kavrama	4	12	-	2	4	2	24	%13,79
	Hızlı düşünme	6	2	2	-	-	-	10	%5,75
	Yaratıcılık	2	2	4	-	-	-	8	%4,60
	Beceri ortaya çıkarmaz	8	-	-	-	-	-	8	%4,60
	Yardımlaşma	2	-	-	-	-	-	2	%1,15
<b>Toplam</b>								174	%100
Kategori	Tema	K	L	M	F	A	T	Frekans	Yüzde (%)
<b>Uygulayamadığınız ya da yetersiz uygulanan sınıf içi etkinlikler</b>	Daha fazla soru çözümü	18	33	3	-	-	-	54	%26,08
	Etkileşimli/uygulamalı soru çözümü	12	18	6	3	3	-	42	%20,29
	Teknolojik materyal kullanımı	15	15	6	-	3	3	42	%20,29
		12	15	12	-	3	-	36	%17,39
	Görsel materyal kullanımı	12	6	-	-	-	-	18	%8,70
	Güncel hayatla ilişkili	6	6	-	3	-	-	15	%7,25
	Yoktur								
<b>Toplam</b>								197	%100
<b>Uygulanamayan ya da yetersiz uygulanan sınıf içi etkinliklerin nedenleri</b>	Süre Sıkıntısı	20	28	6	4	4	4	66	%37,94
	Müfredat yetiştirme	10	8	-	4	2	-	24	%13,79
	kaygısı	-	10	6	4	-	2	22	%12,64
	Öğrenci ön beceri	6	10	4	-	-	-	20	%11,49
	eksikliği	6	10	-	2	-	-	18	%10,34
	Teknolojik Yetersizlik	2	8	2	-	2	-	14	%8,05
	Kaynak Yetersizliği	6	4	-	-	-	-	10	%5,75
	Sınıfların kalabalığı								
	Bilmiyorum								
<b>Toplam</b>								174	%100
Kategori	Tema	K	L	M	F	A	T	Frekans	Yüzde (%)
<b>Yüzdelik</b>									
<b>TIMMS'in sonuçlarına göre geometri alanında</b>	Ders anlatımının soyut kalması	12	16	4	2	-	2	36	%21,94
	Ders Sayısının Azlığı	12	12	8	-	-	2	34	%20,73
	Görsel anlatım eksikliği	12	16	2	-	4	-	34	%20,73
	Matematik dersinin içinde	2	10	2	-	4	-	18	%10,98
	Verilmesi								
	Derse gereken önemin	8	4	2	-	2	-	16	%9,76
	verilmeyişi	-	4	2	2	-	-	8	%4,88
	Öğrenci ön beceri eksikliği	4	4	-	-	-	-	8	%4,88
	Müfredat yığınlığı	2	4	-	-	-	-	6	%3,66

<b>başarısızlığımızın nedenleri</b>	Akıllı Tahta Kullanımı/ Kaynak Eksikliği Ekonomik Nedenler	-	2	2	-	-	-	4	%2,44
<b>Toplam</b>								164	%100

**Tablo 4. Geometri Ders Saatinin Yeterli Olmadığına Yönelik Öğretmen Görüşlerinin Bulundukları Kademe Değişkenine Bağlı İncelenmesi**

<b>A: Aday öğretmen, Ö: Öğretmen , BÖ: B kadrosundaki öğretmen, AÖ: A kadrosundaki öğretmen</b>								
<b>Kategori</b>	<b>Tema</b>	<b>A</b>	<b>Ö</b>	<b>BÖ</b>	<b>AÖ</b>	<b>Frekans</b>	<b>Yüzde (%)</b>	
<b>Derste kullanılan sınıf içi etkinlikler</b>	Klasik soru çözümü	10	44	8	16	78	%44,32	
	Teknoloji kullanarak soru çözümü	4	20	6	6	36	%20,45	
	Üç boyutlu materyallerle soru çözümü	4	20	2	4	30	%17,05	
	Grup çalışması	4	8	-	6	18	%10,23	
	Günlük hayattan örneklemeler	-	4	4	6	14	%7,95	
<b>Toplam</b>						176	%100	
<b>Geometri dersinin öğrenci tarafından kazanımları</b>	Üç boyutlu düşünme becerisi	8	20	4	16	48	%27,59	
	Problem çözme becerisi	4	12	6	4	26	%14,94	
	Analiz- sentez becerisi	6	14	2	2	24	%13,79	
	Somutlaştırma becerisi	4	10	6	4	24	%13,79	
	Anlama- kavrama	4	12	4	4	24	%13,79	
	Hızlı düşünme	-	2	2	6	10	%5,75	
	Yaratıcılık	-	2	4	2	4	%4,60	
	Beceri ortaya çıkarmaz	-	6	2	-	8	%4,60	
<b>Toplam</b>	Yardımlaşma	-	-	-	2	2	%1,15	
<b>Toplam</b>						174	%100	
<b>Uygulayamadığımız ya da yetersiz uygulanan sınıf içi etkinlikler</b>	Daha fazla soru çözümü	9	21	12	12	54	%26,08	
	Etkileşimli soru çözümü	9	18	9	6	42	%20,29	
	Teknolojik materyal kullanımı	9	24	3	6	42	%20,29	
	Görsel Materyal Kullanımı	6	24	3	3	36	%17,39	
	Güncel Hayatla Bağdaştırma	-	9	-	9	18	%8,70	
	Yoktur	-	9	-	6	15	%7,25	
<b>Toplam</b>						207	%100	
<b>Kategori</b>	<b>Tema</b>	<b>A</b>	<b>Ö</b>	<b>BÖ</b>	<b>AÖ</b>	<b>Frekans</b>	<b>Yüzde (%)</b>	
<b>Uygulanamayan ya da yetersiz uygulanan sınıf içi etkinliklerin nedenleri</b>	Süre Sıkıntısı	16	26	12	12	66	%37,94	
	Müfredat yetiştirme sıkıntısı	2	10	2	10	24	%13,79	
	Öğrenci ön beceri eksikliği	-	14	2	6	22	%12,64	
	Teknolojik araç yetersizliği	4	8	2	6	20	%11,49	
	Kaynak yetersizliği	6	8	2	2	18	%10,34	
	Sınıfların kalabalık olması	-	8	4	2	14	%8,05	
	Bilmiyorum	-	6	-	4	10	%5,75	
<b>Toplam</b>						174	%100	
<b>TIMMS'in sonuçlarına göre geometri alanında başarısızlığımızın nedenleri</b>	Dersin soyut kalması	2	22	2	10	36	%21,94	
	Ders sayısının azlığı	8	14	4	8	34	%20,73	
	Görsel anlatım eksikliği	6	20	-	8	34	%20,73	
	Matematik dersi içinde olması	4	8	4	2	18	%10,98	
	Derse gereken önem vermeme	2	4	8	2	16	%9,76	
	Öğrenci ön beceri eksikliği	2	2	2	2	8	%4,88	
	Müfredat yığınlığı	-	8	-	-	8	%4,88	
	Akıllı tahta/ kaynak eksikliği	2	4	-	-	6	%3,66	
<b>Toplam</b>	Ekonomik nedenler	2	2	-	-	4	%2,44	
<b>Toplam</b>						164	%100	



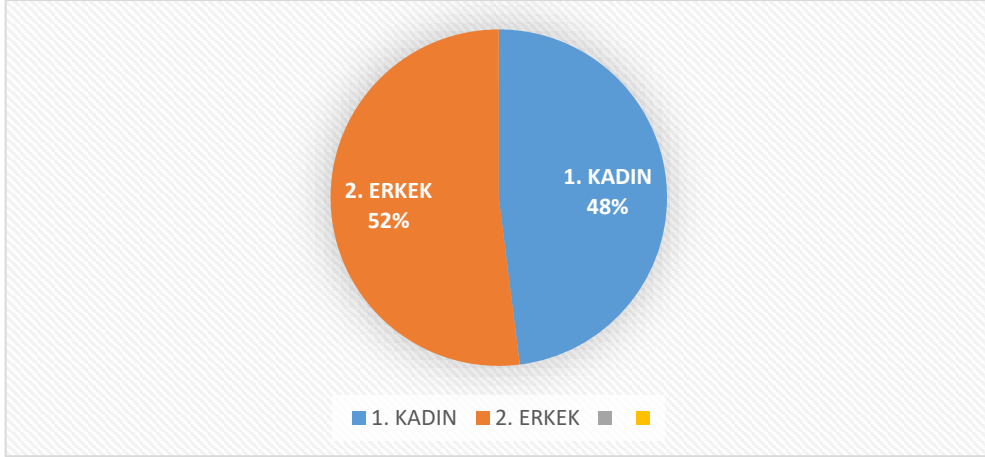
**Tablo 5. Geometri Ders Saatinin Yeterli Olmadığına Yönelik Öğretmen Görüşlerinin Haftalık Girilen Geometri Ders Saati Değişkenine Bağlı İncelenmesi**

Kategori	Tema	1	2	≥3	Frekans	Yüzde (%)
<b>Derste kullanılan sınıf içi etkinlikler</b>	Klasik Soru Çözümü	44	30	4	78	%44,32
	Üç boyutlu materyalle soru çözme	16	6	14	36	%20,45
	Teknolojik uygulamalar ile soru çözüm	14	8	8	30	%17,05
	Grup çalışması	8	4	6	18	%10,23
	Günlük hayattan örneklemeler	2	8	4	14	%7,95
<b>Toplam</b>					176	%100
<b>Kullanılan sınıf içi etkinliklerde ortaya çıkan beceriler</b>	3 boyutlu düşünme becerisi	22	18	16	48	%27,59
	Problem çözme becerisi	12	8	6	26	%14,94
	Analiz-sentez becerisi	16	6	2	24	%13,79
	Somutlaştırma becerisi	14	6	4	24	%13,79
	Anlama- Kavrama	4	5	3	12	%13,79
	Hızlı düşünme	4	6	-	10	%5,75
	Yaratıcılık	2	4	2	8	%4,60
	Beceri ortaya çıkarmaz	6	2	-	8	%4,60
	Yardımlaşma	-	2	-	2	%1,15
<b>Toplam</b>					174	%100
<b>Uygulayamadığınız ya da yetersiz uygulanan sınıf içi etkinlikler</b>	Daha Fazla Soru Çözümü	27	21	6	54	%26,08
	Etkileşimli/Uygulamalı Soru Çözümü	24	12	6	42	%20,29
	Teknolojik Materyal Kullanımı	30	9	3	42	%20,29
	Görsel Materyal Kullanımı	15	15	6	36	%17,39
	Güncel Hayatla Bağdaştırma	6	3	9	18	%8,70
	Yoktur	-	9	6	15	%7,25
<b>Toplam</b>					197	%100
Kategori	Tema	1	2	≥3	Frekans	Yüzde (%)
<b>Uygulanamayan ya da yetersiz uygulanan sınıf içi etkinliklerin nedenleri</b>	Süre sıkıntısı	44	16	6	66	%37,94
	Müfredat yetiştirme sıkıntısı	6	6	8	24	%13,79
	Öğrenci ön becerisinin yetersizliği	10	6	6	22	%12,64
	Teknolojik araç yetersizliği	14	2	6	22	%11,49
	Kaynak yetersizliği	14	2	2	18	%10,34
	Sınıfların kalabalık olması	8	4	2	14	%8,05
	Bilmiyorum	2	4	4	10	%5,75
<b>Toplam</b>					174	%100
<b>TIMMS'in sonuçlarına göre geometri alanında başarısızlığın nedenleri</b>	Ders anlatımının soyut kalması	18	10	8	36	%21,94
	Ders sayısının azlığı	26	6	2	34	%20,73
	Görsel anlatım/ uygulama eksikliği	16	6	12	34	%20,73
	Matematik dersinin içinde verilmesi	8	8	2	18	%10,98
	Derse gereken önemin verilmeyişi	8	6	2	16	%9,76
	Öğrenci ön becerisinin yetersizliği	4	4	-	8	%4,88
	Müfredat yığınlığı	8	-	-	8	%4,88
	Akıllı tahta / kaynak eksikliği	2	2	2	6	%3,66
<b>Toplam</b>	Ekonomik nedenler	2	-	2	4	%2,44
					164	%100

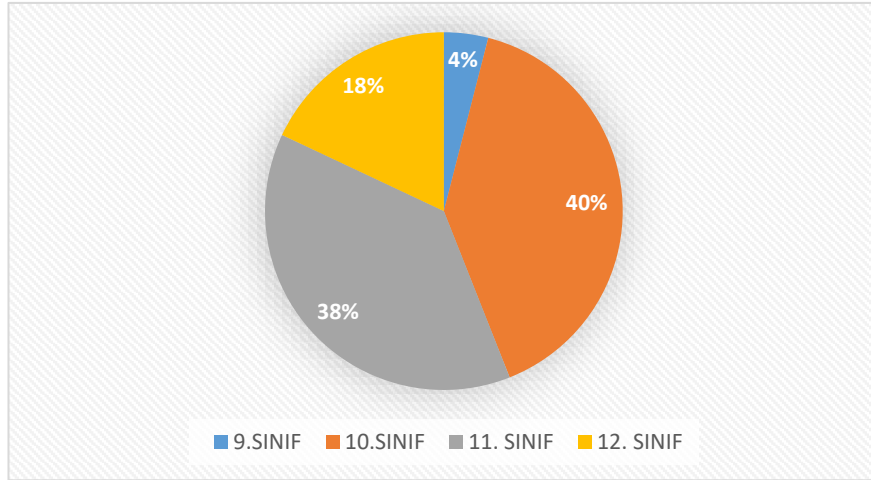
Araştırmanın ikinci basamağında öğrencilerin görüşlerine yer verilmiştir. Bu kısımda lise düzeyinde öğrenim gören 150 kolej öğrencisi dahil edilmiştir. Araştırmaya dahil edilen bu öğrencilere çeşitli demografik özelliklere bağlı olarak ; “Geometri dersini anlamak ve pekiştirmek için öğretmeniniz tarafından uygulanan sınıf içi etkinlikler nelerdir?”, “Geometri dersini daha iyi anlayabilmeniz için daha farklı hangi sınıf içi etkinlikler yapılabilir?” ,

“Geometri dersini daha iyi anlayabilmeniz için daha farklı hangi teknolojik uygulamalar kullanılabilir?”, ve “TIMMS sıralamasında ülke olarak neden gerilerden geldiğimiz” ile ilgili sorular sorulmuş ve bu konulara yanıt aranmıştır.

Ayrıca araştırmada öğrencilerin cinsiyeti ve okuduğu sınıfı ile ilgili demografik bilgiler de elde edilmiştir. Araştırmaya 72 kız öğrenci ve 78 erkek öğrenci katılmıştır.



Araştırmaya; 9. Sınıftan 6 öğrenci, 10.sınıftan 60 öğrenci, 11.sınıftan 57 öğrenci ve 12. Sınıftan 27 öğrenci katılmıştır.



Şekil 6. Öğrencilerin okudukları sınıf değişkenine göre dağılımları

Yukardaki demografik bilgilere bağlı olarak 150 lise düzeyinde öğrenim gören Kolej öğrencisine sorulan sorulara ilişkin içerik analizi aşağıdaki gibidir:

**Tablo 6. Geometri Ders Saatinin Yeterli Olmadığına Yönelik Öğrenci Görüşleri**

Kategori	Tema	Frekans	Yüzde (%)
<b>Derste kullanılan etkinlikler</b>	Öğretmenin soru çözmesi	129	%82,69
	Etkinlik yapılmıyor	12	%7,69
	Öğrencinin soru çözmesi	6	%3,85
	Ödev verilmesi	6	%3,85
	Akıllı tahta kullanarak soru çözümü	3	%1,92
<b>Toplam</b>		156	%100
<b>Dersi daha etkili anlamak için öğretmenin kullanılabileceği eğitsel aktiviteler</b>	Daha fazla soru çözümü	60	%33,90
	Farklı seviyede soru çözme	33	%18,64
	Etkili konu anlatımı	27	%15,25
	Yaratıcı olan aktiviteler	15	%8,48
	Gerek yok	15	%8,48
	Üç boyutlu modelle anlatım	12	%6,78
	Evde pekiştirme	9	%5,08
	Grup çalışması	6	%3,39
<b>Toplam</b>		177	%100
<b>Dersi daha iyi anlayabilmek için kullanılabilecek eğlenceli uygulamalar</b>	3 Boyutlu programlar	75	%45,45
	Klasik soru çözümü	45	%27,27
	Bilmiyorum	33	%20,00
	Şekillerle ilgili oyunlar	6	%3,64
	Video	6	%3,64
<b>Toplam</b>		165	%100
Kategori	Tema	Frekans	Yüzde (%)
<b>TIMMS'in sonuçlarına göre geometri alanında başarısızlığımızın nedenleri</b>	Geometriye yeteri önem verilmiyor	54	%30,00
	Geometri dersinde ezberci yaklaşım	36	%20,00
	Öğretmen faktörü	36	%20,00
	Matematik dersine önem veriliyor	18	%10,00
	Yeterince pekiştirilemiyor	12	%6,67
	Öğrencilerin üzerindeki baskı	12	%6,67
	Geometrinin karışık bir ders olması	9	%5,00
	Sorun yok	3	%1,66
<b>Toplam</b>		180	%100

**Tablo 7. Geometri ders saatinin yeterli olmadığına yönelik cinsiyet değişkenine bağlı öğrenci görüşleri**

Kategori	Tema	K	E	Frekans	Yüzde (%)
<b>Derste kullanılan etkinlikler</b>	Öğretmenin soru çözmesi	63	66	129	%82,69
	Etkinlik yapılmıyor	3	9	12	%7,69
	Öğrencinin soru çözmesi	3	3	6	%3,85
	Ödev verilmesi	-	6	6	%3,85
	Akıllı tahta kullanarak soru çözümü	3	-	3	%1,92
<b>Toplam</b>				156	%100
<b>Dersi Daha Etkin Anlamada Kullanılabilecek Eğitsel Aktiviteler</b>	Daha fazla soru çözümü	24	36	60	%33,90
	Farklı seviyelerde soru çözümü	15	18	33	%18,64
	Etkili konu anlatımı	12	15	27	%15,25
	Yaratıcılığı artıracak aktiviteler	12	3	15	%8,48
	Gerek yok	6	9	15	%8,48
	Üç boyutlu modelle anlatım	9	3	12	%6,78
	Evde pekiştirme	6	3	9	%5,08
	Grup çalışması	3	3	6	%3,39

<b>Toplam</b>				177	%100
Kategori	Tema	K	E	Frekans	Yüzde (%)
<b>Dersi daha iyi anlayabilmek için kullanılabilecek eğlenceli uygulamalar</b>	Üç boyutlu programlar	39	36	75	%45,45
	Klasik soru Çözümü	24	21	45	%27,27
	Bilmiyorum	18	15	33	%20,00
	Şekillerle ilgili oyunlar	3	3	6	%3,64
	Video	3	3	6	%3,64
<b>Toplam</b>				165	%100
<b>TIMMS'in sonuçlarına göre geometri alanında başarısızlığımızın nedenleri</b>	Geometriye yeteri önem verilmiyor	30	24	54	%30,00
	Geometri dersinde ezberci yaklaşım	9	27	36	%20,00
	Öğretmen faktörü	15	21	36	%20,00
	Matematik dersine önem veriliyor	12	6	18	%10,00
	Yeterince pekiştirilemiyor	3	9	12	%6,67
	Öğrencilerin üzerindeki baskı	6	6	12	%6,67
	Geometrinin karışık bir ders olması	9	-	9	%5,00
	Sorun yok	3	-	3	%1,66
<b>Toplam</b>				180	%100

**Tablo 8. Geometri Ders Saatinin Yeterli Olmadığına Yönelik Sınıf Seviyesi Değişkenine Bağlı Öğrenci Görüşleri**

Kategori	Tema	9	10	11	12	Frekans	Yüzde (%)
<b>Derste kullanılan etkinlikler</b>	Öğretmenin soru çözmesi	21	18	57	24	129	%82,69
	Etkinlik yapılmıyor	-	9	3	-	12	%7,69
	Öğrencinin soru çözmesi	3	3	-	-	6	%3,85
	Ödev verilmesi	3	3	-	-	6	%3,85
	Akıllı tahta ile soru çözümü	-	-	3	3	6	%1,92
<b>Toplam</b>						156	%100
<b>Dersi daha etkin anlamada kullanılabilecek eğitsel aktiviteler</b>	Daha fazla soru çözümü	15	12	27	6	60	%33,90
	Farklı seviyede soru çözümü	6	12	12	3	33	%18,64
	Etkili konu anlatımı	3	15	3	6	27	%15,25
	Yaratıcılığı artıran aktiviteler	-	6	-	9	15	%8,48
	Gerek yok	3	-	9	3	15	%8,48
	Üç boyutlu modelle anlatım	-	3	6	3	12	%6,78
	Evde pekiştirme	-	3	3	3	9	%5,08
	Grup çalışması	-	6	-	-	6	%3,39
<b>Toplam</b>						177	%100
<b>Dersi daha iyi anlayabilmek için kullanılabilecek eğlenceli uygulamalar</b>	3 Boyutlu Programlar	9	12	42	12	75	%45,45
	Klasik Soru Çözümü	15	18	9	3	45	%27,27
	Bilmiyorum	3	9	9	12	33	%20,00
	Şekillerle İlgili Oyunlar	-	3	3	-	6	%3,64
	Video	-	3	3	-	6	%3,64
<b>Toplam</b>						165	%100
Kategori	Tema	9	10	11	12	Frekans	Yüzde (%)

	Geometriye yeteri önem verilmiyor	6	21	24	3	54	%30,00
	Geometri dersinde ezberci yaklaşım	6	9	12	9	36	%20,00
<b>TIMMS'in</b>	Öğretmen faktörü	3	15	12	6	36	%20,00
<b>Sonuçlarına Göre</b>	Matematik dersine önem veriliyor	3	6	6	3	18	%10,00
<b>Geometri</b>	Yeterince pekiştirilemiyor	3	6	3	3	12	%6,67
<b>Alanında</b>	Öğrencilerin Üzerindeki Baskı	3	3	6	-	12	%6,67
<b>Başarısızlığımızın</b>	Geometrinin Karışık Bir Ders Olması	3	-	6	-	9	%5,00
<b>Nedenleri</b>	Sorun Yok	-	-	-	3	3	%1,66
<b>Toplam</b>						180	%100

### Tartışma ve Sonuç

Tablo 1’de görüldüğü gibi “Geometri dersi anlatımında öğretmenin kullandığı sınıf içi etkinlikler” kategorisinde en yüksek katılım %44,32 oran ile “klasik soru çözümü” olmuştur. Yine aynı tabloda “Geometri dersinde uygulanamayan ya da yetersiz uygulanan sınıf içi etkinlikler” kategorisinde en yüksek katılım %26,08 oran ile “daha fazla soru çözümü” olmuştur. “Geometri dersi anlatımında kullanılan sınıf içi etkinliklere bağlı olarak öğrencinin sergilediği beceriler” sorulduğunda bu kategorisinde en yüksek katılım %27,59 oran ile “üç boyutlu düşünme becerisi” olmuştur. Bu bulgu doğrultusunda, geometri dersinin öğrenciye hayal etme becerisi, hafıza, muhakeme, analiz, sentez, çözümle gibi görsel zekayı desteklediği verisine ulaşılabilmektedir. Adelabu, Makgato, Ramaligela (2019)’da benzer sonuçlara ulaşmış ve geometri dersinin öğrencilerin düşünme becerisi bakımından anlamlı bir fark oluşturduğunu bulmuştur. TIMMS’in yapmış olduğu araştırmaya bağlı olarak geometri alanında ülke olarak başarısız olma nedenleri” kategorisinde en yüksek katılım %21,94 oran ile “dersin soyut kalması” olmuştur. Bu bulgu doğrultusunda, öğretmen geometri dersini öğrenciye ulaşması boyutunda soyut kaldığını, dersin sadece formül ve ezbersel bir yapıda anlatıldığından dolayı da geometri dersinin öğrenci tarafından beklenen hedef davranışları kazanamadığı verisine ulaşılabilir. Bu bulgulara paralel olarak; Doğan(2010) fen ve teknoloji dersi programının uygulaması sürecinde karşılaşılan sorunlar ile ilgili araştırmada benzer bir sonuca ulaşmıştır. Fen ve teknoloji dersine giren öğretmenlerin %29,8’inin ders süresinin kısıtlı olmasından kaynaklı bazı sınıf içi etkinlikler yapılamadığı bulgusu elde edilmiştir. Ada ve Biçer’in 2019 da yapmış olduğu çalışmada da benzer sonuçlar ortaya çıkmıştır. Ada ve Biçer, 9. Sınıf matematik düzeyi ile ilgili öğretmen görüşlerini incelemiş ve haftalık ders saatinin yetersizliğine vurgu yapmıştır. Şişman, Acat, Aypay, & Karadağ, 2011 yılında araştırmasında vurguladıkları gibi; farklı düzeylerde sorular çözüldüğünde öğrencinin akıl yürütme becerisi gelişir.

Tablo 2’nin genel verileri analiz edildiğinde cinsiyetin belirleyici olmadığı gözlemlenmiştir. Vatnsever 2007’de benzer bir çalışma yapmış geometri başarıma yüzdelerinin cinsiyet üzerinde belirleyici bir oynamadığını gözlemlemiştir.

Tablo 3’de Geometri dersi anlatımında öğretmenin kullandığı sınıf içi etkinlikler” kategorisinin okul türü değişkenine bağlı incelendiğinde; en yüksek katılım %44,02 oran ile “klasik soru çözümü” verisine ulaşılmış ve bu verinin %48,72’si düz lisedeki öğretmenlerden gelmiştir. Bu bulgu doğrultusunda, düz lisede öğretim sürecinde katkı sağlayan öğretmenlerin sınıf içinde yapabilecek etkinlik olarak sadece soru çözebileceği verisine ulaşabilmektedir. Ayrıca düz liseler, öğrencilerini Türkiye’deki üniversitelere hazırlandığından dolayı ve TYT ve AYT gibi sınavlarda geometri sorularının çözülmesinde, klasik tarzda soru çözümünün önemli bir sınıf içi etkinlik olabileceğinden ötürü soru çözümü gerekli bir etkinlik haline dönüşebilmektedir. “Geometri dersi anlatımında kullanılan sınıf içi etkinliklere bağlı olarak öğrencinin sergilediği beceriler” kategorisinin okul türü değişkenine bağlı incelendiğinde en yüksek katılım %27,59 oran ile “üç boyutlu düşünme becerisi” olarak bulunmuş ve bu verinin

%54,17'ini düz lise öğretmenleri oluşturmuştur. Bu bulgu doğrultusunda ,düz lisede öğretim sürecinde katkı sağlayan öğretmenlerin geometri dersinin öğrenciye kazandırdığı kazanımları; hayal etme becerisi, hafıza, muhakeme, analiz, sentez, çözümle gibi görsel zekayı desteklediği verisine ulaşılabilmektedir. Geometri dersinde uygulanamayan ya da yetersiz uygulanan sınıf içi etkinlikler” kategorisinin okul türü değişkenine bağlı incelendiğinde en yüksek katılım %26,08 oran ile “daha fazla soru çözümü” olmuştur ve bu kategorideki verilerin %61,11'i düz lisede ders veren matematik öğretmenlerden oluşmaktadır. Bu bulgu doğrultusunda, düz lisede ders veren matematik öğretmenlerinin çözdüğü soruların sayı ve seviyesinden memnun olmadığı ve dersin pekiştirilmesi için daha fazla soru çözmesi gerektiğine inandıkları olabilir. “Geometri dersi anlatımında öğretmenin uygulayamadığı sınıf içi etkinliklerin nedenleri” kategorisinin okul türü değişkenine bağlı incelendiğinde en yüksek katılım %39,47 oran ile “süre sıkıntısı” olmuştur ve bu verilerin %42,42'si düz lisede ders veren matematik öğretmenlerinden oluşturmuştur. Bu bulgu doğrultusunda , düz lisedeki matematik öğretmenleri ders süresinin yeterli olmayışından dolayı geometri dersini etkili şekilde anlatamıyor, dersi yeteri kadar pekiştiremiyor, öğrencinin şekilsel yeteneklerini ortaya koyamıyor verisine ulaşılabilir. Geometri dersinin süre bakımından uygunluğu” kategorisinin okul türü değişkenine bağlı incelendiğinde en yüksek katılım %91,67 oran ile “ders saatlerinin yetersiz” olduğu ve verilerin %49,09'unun düz lisedeki matematik öğretmenlerine aittir. Bu bulgu doğrultusunda; düz lisede ders veren matematik öğretmenleri ,geometri ders saatlerinin dersin amacını ortaya çıkarmada yetersiz kaldığı, ders sayısı ve süresinin dersi aktarmada ve öğrenci tarafından tam anlamıyla anlamaktan çok uzak olduğu verisine ulaşılabilir. Ayrıca matematik öğretmenleri Türkiye'deki üniversitelere hazırlarken ; ders sayısının ve süresinin yetersiz olmasından kaynaklı geometri sorularının yapılamadığı ve böylelikle TYT ve AYT gibi sınavlarda başarısız bir öğrenci kitlesi oluşturulabileceği verisine ulaşılabilir. TIMMS'in yapmış olduğu araştırmaya bağlı olarak geometri alanında ülke olarak başarısız olma nedenleri” kategorisinin okul türü değişkenine bağlı incelendiğinde en yüksek katılım %21,94 oran ile “dersin soyut kalması” ve bu verilerin %44,44'ünü düz lisedeki matematik öğretmenlerden olmuştur. Bu bulgu doğrultusunda ; düz lisede öğretmenlik yapan matematik öğretmenleri geometri dersini öğrenciye ulaşması boyutunda soyut kaldığını, dersin sadece formül ve ezbersel bir yapıda anlatıldığı, yeteri pekiştirme yapılmadığı için öğrencinin şekilsel becerisini ortaya çıkaramadığını, öğrencinin zihninde 3 boyutlu modelleme yapılamadığı , ders sayı ve süresinin eksik olmasından dolayı da geometri dersinin öğrenci tarafından beklenen hedef davranışları kazanamadığı verisine ulaşılabilirler ve böylelikle hem öğrencilerin gireceği sınavlarda hem de ülkeyi temsil eden uluslararası sınavlarda geometri seviyemizin düşük olabileceği verilerine ulaşılabilir. Çolak 2017 de okul türünün geometri başarısında anlamlı bir fark yaratmadığı sonucuna varılmıştır.

Tablo “Geometri dersinde uygulanamayan ya da yetersiz uygulanan sınıf içi etkinlikler” kategorisinin öğretmenin kademesi değişkenine bağlı olarak incelendiğinde en yüksek katılım %26,08 oran ile “daha fazla soru çözümü” olmuştur ve bu kategorideki verilerin %38,89'ni “Öğretmen” kategorisindeki matematik öğretmenleri oluşturmaktadır. Bu bulgu doğrultusunda elde edilen sonuç, “Öğretmen” kategorisindeki matematik öğretmenlerinin çözdüğü soruların sayı ve seviyesinden memnun olmadığı ve dersin pekiştirilmesi için daha fazla soru çözmesi gerektiğine inandıkları olabilir. “Geometri dersi anlatımında öğretmenin uygulayamadığı sınıf

içi etkinliklerin nedenleri” kategorisinin öğretmen kademesi değişkenine bağlı incelendiğinde en yüksek katılım %39,47 oran ile “süre sıkıntısı” olmuştur ve bu verilerin %39,39’sini “Öğretmen” kategorisindeki matematik öğretmenleri oluşturmaktadır. Bu bulgu doğrultusunda, “Öğretmen” kategorisindeki matematik öğretmenleri, ders süresinin yeterli olmayışından dolayı geometri dersini etkili şekilde anlatamadığı, dersi yeteri kadar pekiştiremediği, öğrencinin şekilsel yeteneklerini ortaya koyamadığı verisine ulaşılabilmektedir. “TIMMS’in yapmış olduğu araştırmaya bağlı olarak geometri alanında ülke olarak başarısız olma nedenleri” kategorisinin öğretmen kademesi değişkenine bağlı olarak incelendiğinde en yüksek katılım %21,94 oran ile “dersin soyut kalması” ve bu verilerin %61’ini, “Öğretmen” kategorisindeki matematik öğretmenleri oluşturmaktadır. Bu bulgu doğrultusunda ; “Öğretmen” kategorisindeki matematik öğretmenleri , geometri dersini öğrenciye ulaşması boyutunda soyut kaldığını, dersin sadece formül ve ezbersel bir yapıda anlatıldığı, yeteri kadar pekiştirme yapılmadığı için öğrencinin şekilsel becerisini ortaya çıkaramadığını, öğrencinin zihninde 3 boyutlu modelleme yapılamadığı , ders sayı ve süresinin eksik olmasından dolayı da geometri dersinin öğrenci tarafından beklenen hedef davranışları kazanamadığı verilerine ulaşılabilmektedirler ve böylelikle hem öğrencilerin gireceği sınavlarda hem de ülkeyi temsil eden uluslararası sınavlarda geometri seviyemizin düşük kalabileceği verileri de elde edilebilmektedir.

Tablo 5’de “Geometri dersi anlatımında öğretmenin kullandığı sınıf içi etkinlikler” kategorisinin haftalık geometri ders saati değişkenine bağlı olarak incelendiğinde en yüksek katılım %44,02 oran ile “klasik soru çözümü” verisine ulaşılmış ve bu verinin %56’sı, “1 ders saati”ni geometri dersine ayıran matematik öğretmenleri oluşturmaktadır. Bu bulgu doğrultusunda , 1 ders saatine giren matematik öğretmenlerinin ders sayısının azlığından dolayı, sınıf içinde yapabilecek etkinlik olarak sadece soru çözebileceği verisine ulaşılabilmektedir. Bu veriden elde edilen bir başka bulgu da öğretmenin soru çözmek dışında başka bir etkinlik yapamaması durumu olabilir. Ayrıca ders sayısının azlığından dolayı, 3 boyutlu modeller, geometrinin güncel hayatla bağdaştırılması, çeşitli teknolojik araçlarla hayal etme becerilerinin geliştirilebilmesi gibi etkinlikler zaman kısıtlılığından dolayı yapılamayacağı bilgisine de ulaşılabilmektedir. “Geometri dersi anlatımında kullanılan sınıf içi etkinliklere bağlı olarak öğrencinin sergilediği beceriler” kategorisinin haftalık geometri ders saati değişkenine bağlı olarak incelendiğinde en yüksek katılım %27,59 oran ile “üç boyutlu düşünme becerisi” olarak bulunmuş ve bu verinin %45,83 ‘ni “1 ders saati”ni geometri dersine ayıran matematik öğretmenleri oluşturmaktadır. Bu bulgu doğrultusunda, öğretmenler öğrencilerden geometri dersinin öğrenciye kazandırdığı kazanımları; hayal etme becerisi, hafıza, muhakeme, analiz, sentez, çözümleme gibi görsel zekayı desteklediği verisine ulaşılabilmektedir. “Geometri dersinde uygulanamayan ya da yetersiz uygulanan sınıf içi etkinlikler” kategorisinin haftalık geometri ders saati değişkenine bağlı olarak incelendiğinde en yüksek katılım %26,08 oran ile “daha fazla soru çözümü” olmuştur ve bu kategorideki verilerin %50,00’ni “1 ders saati”ni geometri dersine ayıran matematik öğretmenleri oluşturmaktadır. Bu bulgu doğrultusunda, “1 ders saati”ni geometri dersine ayıran matematik öğretmenleri çözdüğü soruların sayı ve seviyesinden memnun olmadığı ve dersin pekiştirilmesi için daha fazla soru çözmesi gerektiğini inanıyor olabilir. Ayrıca yetersiz soru çözümü ders sayısının azlığına da bağlanabilir. Ders sayısı arttırılırsa, soru çözümünden çıkıp daha etkileşimli sınıf etkinlikleri yapılabilir ve böylelikle geometri dersinin ana hedefi olan “öğrencide 3 boyutlu şekilleri hayal etme”

becerisini kazandırılabilir. “Geometri dersi anlatımında öğretmenin uygulayamadığı sınıf içi etkinliklerin nedenleri” kategorisinin haftalık geometri ders saati değişkenine bağlı olarak incelendiğinde, en yüksek katılım %39,47 oran ile “süre sıkıntısı” olmuştur ve bu verilerin %39,39’sini “Öğretmen” kategorisindeki matematik öğretmenleri oluşturmaktadır. Bu bulgu doğrultusunda, “Öğretmen” kategorisindeki matematik öğretmenleri ders süresinin yeterli olmayışından dolayı geometri dersini etkili şekilde anlatamadığı, dersi yeteri kadar pekiştiremediği, öğrencinin şekilsel yeteneklerini ortaya koyamadığı verisine ulaşılabilir. “TIMMS’in yapmış olduğu araştırmaya bağlı olarak geometri alanında ülke olarak başarısız olma nedenleri” kategorisinin okul kategorisi değişkenine bağlı olarak incelendiğinde en yüksek katılım %21,94 oran ile “dersin soyut kalması” ve bu verilerin %50’i, “1 ders saati”ni geometri dersine ayıran matematik öğretmenleri oluşturmaktadır. Bu bulgu doğrultusunda; “1 ders saati”ni geometri dersine ayıran matematik öğretmenleri, geometri dersini öğrenciye ulaşması boyutunda soyut kaldığını, dersin sadece formül ve ezbersel bir yapıda anlatıldığını, yeteri pekiştirme yapılmadığı için öğrencinin şekilsel becerisini ortaya çıkaramadığını, öğrencinin zihninde 3 boyutlu modelleme yapılamadığını, ders sayı ve süresinin eksik olmasından dolayı da geometri dersinin öğrenci tarafından beklenen hedef davranışları kazanamadığı verisine ulaşılabilirler ve böylelikle hem öğrencilerin gireceği sınavlarda hem de ülkeyi temsil eden uluslararası sınavlarda geometri seviyemizin düşük kalabileceği verileri de elde edilebilmiştir.

Tablo 6’da görüldüğü gibi “Geometri dersi anlatımında öğretmenin kullandığı sınıf içi etkinlikler” kategorisinde en yüksek katılım %82,69 oran ile “öğretmenin soru çözmesi” olmuştur. Bu bulgu doğrultusunda, öğretmen sınıf içinde yapabilecek etkinlik olarak sadece soru çözebildiği, Öğrencilerle etkileşimli grup çalışması yapamadığı, 3 boyutlu şekillerle görsel hafızayı canlandırmadığı bilgileri çıkabilir. “Dersi daha etkili anlamak için öğretmenin kullanılabileceği eğitsel aktiviteler” kategorisinde en yüksek katılım %33,90 oran ile “daha fazla soru çözümü” olmuştur. Bu bulgu doğrultusunda, öğrencilerin ders sayısının azlığına bağlı olarak yeterince soru çözülemediğini ve buna bağlı olarak konuları tam anlamı ile pekiştirilemediği anlamı çıkabilir. “Dersi daha iyi anlayabilmek için kullanılabilecek eğlenceli uygulamalar” kategorisinde en yüksek katılım %45,45 oran ile “3 boyutlu programlar” olmuştur. Bu bulgu doğrultusunda, öğrenciler geometri çizimleri yaparken öğretmenlerin tahtaya çizdikleri 2 boyutlu şekillerden çok şekilleri döndürebilecekleri ve hayal etme becerilerini geliştirebilecekleri 3 boyutlu programlar ile dersi anlamlı bir şekilde uygulamak istedikleri sonucuna ulaşılabilir. “TIMMS’in sonuçlarına göre geometri alanında başarısızlığımızın nedenleri” kategorisinde en yüksek katılım %30,00 oran ile “geometri dersine yeteri önem verilmediği” görüşüdür. Bu bulgu doğrultusunda; geometrinin ders sayısının azlığına bağlı olarak dersin hedeflenen davranışlarına öğrenciler tarafından ulaşılamadığı, dersin öğrenciye sadece formül boyutunda verildiğinden dolayı soyut kaldığı ve gerçek anlamda derse önem verilmediği sonucuna ulaşılabilir.

Tablo 7’de görüldüğü gibi “Geometri dersi anlatımında öğretmenin kullandığı sınıf içi etkinlikler” kategorisinde cinsiyet değişkenine göre en yüksek katılım %82,69 oran ile “öğretmenin soru çözmesi” verisidir ve bu verinin %51,16’sını erkek öğrenciler oluşturmaktadır. Bu bulgu doğrultusunda, KKTC. kolejlerinde öğrenim gören erkek öğrencilerin, öğretmenlerinin sınıf içinde yapabileceği etkinlikler içerisinde sadece soru çözebildiği, öğrencilerle etkileşimli grup çalışması yapamadığı, 3 boyutlu şekillerle görsel



hafızayı canlandıramadığı bilgileri ortaya çıkabilir. “Dersi daha etkili anlamak için öğretmenin kullanılabileceği eğitsel aktiviteler” kategorisinde cinsiyet değişkenine göre en yüksek katılım %33,90 oran ile “daha fazla soru çözümü” verisidir ve bu verinin %60’ını erkek öğrenciler oluşturmaktadır. Bu bulgu doğrultusunda ,erkek öğrenciler ders sayısının azlığına bağlı olarak yeterince soru çözülemediğini ve buna bağlı olarak konuları tam anlamı ile pekiştirilemediği anlamı çıkarılabilir. Ayrıca dersi anlamakta üç boyutlu şekillerden , kağıt kullanarak yapılan şekilsel beceri kazanımlı faaliyetlerden, güncel hayatla pekiştirilen etkinlikler yapılabilmesi gerektiği halde ders süre ve sayısının az olmasından dolayı sadece soru çözülmesine bile razı olabildikleri sonucuna da varılabilir.“Dersi daha iyi anlayabilmek için kullanılabilecek eğlenceli uygulamalar” kategorisinde cinsiyet değişkenine göre en yüksek katılım %45,45 oran ile “3 boyutlu programlar” verisidir ve bu verinin %55,56’sını kız öğrenciler oluşturmuştur. Bu bulgu doğrultusunda, kız öğrenciler geometri çizimleri yaparken öğretmenlerin tahtaya çizdikleri 2 boyutlu şekillerden çok şekilleri döndürebilecekleri ve hayal etme becerilerini geliştirebilecekleri 3 boyutlu programlar ile dersi anlamlı bir şekilde uygulamak istedikleri sonucuna ulaşılabilmektedir. “TIMMS’in sonuçlarına göre geometri alanında başarısızlığımızın nedenleri” kategorisinde cinsiyet değişkenine göre en yüksek katılım %30,00 oran ile “geometri dersine yeteri önem verilmediği” verisidir ve bu verinin %55,56’sını kız öğrenciler oluşturmaktadır. Bu bulgu doğrultusunda; geometrinin ders sayısının azlığına bağlı olarak dersin hedeflenen davranışlarına öğrenciler tarafından ulaşılamadığı, dersin öğrenciye sadece formül boyutunda verildiğini, bundan dolayı da dersin soyut kaldığı ve gerçek anlamda derse önem verilmediği sonucuna ulaşılabılır.

Bu araştırmada; elde edilen veriler doğrultusunda araştırma amacına ilişkin aşağıdaki sonuçlar çıkarılmıştır:

KKTC liselerinde eğitim veren matematik öğretmenleri; geometri ders anlatımında kullandığı sınıf içi etkinlik olarak sadece klasik soru çözümünü tercih etmektedir. Bunun da en büyük nedenini ders sayısının az olmasına bağlamaktadırlar.

Bu araştırmanın bir başka sonucu da geometri dersinin matematik dersinden bağımsız bir ders haline getirilip en az haftada 3 saat olması gerekmektedir. KKTC’deki birçok okulda geometri ders saatleri, matematik dersinin içinde öğretmen inisiyatifine bırakılmış bir biçimdedir. Özellikle geometri konularının matematik kitapları içerisinde ve genellikle kitabın son kısmında yer alması bu nedenle öğrencinin eğitiminin son dönemine denk gelmesi ve öğrencinin bu dönemdeki motivasyon düşüklüğü öğrencinin bu dersi anlamlandıramamasına yani geometrinin yeteri kadar önemslenmemesine neden olmaktadır.

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## **İş-Aile Çatışmasının Psikolojik İyi Oluş Üzerindeki Etkisinin İncelenmesi: Bir Metaanaliz Çalışması**

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### **Özet**

İş-aile çatışmasının bireylerin iş ve aile rolleri arasında yaşamış oldukları sorunlardan kaynaklı stresin bir sonucu olarak ortaya çıktığı düşünülmektedir. Bu çatışma, bireyin psikolojik iyi oluş durumunu olumsuz etkilemekte ve ruhsal denge bozukluğuna yol açmaktadır. Bu bağlamda iş-aile çatışması bireylerin duygusal, sosyal ve akıl sağlıkları üzerinde önemli bir etkiye sahiptir. Bu çalışmanın amacı; iş-aile çatışmasının psikolojik iyi oluşu olumsuz etkileyen aracı değişkenler üzerindeki etki büyüklüklerinin incelenmesidir. Bu amaç doğrultusunda iş-aile çatışma düzeyinin stress, duygusal yabancılaşma, tükenmişlik ve uyum problemleri üzerindeki etki büyüklükleri incelenmiştir. Veriler 2008-2024 yılları arasında erişime açık tez ve makale çalışmalarından elde edilmiştir. Çalışma verileri; çalışma hayatındaki yetişkin Türk örneklem üzerinde uygulanan iş-aile çatışma ölçeği temel alınarak incelenmiştir. Bu çalışma bir Meta-analiz çalışmasıdır. Veriler Web of Science, Scopus, ULAKBİM veri tabanlarından elde edilmiştir. Araştırmanın evreni iş-aile çatışması yaşayan yetişkin Türk bireylerdir. Bu çalışmada “Evreni” temsil eden çalışmaların seçiminde, ölçüt örnekleme yöntemi kullanılmıştır. Çalışmada kullanılan ölçütler: Verilerin elde edilmesinde nicel çalışmalar kullanılmıştır. Ölçüm araçlarının cronbach alpha güven düzeyi ve aritmetik ortalama, standart sapma, korelasyon ve örneklem büyüklüğü değerleri alınmıştır. Bu kriterlere uygun olarak yayın yanlılığı göstermeyen toplam 39 çalışma meta-analiz kapsamına alınmıştır. Meta-analiz’de Begg ve Mazumdar Sıra Fark Korelasyonu, Classic Fail-Safe N Testi, Forest Chart, Q değeri ve p anlamlılık düzeyi hesaplanmıştır. Çalışmanın anlamlılık düzeyi 0.05'tir. Çalışma bulgularına göre çalışan yetişkinlerde iyi oluş üzerinde genel etki büyüklüğü orta düzeyde

bulunmuştur. Aracı değişkenlere göre: stres etki büyüklüğü yüksek düzeyde, tükenmişlik yüksek düzeyde, uyum problemleri ile düşük düzeyde, duygusal yabancılaşma üzerinde yüksek düzeyde etki büyüklükleri bulunmuştur. Elde edilen bulgular alanyazın çalışmaları ile birlikte tartışılmıştır. Çalışma sonuçlarının alanda çalışma yapan uzmanlara katkıda bulunması beklenmektedir.

**Anahtar Sözcükler:** İş-Aile Çatışması, Tükenmişlik, İyi Oluş, Meta-Analiz

## **The Effect of Work-Family Conflict on Psychological Well-Being Examining: A Meta-Analysis Study**

### **Abstract**

It is thought that work-family conflict occurs as a result of stress caused by problems experienced by individuals between their work and family roles. This conflict negatively affects the individual's psychological well-being and leads to mental imbalance. In this context, work-family conflict has a significant effect on the emotional, social and mental health of individuals. The aim of this study is to examine the effect sizes of work-family conflict on mediating variables that negatively affect psychological well-being. For this purpose, the effect sizes of work-family conflict level on stress, emotional alienation, burnout and adaptation problems were examined. Data were obtained from theses and articles open to access between 2008-2024. The study data were examined based on the work-family conflict scale applied to the adult Turkish sample in working life. This study is a Meta-analysis study. Data were obtained from Web of Science, Scopus, ULAKBİM databases. The universe of the study is adult Turkish individuals experiencing work-family conflict. In this study, criterion sampling method was used in the selection of studies representing the "Universe". Criteria used in the study: Quantitative studies were used to obtain the data. Cronbach alpha confidence level and arithmetic mean, standard deviation, correlation and sample size values of the measurement tools were taken. A total of 39 studies that did not show publication bias in accordance with these criteria were included in the meta-analysis. Begg and Mazumdar Rank Difference Correlation, Classic Fail-Safe N Test, Forest Chart, Q value and p significance level were calculated in the meta-analysis. The significance level of the study is 0.05. According to the study findings, the general effect size on well-being in working adults was found to be moderate. According to the mediating variables: high level of stress effect size, high level of burnout, low level of adaptation problems and high level of effect sizes on emotional alienation were found. The findings obtained were discussed together with the literature studies. It is expected that the study results will contribute to experts working in the field.

**Keywords:** Work-Family Conflict, Burnout, Well-Being, Meta-Analysis

## **Giriş**

Çalışma ortamı, bireylerin günlük zamanlarını geçirdikleri değerli bir mekandır. Bu açıdan bakıldığında refahın korunması, motive edici çalışma ortamları, gelişime açık ve uyum sağlayan bir örgüt kültürünün önemli olduğu düşünülmektedir. Çalışanların örgütsel bağlılık duyguları iş motivasyonunu etkileyen önemli bir faktördür. Genel olarak çalışan çiftlerin iş, aile ve sosyal alanlarda denge kurabilmesi işe olan duygusal bağlılık düzeylerinde artış sağlanmasına neden olmaktadır. Düşük iş motivasyonu aileler arasındaki stres düzeyini artırmakta ve işe bağlılıkları azalmaktadır (Akbolat, Kahraman ve Öztürk;2016). Yıkıcı iş stresinin iş performansı, uyum ve inisiyatif üzerinde etkili olduğu görülmektedir (Altınsoy, 2021). Öte yandan iş başarısızlığı aile sorunlarını ve tükenmişliği artırmaktadır. Bu psikolojik etkiler sadece aile ile sınırlı kalmayıp kişinin sosyal çevresini de olumsuz etkilemektedir (Altıntopa ve Aydın, 2021). İş ve aile ortamındaki çatışmaların işe odaklanma, bağlılık ve performans üzerinde olumsuz etkileri olduğu literatürde yaygın olarak belirtilmektedir (Tokmak, 2021). İşe uyum sağlamak; mesleki kariyeri, psikolojik refahı ve genel olarak sosyal ilişkileri etkiler. Çünkü çalışanların duygusal emekleri azaldıkça sağlık kaygıları, uyku sorunları, stres, karamsarlık, yorgunluk, başarısızlık ve intihar düşünceleri artmaktadır (Çelik ve Turunç, 2011). Literatürdeki çalışmalar sağlıklı bir çalışma ortamının iş-aile dengesine dayandığını vurgulamaktadır (Öztrak, 2023). İş aile çatışması genel anlamda bireylerin iyi oluşunu olumsuz etkilemek kalmamakta aynı zamanda, fiziksel, duygusal, psikolojik ve sosyal sağlığı da kapsayan geniş etkilere sahip bir kavramdır. Bu nedenle iş aile çatışmasını iyi oluş üzerindeki etkilerini ortaya koymak hem iş yerinde hemde ev ortamında mutlu, sağlıklı ve dengeli bir yaşam sürebilmek için kritik öneme sahiptir. Bu çalışma ile çalışan Türk örneklem üzerindeki İş-aile çatışmasının iyi oluşa etkisi incelenecektir. Ayrıca; iş-aile çatışmasının iyi oluşla ilişkili bazı aracı değişkenlerden; stres, duygusal yabancılaşma, tükenmişlik ve genel uyum problemleri üzerindeki etki büyüklükleri de araştırma kapsamında analize dâhil edilmiştir.

## **Yöntem**

Bu çalışmanın verileri betimsel analize göre toplanmış ve bu veriler meta-analiz tekniği ile analiz edilmiştir. Meta-analiz, farklı çalışmalardan elde edilen bulguları birleştirerek genel bir sonuca ulaşmanın yolunu açan bir analiz türüdür (Dinçer, 2014). Farklı bir ifade şekliyle aynı konuda yapılmış birbirinden farklı çalışma sonuçlarını birleştirilmesi ve elde edilen sonuçların eleştirel olarak yeniden gözden geçirilmesini içeren bir literatür tarama yöntemidir. Meta-

analiz çalışmaları ilk zamanlarda sağlık bilimleri alanında yaygın bir kullanım alanına sahipken günümüzde tüm bilim alanlarında kullanılan bir yöntem olarak karşımıza çıkmaktadır (Dinçer, 2014).

## Veri Toplama

Veriler 2008-2024 yılları arasında yapılmış tez ve makale çalışmalarından elde edilmiştir. Araştırmaya esas veriler; İş-aile çatışması ölçeği ile ilgili değişkenler arasındaki ölçüm araçlarından elde edilmiştir. Bu çalışma bazı ölçütlere göre incelenmiştir. Çalışmalar Web of Science, Scopus, ULAKBİM veri tabanlarından elde edilmiştir. Araştırmanın evreni, iş-aile çatışması yaşayan Türk yetişkin bireylerdir. Bu çalışmada, evren değerini temsil eden çalışmaların seçiminde ölçüt örnekleme yöntemi kullanılmıştır. Verilerin elde edilmesinde nicel çalışmalardan yararlanılmıştır. Ölçütler arasında cronbach alfa güven düzeyi ile ölçüm araçlarının aritmetik ortalama, standart sapma, korelasyon ve örneklem büyüklüğü değerleri alınmıştır. Bu ölçütler doğrultusunda toplam 39 çalışma meta-analize dâhil edilmiştir. Meta-analizde Begg ve Mazumdar Sıra Farkı Korelasyonu, Klasik Fail-Safe N Testi, Orman Grafiği, Q değeri ve p anlamlılık düzeyi hesaplanmıştır. Çalışmanın anlamlılık düzeyi 0,05'tir. Çalışmaya dahil edilen örneklem büyüklüğü 14165'tir. Bu çalışmanın sonuçlarını çürütmek için "p-değeri > alfa değerinden büyük olan 3534 karşı makale" gerekmektedir. Buna göre, çalışmanın güven düzeyinin çok yüksek olduğu söylenebilir.

## Veri Analizi

Etki büyüklükleri hesaplamalarında CMA (Comprehensive Meta Analysis) programı kullanılmıştır. Öncelikle çalışmaların bireysel etki büyüklükleri hesaplanmış daha sonra ise genel etki büyüklüğü hesaplanmıştır. Veri analizi öncesinde çalışmalar aracı değişkenlere göre betimsel kodlama yapılarak kodlanmıştır. Tanımlayıcı kodlama Tablo 1'de sunulmuştur.

**Tablo 1:** Tanımlayıcı Kodlama Tablosu

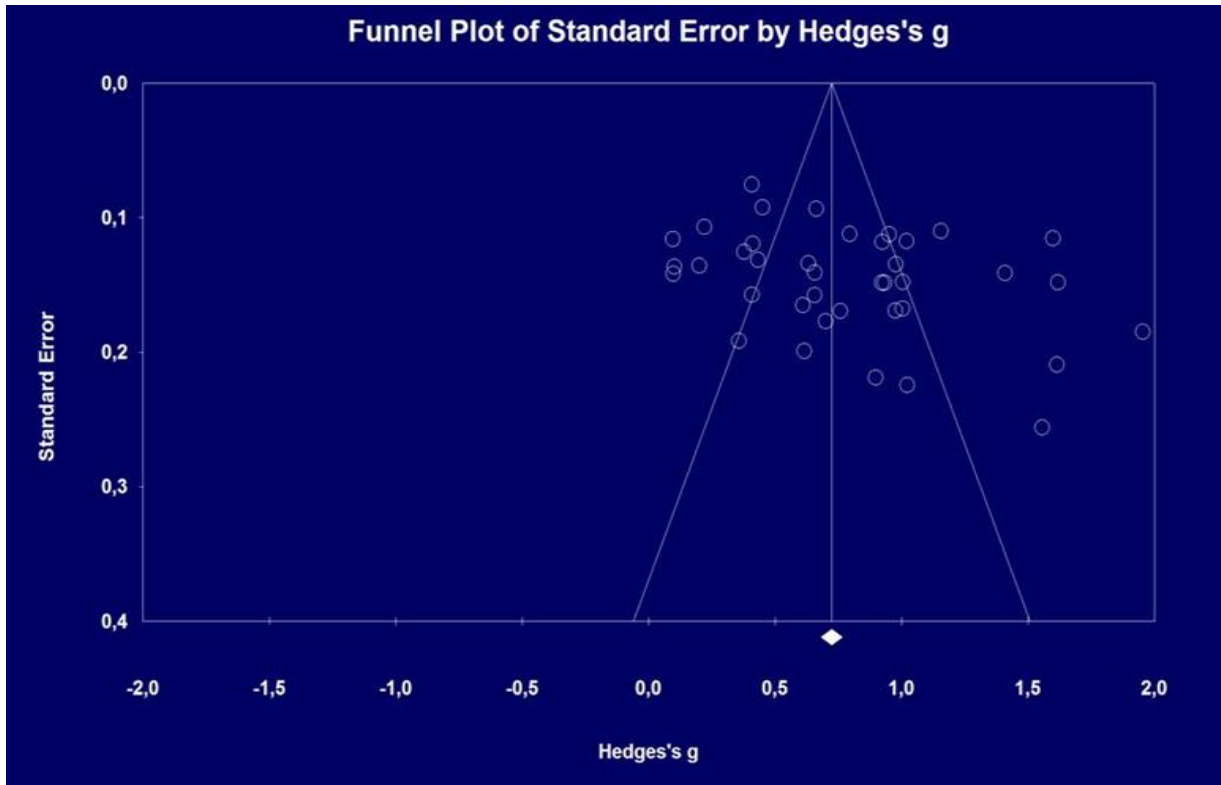
Genel Değişken	Aracı Değişkenler
İYİ OLUŞ	Stres
	Duygusal Yabancılaşma
	Tükenmişlik
	Genel Uyum Problemleri

Meta-analize dâhil edilen çalışmaların yayın yanlılığı değerleri Begg ve Mazumdar'ın sıra farkı korelasyon testine göre analiz edilmiştir. Güvenirlik düzeyi klasik güvenli N Testi ile analiz edilmiştir. Homojenlik testi ise Koni grafiği, Q değeri ve p anlamlılık düzeyi incelenerek

belirlenmiştir. Büyüklük etkisi Hedges'in g değerine göre hesaplanmıştır. Çalışmada anlamlılık düzeyi 0,05'tir. Büyüklük etkisi düzeylerini açıklamada veri boşlukları temel alınmıştır (-0,15 - 0,15 önemsiz; 0,15 - 0,40 düşük; 0,40-0,75 orta; 0,75-1,10 yüksek; 1,10-1,45 çok yüksek; 1,45'ten yüksek mükemmel) (Dincer, 2014).

### Bulgular

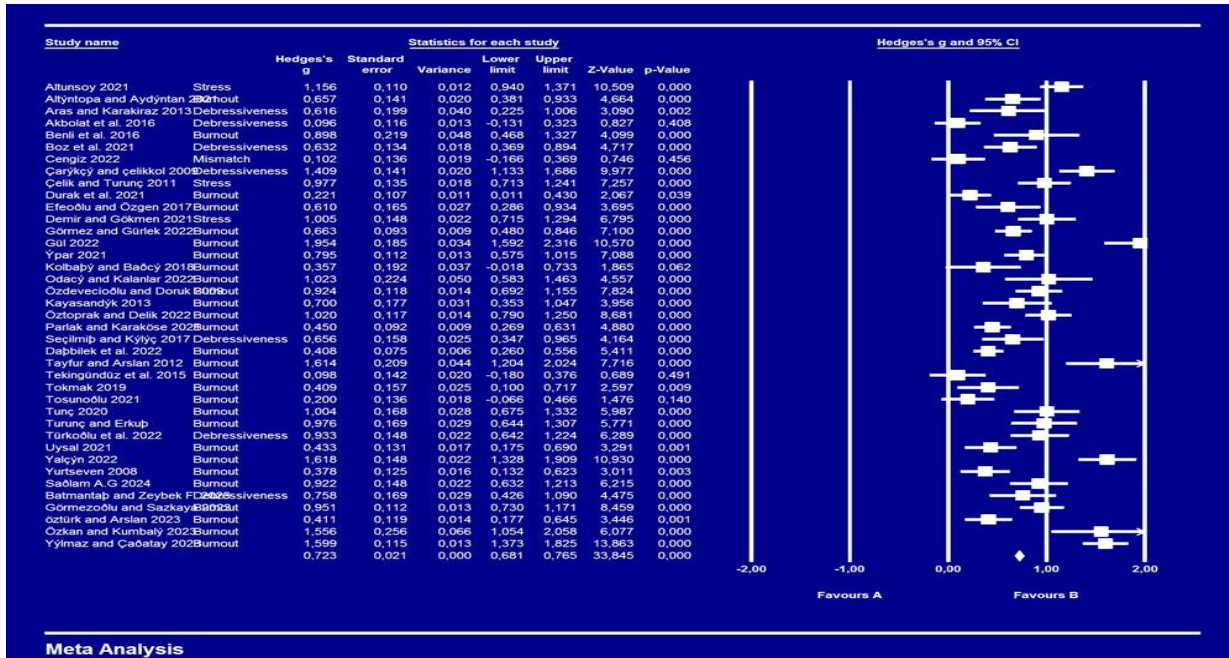
Çalışmada iyi oluş halini etkileyen faktörlerin genel etki büyüklüğü incelenmiştir. Veri analizi öncesinde; bireysel çalışmalar için yayın yanlılığı test edilmiştir. Begg ve Mazumdar sıra farkı testine göre Tau katsayısı 1,00'a yakın, p değeri ise 0,05'ten büyük bulunmuştur (Tau=0,219, p=0,06). Bu bulgular çalışmalarda yayın yanlılığının olmadığını göstermektedir. Homojenlik testine göre ise;  $Q > df$  olması meta-analize dahil edilen çalışmaların benzer yapıda olmayıp heterojen bir dağılım sergilediğini göstermektedir ( $Q=589$ ,  $df=38$ ,  $*p<0,001$ ). Elde edilen sonuçlar çerçevesinde analizde istatistiksel model olarak rastgele etkiler modelinin kullanılması uygun görülmüştür. Huni Saçılma grafiği Şekil 1'de gösterilmiştir.



Şekil 1: Huni Saçılma Grafiği

Bulgulara göre, genel etki büyüklüğü Rastgele Etki Modeline göre hesaplandı. Genel etki büyüklüğü, Şekil 2'de gösterilen orman grafiği üzerinden analiz edildi.





**Şekil 2:** Çalışmalara Ait Etki Büyüklüğü Değerleri ve Ağırlıkları (Orman Grafiği)

Çalışma verilerinin sapma aralığı Şekil 1'de sunulmuştur. Buna göre, Jobing aralığı -0,00-2,00 arasında değişmektedir. Bu, dağıtım aralığını aşan hiçbir çalışma olmadığını göstermektedir.

İyi oluşa aracılık eden değişkenlerin genel etki büyüklüğü Tablo 2'de sunulmuştur.

**Tablo 2:** İyi Oluş Aracılık Eden Değişkenlerin Genel Etki Büyüklüğü

	Hedges's g	Standart Hata	Z Testi	Alt Sınır (min)	Üst Sınır (max)	*p
İyi Oluş	0.723	0.085	9.956	0.679	1.012	0.000

\*p<0,001; Hedges'in g=g; Alt Sınır-Üst Sınır: %95 güven aralığı.

Tablo 2'de rastgele etkiler modeline göre; 0.085 standart hata ve %95'lik güven aralığının alt sınırı 0.679 ve üst sınırı 1.012 ile ortalama etki büyüklüğü değerinin 0.723 orta düzeyde olduğu bulunmuştur. Bu İstatistiksel anlamlılığın açıklanması amacıyla gerçekleştirdiğimiz Z-testi sonucu (Z=9.956) olarak bulunmuştur. Elde edilen sonucun p=0.000 ile istatistiksel anlamlılığa sahip olduğu söylenebilir (Z=9.956; p=0.000).

Bulunan değerler, aracı değişkenlerin iyi oluş üzerinde orta düzeyde (g=0,723) bir genel etki büyüklüğüne sahip olduğunu ve istatistiksel olarak elde edilen sonuçların anlamlı olduğunu göstermektedir. Araştırmanın ikinci aşamasında hesaplanan aracı değişkenlere göre etki büyüklükleri Tablo 3'te sunulmuştur.

**Tablo 3:** Aracı Değişkenlere Göre Etki Büyüklükleri

Aracı Değişkenler	Hedges's g	Standart Hata	Z Testi	Alt Sınır (min)	Üst Sınır (max)	*p
Stres	1.200	0.095	12.675	1.015	1.386	0.000
Uyum Problemi	0.181	0.095	1.904	-0.005	0.368	0.057
Tükenmişlik	0.802	0.085	9.491	0.636	0.968	0.000
Duygusal Yabancılaşma	0.753	0.148	4.746	0.411	1.098	0.000

\*p<0,001; Hedges'in g=g; Alt Sınır-Üst Sınır: %95 güven aralığı.

Tablo 3'te; İyi oluş üzerinde etkili aracı değişkenlerden stres değişkeninin etki büyüklüğünün çok yüksek (g=1.200) olduğu, Uyum değişkeninin etki büyüklüğünün düşük (g=0.181), Tükenmişlik değişkeninin etki büyüklüğünün yüksek (g=0.802) ve Duygusal Yabancılaşma değişkeninin etki büyüklüğünün yüksek (g=0.753) düzeyde etkili olduğu bulunmuştur.

### Tartışma ve Sonuç

Bu çalışma kapsamında; iş-aile çatışması yaşayan bireylerin iyi oluş üzerindeki genel etki büyüklüğü incelenmiştir. Ayrıca iyi oluşu etkileyen bazı aracı değişkenlerden stress, uyum problemi, tükenmişlik ve duygusal yabancılaşma üzerindeki etki büyüklükleri de incelenmiştir. Bu çalışmada, tüm aracı değişkenler ile aile içi çatışma düzeyleri arasında uyum problemleri hariç istatistiksel düzeyde anlamlı etkiler bulunmuştur. Uyum problemleri ile ilgili bu sonuç yetersiz örneklem büyüklüğünden kaynaklanıyor olabilir.

Özellikle stres ve duygusal yoksunluk etki büyüklükleri yüksek seviyelerde gözlenmiştir. Sağlık çalışanları üzerinde yapılan bazı çalışmalar stresin iş tatmini, aile uyumu ve odaklanma üzerindeki etkilerini ortaya koymuştur (Yılmaz ve Çağatay, 2023; Batmantay ve Zeybek, 2023). Cingi ve Santas (2023) ve Sağlam (2024) tarafından sağlık çalışanları üzerinde yapılan başka bir çalışmada, iş yükü, insan sorumluluğu faktörlerinin stresi ve aile içi çatışmaları artırdığı bildirilmektedir. Nurengin ve Büyükgöze-Kavaz (2023), farklı iş alanlarında çalışan bireyler üzerinde yaptıkları çalışmada düşük iş performansının aile içi çatışmaları ve eşler arasındaki ilgisizliği artırdığını vurgulamışlardır. Literatürde tükenmişlik (Özkan ve Kumbalı, 2023; Ozan, Bayar ve Alakel, 2023), iş doyumu (Tezcan, 2023; Yıldırım, 2023; Görmezoğlu ve Sazkaya, 2023), işten ayrılma, duygusal tükenmişlik, kaygı (Buse, 2023; Düzcü ve Soyuk, 2023) bulgularıyla iş-aile çatışmalarına vurgu yapılmaktadır. Bu çalışmayla elde edilen sonuçların literatür tarafından desteklendiği görülmektedir.

Bu çalışmada, iş-aile çatışmasının iyi oluşa genel etki büyüklüğü ile aracı değişkenlerden stres, duygusal yoksunluk, tükenmişlik ve uyumsuzluk üzerindeki etki büyüklükleri incelenmiştir. Sonuç olarak etki büyüklüğü açısından ölçülebilen bazı değişkenlere göre önemli sonuçlara

ulaşıldığı düşünölmektedir. İş-aile çatışmasının strese yüksek düzeydeki etkisinin alanda çalışan uzmanların dikkatine değeri olduđu bulunmuştur. Bu konuda stress yönetimi eğitim çalışmalarının önemi ve stress kaynaklarının nedenlerine yönelik nitel çalışmaların yapılmasına duyulan ihtiyaç vurgulanabilir. Ayrıca ilerki çalışmalarda farklı örneklem grupları veya yabancı örneklem üzerinde çalışmaların yapılması önerilir.

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## **Ergenlerin Öz-Şefkat ve Psikolojik Sağlamlık Düzeylerine Algılanan Helikopter Ebeveyn Tutumunun Etkisinin İncelenmesi**

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### **Özet**

Günümüzde ebeveynlik tarzları, ergenlerin duygusal ve psikolojik gelişimlerini etkileyen önemli bir faktördür. Ergenlik dönemi fiziksel, cinsel, sosyal, duygusal yönden bir takım değişiklikleri beraberinde getirir. Bu dönemdeki hızlı değişiklikler ergen-ebeveyn ilişkilerini yeniden yapılandırma yönüyle önem teşkil eder. Ergenlik dönemi, bireyin kimlik kazanım sürecinin hız kazandığı, bağımsızlık ve bireyselleşme anlayışının oluştuğu ve sosyal ilişkilerinin derinleştiği kritik bir evredir. Ebeveyn tutumları ergen bireylerin kişilik gelişimini olumlu ya da olumsuz etkileyebilir. Bireylerin psikolojik iyi oluşu, toplumun yapı taşı olan ailenin ve ebeveynlerin duygusal, sosyal yönden desteklenmesiyle mümkündür. Ailenin duygusal refahını arttırmak toplumsal düzlemde etkileşim içinde olunan o ülkedeki hatta dünyadaki tüm fertleri etkileyen bir yapıya dönüşür. Öz-şefkat, bireyin kendisine yönelik nazik, anlayışlı bir tutum içinde olması, psikolojik sağlamlık ise zor yaşantılarla baş etme becerisi olarak tanımlanabilir. Bireyde öz-şefkat düzeyinin düşük olması, ruhsal sağlık sorunlarının altında yatan önemli bir faktör olabileceği gibi duygu düzenleme becerilerinin azalmasıyla da ilişkili de olabilir. Son yirmi yılda, genel olarak ruhsal sağlık sorunlarına ve özel olarak kaygı bozukluklarına karşı koruyucu bir tampon oluşturabileceği düşünülen öz-şefkat becerileri üzerine yapılan çalışmalar gitgide artmaktadır. Bireylerin olumsuz yaşantılara direnme, bunların sonuçlarına katlanma ve tüm bunlara psikolojik sağlamlık gösterme konusundaki yeteneği önemli çalışma alanı haline gelmiştir. Çalışmanın amacı, ergenlerin öz-şefkat ve psikolojik sağlamlık düzeyleri ile algılanan helikopter ebeveyn tutumları arasındaki ilişkinin incelendiği bir araştırmaya odaklanmaktadır. Araştırmanın bulgularına bakıldığında; anne ve babadan algılanan helikopter ebeveynlik düzeyleri; psikolojik sağlamlık ve öz-şefkat

düzeylerinde cinsiyetler arasında; her dört değişkende erkeklerin ortalamasının anlamlı olarak daha yüksek olduğu anlaşılmıştır. Dördüncü çocukların annelerinden algıladıkları helikopter ebeveynlik düzeyinin birinci ve ikincisinin algıladıkları düzeyinden anlamlı olarak daha düşük olduğu görülmüştür. Anne ve baba eğitim düzeyine göre; ilkokul mezunu olan anne ve babaların çocuklarının psikolojik sağlamlık düzeylerinin lise ve üniversite mezunu olanların çocuklarından anlamlı olarak daha yüksek olduğu; psikolojik sağlamlık ve öz-şefkat arasındaki ilişkiler incelendiğinde anne ve babadan algılanan helikopter ebeveynlik arasında çok yüksek düzeyde ve pozitif yönde anlamlı bir ilişki olduğunu göstermektedir. Psikolojik sağlamlık ve öz şefkat arasında da yüksek orta düzeyde ve pozitif bir ilişki bulunmuştur. Ancak hem anne hem de babadan algılanan helikopter ebeveynlik tutumları ile psikolojik sağlamlık ve öz-şefkat düzeyleri arasında ise negatif yönde ve anlamlı düzeyde ilişkiler mevcuttur.

**Anahtar Sözcükler:** Ergenlik, Öz Şefkat, Psikolojik Dayanıklılık, Helikopter Ebeveyn Tutumu

## **Perceived Self-Compassion and Psychological Resilience Levels of Adolescents Examining the Effect of Helicopter Parent Attitude**

### **Abstract**

Today, parenting styles are an important factor affecting the emotional and psychological development of adolescents. Adolescence brings with it a number of physical, sexual, social and emotional changes. Rapid changes in this period are important in terms of restructuring adolescent-parent relationships. Adolescence is a critical phase in which the individual's identity acquisition process accelerates, an understanding of independence and individualization is formed, and social relationships are deepened. Parental attitudes can positively or negatively affect the personality development of adolescent individuals. The psychological well-being of individuals is possible with the emotional and social support of the family and parents, which are the building blocks of society. Increasing the emotional well-being of the family turns into a structure that affects all individuals in that country and even the world with whom they interact on a social level. Self-compassion can be defined as the individual having a kind and understanding attitude towards himself, and psychological resilience can be defined as the ability to cope with difficult experiences. Low levels of self-compassion in an individual may be an important factor underlying mental health problems, or it may also be related to decreased emotion regulation skills. In the last two decades, there has been an increasing number of studies on self-compassion skills, which are thought to provide a protective buffer against mental health problems in general and anxiety disorders in particular. The ability of individuals to resist negative experiences, endure their consequences, and

demonstrate psychological resilience has become an important field of study. The purpose of the study focuses on a research examining the relationship between adolescents' self-compassion and psychological resilience levels and perceived helicopter parent attitudes. Looking at the findings of the research; perceived helicopter parenting levels from mother and father; between genders in psychological resilience and self-compassion levels; It was understood that the average of men was significantly higher in all four variables. It was observed that the level of helicopter parenting that the fourth child perceived from their mothers was significantly lower than the level perceived by the first and second children. According to the education level of the mother and father; The psychological resilience levels of children of primary school graduates are significantly higher than the children of high school and university graduates; When the relationships between psychological resilience and self-compassion are examined, it shows that there is a very high and positive significant relationship between helicopter parenting perceived by the mother and father. A high, moderate and positive relationship was also found between psychological resilience and self-compassion. However, there are negative and significant relationships between helicopter parenting attitudes perceived by both mothers and fathers and levels of psychological resilience and self-compassion.

**Keywords:** Adolescence, Self-Compassion, Psychological Resilience, Helicopter Parent Attitude

## Giriş

Ergenlik dönemi gelişim özellikleri; fiziksel, cinsel, bilişsel, duyuşsal, psiko-sosyal gibi çok yönlü olarak bu çalışmada değerlendirilecek bunun yanı sıra kuramsal boyutuyla farklı düşünürlerin savunduğu görüşler ele alınarak incelenecektir. Bu görüşlerden ilki psikanalitik kuramın öncüsü Sigmund Freud'a aittir. Freud, psikanalizin kurucusu olarak bilinir ve psikoseksüel gelişim kuramını geliştirmiştir. Erken çocukluk çağında yerine getirilemeyen gelişim görevlerinin ikinci raundu olarak görülen ergenlik döneminin, yeni bir hesaplaşma için ergen bireyin sahnede yerini aldığı dönem olduğunu savunur. Freud'a göre, kişilik yaşamın ilk altı ayında biçimlenir. Psikoseksüel gelişim kuramına göre, bireyin cinsel açıdan doyurulması gereken farklı haz bölgeleri vardır. Bu dönemlerde oluşacak yoksunluk ya da tam tersi aşırı doyum, libidonun başka bir bölgeye geçmesi yerine mevcut bölgede saplanıp kalmasına neden olabilir. Bu durum, ileride belirli kişilik özelliklerinin gelişmesine yol açabilir. Bu kuram, ihtiyaçların ve dürtülerin çevre ile nasıl etkileşime girip şekillendiğini vurgular. Freud, yaşamdaki en önemli kişilerin anne, baba ve kardeşler olduğunu söyler. Çocukken karşılanmayan ihtiyaçların yetişkin dönemde önemli ötekiler aracılığıyla giderilmeye



çalışıldığını ifade eder. Bu yönüyle ergen-ebeveyn ilişkilerinin çocukluk dönemindeki önemi çok daha önem kazanır.

Piaget'in bilişsel zeka kuramına göre bireyler, kendi anlayışları ve düşünme yeteneklerini nasıl geliştirdiklerine dair değerli bir bakış açısı sunar. Yaşam dönemleri bireysel gelişim evrelerine ayrılmıştır ve her birey kendi hızında ilerler. Ergenlik dönemindeki bireyler soyut işlemler (formel işlem) evresinde bulunur. Bu evrede, bireylerin düşünme yetenekleri daha karmaşık hale gelir ve bilimsel akıl yürütme yeteneği geliştirirler. Bu, bireylerin hipotetik-dedüktif muhakeme yapabilme yeteneği anlamına gelir, yani belirli bir durum için tüm olası sonuçları düşünme ve bunları mantıksal olarak değerlendirme yeteneği olarak tanımlanabilir.

Erik Erikson'un psikososyal gelişim kuramına göre, bireylerin yaşamları boyunca sekiz ayrı evreden geçtiği öne sürmüştür. Kimlik karmaşası evresi ergenlik dönemine denk gelen beşinci evredir. Bu evrede, ergenler kim olduklarını ve hayatta ne olmak istediklerini sorgularlar. Erikson, bu evrenin ergenlerin kimliklerini oluşturdukları ve kendilerini toplum içinde nasıl konumlandıracaklarını belirledikleri bir dönem olduğunu belirtmiştir. Bu süreçte ergenler, farklı rolleri, ideolojileri ve inançları deneyimlerler. Eğer ergenler bu evreyi başarıyla tamamlarsa, kendilerine özgü bir kimlik geliştirirler. Ancak, eğer ergenler kimliklerini oluşturmakta başarısız olurlarsa, kimlik bocalaması yaşarlar. Bu durum, ergenlerin kim olduklarına dair belirsizlik ve karışıklık yaşamalarına neden olabilir. Erikson'un kuramına göre, ergenlik dönemi bireyin kimlik gelişimi açısından kritik bir öneme sahiptir. Bu dönemde yapılan seçimler ve deneyimler, bireyin yetişkin kimliğinin temelini oluşturması sebebiyle Erikson'un kuramı, ergenlik döneminin önemini vurgular. Bağımsızlık arayışı, duygusal dalgalanmalar, iletişim zorlukları, sınırların yeniden çizilmesi, değişen rol dinamikleri bu değişikliklere örnek verilebilir.

Öz-şefkat, bireyin kendi kendine duyduğu kabul, anlayış ve sevgiyle ilgili bir kavramdır. Ergenlerin stresle daha etkili bir şekilde başa çıkmalarına, öz-anlayış geliştirmelerine ve kendilerine karşı affedici olmalarına yardımcı olur. Öz-şefkat kavramı, alt boyutlarıyla öz-sevecenlik, bilişsel farkındalık ve ortak insanlık hissiyatı olarak üç farklı boyutuyla incelenmiştir. Ergenlik döneminde öz-şefkat, bireyin kendini anlaması, kabul etmesi ve olumlu içsel bir dil geliştirmesi yönüyle kritik bir öneme sahiptir. Bu, gençlerin duygusal refahlarını artırmalarına ve kişisel gelişimlerini desteklemelerine yardımcı olabilir. Ergenlik dönemi, kişilik gelişiminin dönüm noktasıdır ve bu dönemde sahip olunan öz-şefkatli farkındalık birçok açıdan anlamlıdır. Kendine karşı anlayışlı olmak, zor durumlarla başa çıkmak için gerekli olan duygusal dayanıklılığı artırabildiği gibi ergenlerin duygusal iyi oluşlarını destekleyebilir, olumlu duyguları teşvik ederek ve negatif duyguları azaltabilir. Öz-şefkat, ergenlerin sağlıklı

ilişkiler kurmalarına yardımcı olabildiği gibi öz saygılarını da arttırabilir. Kendine karşı nazik olan insanlar, başkalarına karşı da daha anlayışlı olabilirler. Bu nedenlerle, öz-şefkat, ergenlerin ruhsal sağlıklarını iyileştirmek için önemli bir araçtır. Ergenler, öz-şefkat becerilerini geliştirerek, genel refahlarını artırabilir ve bu sayede yetişkinlik döneminde daha sağlıklı ilişkiler kurmaları için kendilerine iyi birer dayanak sağlayabilirler.

Psikolojik sağlamlık, bireyin zorluklarla baş etme gücünü artıran bir özellik olarak tanımlanabilir. Doğuştan gelen bir yetenek değil, öğrenilebilir ve geliştirilebilir bir beceridir. Ergenlik dönemi, bireyin psikolojik sağlamlığını geliştirmesi için önemli bir fırsattır. Ergenler, psikolojik sağlamlığını artırmak için, kendilerine güvenmeyi, olumlu düşünmeyi, duygularını yönetmeyi, hedefler belirlemeyi, destek aramayı ve esnek olmayı öğrenebilirler. Ebeveyn tutumları, ergenlerin psikolojik sağlamlığını etkileyen önemli bir faktördür. Ebeveynler, ergenlerin psikolojik sağlamlığını desteklemek için, onlara sevgi, saygı, ilgi, güven, özgürlük ve sorumluluk vermelidir. Ebeveynler, ergenlerin zorluklarla başa çıkmalarına yardımcı olmak için, onlara rehberlik etmeli, onları cesaretlendirmeli, desteklemeli ve takdir etmelidir. (Bluth vd., 2016).

Helikopter ebeveyn tutumu, ergenlerin ruhsal sağlığı üzerinde olumsuz etkileri olan bir ebeveynlik tarzıdır. Araştırmalar, helikopter ebeveyn tutumunun ergenlerde anksiyete ve depresyon belirtileriyle ilişkili olduğunu göstermiştir (Srivastav & Lal Mathur, 2021). Helikopter ebeveyn tutumu, ergenlerin karar verme, problem çözme ve sorumluluk alma becerilerini geliştirmelerini engelleyerek, onların bağımsızlık anlayışlarını ve özgüven becerilerini zayıflatmıştır (Vigdal & Brønnick, 2022). Helikopter ebeveynler ergenlerin akademik başarılarını, onların performansını sürekli denetleyerek ve onlara baskı yaparak düşürmüşlerdir. Bu tutum, ergenlerin ruhsal sağlığını iyileştirmek için sergilenen motivasyonel bir ebeveynlik tarzı değildir. Ergenlerin, kendilerine güvenen, bağımsız, sorumluluk sahibi ve mutlu bireyler olabilmeleri için, onlara sevgi, saygı ve ilgi gösterilmeli yeterince özgürlük ve sorumluluk verilmelidir. Ayrıca, helikopter ebeveynler çocuklarının akademik başarılarını da olumsuz etkileyebilir. Çocuklarının ödevlerine, sınavlarına, projelerine fazla yardım eder veya onların yerine bu görevleri yerine getirirler bu da ergenlerin kendi becerilerine güvenmelerini azaltarak, öğrenme sorumluluğu almalarını ve yaratıcılıklarını geliştirmelerini engeller (Avcı & Güleç, 2020).

Ergenlik döneminde nasıl bir ebeveyn tutumu sergilendiği, çocukluktan sıyrılıp genç birey olma yolunda adım atan ergenin çok yönlü gelişimlerinde hayati rol oynar. Helikopter ebeveynler, çocuklarının hayatlarında aşırı derecede müdahalede bulunarak onların bağımsız bir yaşam sürmelerini engelleyebilir. Bu durum, ergenin kendi kararlarını almakta

zorlanmasına, sorumluluk almakta güçlük çekmesine ve yaşam becerilerini öğrenme sürecini geciktirmesine neden olabilir. Sürekli gözetim altında yetişen ergenler, kendi yeteneklerine ve karar alma becerilerine güvenme konusunda sorunlar yaşayabilirler. Helikopter ebeveynlik, çocuğun başarısızlıklarını engellemeye yönelik olumlu bir çaba gibi görünse de, bu durum ergenin kendi potansiyelini keşfetmesine ve öz saygı geliştirmesine engel olabilir. Ergen bireylerin her anını kontrol etmeye çalışmak ve onlara sürekli müdahalede bulunmak ruhsal gelişimlerini olumsuz etkileyebildiği gibi kaygı, stres ve başkalarına bağımlılık geliştirmesine de neden olabilir. Helikopter ebeveyn tutumu, ergenin sosyal ilişkilerinde bir takım olumsuzluklara da yol açabilir. Sürekli olarak onların arkasını kollamak ve her durumda onlara müdahale etmek olumlu sosyal beceriler geliştirmelerini engelleyebilir, her türlü riskten ve sorundan kaçınmalarına neden olabilir, problem çözme becerilerini zayıflatarak zorluklarla başa etme becerilerini azaltabilir. Helikopter ebeveyn tutumuyla büyütülen çocuklar genellikle bağımsız olmakta isteksiz davranabilirler. Bu, ergenin kendi yaşamını yönlendirmek ve kendi hedeflerini belirlemek konusunda güçlük çekmesine neden olabilir. (Çetinkaya, 2023).

Gelişim dönemi itibariyle risk altında olduğu düşünülen ergen bireylerin aileleriyle sağlıklı ilişkiler kurmasına zemin hazırlamak, ailelere ebeveyn tutumlarının çocukların içsel dünyalarında ne denli önemli olduğu konusunda farkındalık kazandırmak oldukça önemlidir. Bu çalışmanın teorik bir başlangıç noktası oluşturması için, öğretmen-aile-öğrenci iş birliği ile desteklenecek eğitim programlarına daha çok ihtiyaç duyulduğu konusunda literatüre katkı sağlanacağı ön görülmüştür.

### **Yöntem**

Bu çalışma 14-18 yaş grubundaki ortaöğretim (lise) kademesinde öğrenim gören ergenleri kapsamakta olup, ergenlerin öz-şefkat ve psikolojik sağlamlık düzeylerine algılanan helikopter ebeveyn tutumunun aracı rolünü incelemeye yönelik, ilişkisel tarama modelinde gerçekleştirilmiştir. Araştırmada çalışma grubuna uygulanacak “Kişisel Bilgi Formu”, Algılanan Helikopter Ebeveyn Tutumu Ölçeği”, “Kısa Psikolojik Sağlamlık Ölçeği ve Öz-Şefkat Ölçeği Kısa Formu” kullanılmış verilerin analizinde SPSS 25 programından yararlanılmıştır. Bilgiler Afyonkarahisar’da farklı liselerde öğrenim gören 445 ergen bireyden toplanmıştır.

### **Bulgular**

Bu çalışmanın örneklemini yaşları 14 ile 18 (Ort. = 16.01±1.28) arasında değişen 107’si (% 24) erkek ve 338’i (% 76) kadın olmak üzere toplam 445 katılımcı oluşturmaktadır. Katılımcıların annelerinin yaş ortalaması 41.03±6.05, babalarının yaş ortalaması 44.16±6.90’dır. Katılımcıların 75’i (% 16.9) tek çocuk, 117’si (% 26.3) 2 kardeş, 166’sı (% 37.3) 3

kardeş ve 87'si (% 19.6) 4 kardeştir. Katılımcıların 186'sı (% 41.8) ilk çocuk, 162'si (% 36.4) 2. çocuk, 65'i (% 14.6) 3. çocuk ve 32'si (% 7.2) 4. çocuktur. Katılımcıların annelerinin 189'u (% 42.5) ilkokul, 121'i (% 27.2) ortaokul, 104'ü (% 23.4) lise ve 31'i (% 7.0) üniversite mezunudur. Katılımcıların babalarının 79'u (% 17.8) ilkokul, 89'u (% 20.0) ortaokul, 191'i (% 42.9) lise ve 86'sı (% 19.3) üniversite mezunudur. Katılımcıların 107'nin (% 24.0) annesi çalışmaktadır ve 338'nin (% 76.0) annesi çalışmamaktadır. Katılımcıların 379'unun (% 85.2) babası çalışmakta ve babası 66'sının (% 14.8) çalışmamaktadır. Katılımcıların 325'i (% 73.0) çekirdek aileden ve 120'si (% 27.0) geniş aileden gelmektedir. Bulgular Tablo 1'de sunulmuştur.

**Tablo 1.** Katılımcıların Demografik Özellikleri

<b>Değişkenler</b>	<b><math>\bar{X}</math></b>	<b>S</b>
Yaş	16.01	1.28
Anne Yaşı	41.03	6.05
Baba Yaşı	44.16	6.90
<b>Değişkenler</b>	<b>n</b>	<b>%</b>
<b>Cinsiyet</b>		
Erkek	107	24.0
Kadın	338	76.0
<b>Kardeş Sayısı</b>		
Tek Çocuk	75	16.9
2 Kardeş	117	26.3
3 Kardeş	166	37.3
4 Kardeş	87	19.6
<b>Doğum Sırası</b>		
İlk Çocuk	186	41.8
2. Çocuk	162	36.4
3. Çocuk	65	14.6
4. Çocuk	32	7.2
<b>Anne Eğitim</b>		
İlkokul	189	42.5
Ortaokul	121	27.2
Lise	104	23.4
Üniversite	31	7.0
<b>Baba Eğitim</b>		
İlkokul	79	17.8
Ortaokul	89	20.0
Lise	191	42.9
Üniversite	86	19.3
<b>Anne Çalışma Durumu</b>		
Çalışıyor	338	76.0
Çalışmıyor	107	24.0
<b>Baba Çalışma Durumu</b>		

Çalışıyor	66	14.8
Çalışmıyor	379	85.2
<b>Aile Tipi</b>		
Çekirdek aile	325	73.0
Geniş aile	120	27.0

Helikopter ebeveynlik (anne) ortalaması  $43.62 \pm 9.93$ , helikopter ebeveynlik (baba) ortalaması  $41.36 \pm 9.26$ , psikolojik sağlamlık ortalaması  $17.39 \pm 5.13$  ve öz şefkat ortalaması ise  $30.88 \pm 8.16$  olarak hesaplanmıştır. Araştırma değişkenlerinin çarpıklık ve basıklık değerleri -1 ile +1 aralığındadır. Bu sonuçlar verinin normallik sayıltısını karşıladığını göstermektedir. Bulgular Tablo 2’de sunulmuştur.

**Tablo 2.** Helikopter Ebeveynlik (Anne), Helikopter Ebeveynlik (Baba), Psikolojik Sağlamlık ve Öz Şefkat Ölçeklerine ilişkin Değerler

Değişkenler	En Düşük	En Yüksek	Ort.	S	Çarpıklık	Basıklık
Helikopter Ebeveynlik (Anne)	21.00	76.00	43.62	9.93	.324	-.076
Helikopter Ebeveynlik (Baba)	21.00	76.00	41.36	9.26	.370	.237
Psikolojik Sağlamlık	6.00	30.00	17.39	5.13	.041	-.036
Öz Şefkat	11.00	55.00	30.88	8.16	.095	-.148

Anne ve babadan algılanan helikopter ebeveynlik düzeyleri, psikolojik sağlamlık ve öz şefkat düzeylerinde cinsiyetler arasında anlamlı bir farklılaşma olup olmadığını incelemek için 4 ayrı bağımsız gruplar için *t* testi yürütülmüştür. Elde edilen sonuçlar her dört değişkende de erkeklerin ortalamasının anlamlı olarak daha yüksek olduğunu göstermektedir ( $p < .05$ ). Bulgular Tablo 3’te sunulmuştur.

**Tablo 3.** Anne ve Babadan Algılanan Helikopter Ebeveynlik Düzeyleri, Psikolojik Sağlamlık ve Öz Şefkat Düzeylerinin Cinsiyete göre Karşılaştırılması

Değişkenler	Cinsiyet	n	Ort.	S	% 95 Güven Aralığı		<i>t</i>	<i>P</i>
					Alt Sınır	Üst Sınır		
Helikopter Ebeveynlik (Anne)	Kadın	338	43.03	9.56	-4.62	-.31	-2.247	.025
	Erkek	107	45.50	10.84				
Helikopter Ebeveynlik (Baba)	Kadın	338	40.75	8.92	-4.54	-.53	-2.481	.013
	Erkek	107	43.29	10.09				
Psikolojik Sağlamlık	Kadın	338	16.75	5.06	-3.73	-1.55	-4.747	.000
	Erkek	107	19.39	4.86				
Öz Şefkat	Kadın	338	30.31	8.27	-4.12	-.59	-2.616	.009
	Erkek	107	32.66	7.57				

Anne ve babadan algılanan helikopter ebeveynlik düzeyleri, psikolojik sağlamlık ve öz şefkat düzeylerinde ailedeki çocuk sayısına göre arasında anlamlı bir farklılaşma olup olmadığını incelemek için 4 ayrı tek yönlü ANOVA yürütülmüştür. Elde edilen sonuçlar her dört değişkende de gruplar arasında anlamlı bir farklılaşma olmadığını göstermiştir ( $p > .05$ ). Bulgular Tablo 4'te sunulmuştur.

**Tablo 4.** Anne ve Babadan Algılanan Helikopter Ebeveynlik Düzeyleri, Psikolojik Sağlamlık ve Öz Şefkat Düzeylerinin Çocuk Sayısına göre Karşılaştırılması

Değişkenler	Çocuk Sayısı	n	Ort.	S	% 95 Güven Aralığı		F	p
					Alt Sınır	Üst Sınır		
Helikopter Ebeveynlik (Anne)	Tek Çocuk	75	45.64	9.94	43.35	47.93	2.155	.093
	2 Kardeş	117	44.27	9.34	42.56	45.97		
	3 Kardeş	166	43.13	9.73	41.64	44.62		
	4 Kardeş	87	41.97	10.82	39.66	44.27		
	Toplam	445	43.62	9.93	42.70	44.55		
Helikopter Ebeveynlik (Baba)	Tek Çocuk	75	42.04	8.94	39.98	44.10	1.128	.337
	2 Kardeş	117	42.30	8.81	40.69	43.91		
	3 Kardeş	166	41.06	9.03	39.68	42.44		
	4 Kardeş	87	40.10	10.48	37.87	42.34		
	Toplam	445	41.36	9.26	40.50	42.23		
Psikolojik Sağlamlık	Tek Çocuk	75	18.19	4.91	17.06	19.32	1.247	.292
	2 Kardeş	117	17.71	4.74	16.84	18.58		
	3 Kardeş	166	16.96	5.38	16.13	17.78		
	4 Kardeş	87	17.09	5.31	15.96	18.22		
	Toplam	445	17.39	5.13	16.91	17.87		
Öz Şefkat	Tek Çocuk	75	31.72	8.05	29.87	33.57	.470	.703
	2 Kardeş	117	30.88	7.96	29.42	32.34		
	3 Kardeş	166	30.40	8.22	29.14	31.66		
	4 Kardeş	87	31.06	8.47	29.25	32.86		
	Toplam	445	30.88	8.16	30.12	31.64		

Anne ve babadan algılanan helikopter ebeveynlik düzeyleri, psikolojik sağlamlık ve öz şefkat düzeylerinde çocuğun doğum sırasına göre anlamlı bir farklılaşma olup olmadığını incelemek için 4 ayrı tek yönlü ANOVA yürütülmüştür. Elde edilen sonuçlar anneden algılanan helikopter ebeveynlikte gruplar arasında anlamlı bir farklılaşma olduğunu göstermiştir ( $p < .05$ ). Farkın kaynağını incelemek için yürütülen Tukey HSD çoklu karşılaştırma analizleri sonucunda dördüncü çocukların annelerinden algıladıkları helikopter ebeveynlik düzeyinin birinci ve ikinci çocukların algıladıkları helikopter ebeveynlik düzeyinden anlamlı olarak daha düşük

olduğu görülmüştür ( $p < .05$ ). Diğer üç değişkende ise gruplar arasında anlamlı bir farklılaşma olmadığı görülmüştür ( $p > .05$ ). Bulgular Tablo 5'te sunulmuştur.

**Tablo 5.** Anne ve Babadan Algılanan Helikopter Ebeveynlik Düzeyleri, Psikolojik Sağlamlık ve Öz Şefkat Düzeylerinin Doğum Sırasına göre Karşılaştırılması

Değişkenler	Doğum Sırası	n	Ort.	S	% 95 Güven Aralığı		F	p
					Alt Sınır	Üst Sınır		
Helikopter Ebeveynlik (Anne)	İlk Çocuk	186	44.45	9.84	43.02	45.87	3.266	.021
	2. Çocuk	162	43.76	9.82	42.24	45.28		
	3. Çocuk	65	43.43	10.59	40.81	46.06		
	4. Çocuk	32	38.56	8.42	35.53	41.60		
	Toplam	445	43.62	9.93	42.70	44.55		
Helikopter Ebeveynlik (Baba)	İlk Çocuk	186	42.02	9.27	40.68	43.36	2.180	.090
	2. Çocuk	162	41.38	9.06	39.97	42.78		
	3. Çocuk	65	41.37	9.84	38.93	43.81		
	4. Çocuk	32	37.50	8.52	34.43	40.57		
	Toplam	445	41.36	9.26	40.50	42.23		
Psikolojik Sağlamlık	İlk Çocuk	186	17.99	4.88	17.28	18.70	1.792	.148
	2. Çocuk	162	16.88	5.10	16.09	17.67		
	3. Çocuk	65	16.75	5.44	15.41	18.10		
	4. Çocuk	32	17.78	5.83	15.68	19.88		
	Toplam	445	17.39	5.13	16.91	17.87		
Öz Şefkat	İlk Çocuk	186	31.03	8.21	29.84	32.22	.234	.872
	2. Çocuk	162	30.98	8.37	29.68	32.28		
	3. Çocuk	65	30.09	7.71	28.18	32.00		
	4. Çocuk	32	31.06	7.93	28.20	33.92		
	Toplam	445	30.88	8.16	30.12	31.64		

Anne ve babadan algılanan helikopter ebeveynlik düzeyleri, psikolojik sağlamlık ve öz şefkat düzeylerinde anne eğitim düzeyine göre anlamlı bir farklılaşma olup olmadığını incelemek için 4 ayrı tek yönlü ANOVA yürütülmüştür. Elde edilen sonuçlar psikolojik sağlamlık ve öz şefkat düzeylerinde gruplar arasında anlamlı bir farklılaşma olduğunu göstermiştir ( $p < .05$ ). Farkın kaynağını incelemek için yürütülen Tukey HSD çoklu karşılaştırma analizleri sonucunda ilkökul mezunu olan annelerin çocuklarının psikolojik sağlamlık düzeylerinin lise ve üniversite mezunu olan annelerin çocuklarından anlamlı olarak daha yüksek olduğu görülmüştür. Ayrıca ilkökul mezunu olan annelerin çocuklarının öz şefkat düzeylerinin üniversite mezunu olan annelerin çocuklarından anlamlı olarak daha yüksek olduğu görülmüştür ( $p < .05$ ). Diğer iki değişkende ise gruplar arasında anlamlı bir farklılaşma olmadığı görülmüştür ( $p > .05$ ). Bulgular Tablo 6'da sunulmuştur.

**Tablo 6.** Anne ve Babadan Algılanan Helikopter Ebeveynlik Düzeyleri, Psikolojik Sağlamlık ve Öz Şefkat Düzeylerinin Anne Eğitim Düzeyine göre Karşılaştırılması

Değişkenler	Anne Eğitim	n	Ort.	S	% 95 Güven Aralığı		F	p
					Alt Sınır	Üst Sınır		
Helikopter Ebeveynlik (Anne)	İlkokul	189	44.01	9.84	42.60	45.42	.784	.503
	Ortaokul	121	42.45	9.69	40.71	44.20		
	Lise	104	44.05	9.63	42.18	45.92		
	Üniversite	31	44.42	12.23	39.93	48.91		
	Toplam	445	43.62	9.93	42.70	44.55		
Helikopter Ebeveynlik (Baba)	İlkokul	189	41.75	8.98	40.46	43.04	.274	.844
	Ortaokul	121	40.81	9.16	39.16	42.46		
	Lise	104	41.21	9.27	39.41	43.01		
	Üniversite	31	41.71	11.48	37.50	45.92		
	Toplam	445	41.36	9.26	40.50	42.23		
Psikolojik Sağlamlık	İlkokul	189	16.39	5.29	15.63	17.15	5.977	.001
	Ortaokul	121	17.71	4.79	16.85	18.57		
	Lise	104	18.07	4.93	17.11	19.03		
	Üniversite	31	19.97	4.85	18.19	21.75		
	Toplam	445	17.39	5.13	16.91	17.87		
Öz Şefkat	İlkokul	189	29.95	8.52	28.73	31.17	2.784	.040
	Ortaokul	121	31.45	7.14	30.17	32.74		
	Lise	104	30.88	8.23	29.28	32.49		
	Üniversite	31	34.23	8.72	31.03	37.42		
	Toplam	445	30.88	8.16	30.12	31.64		

Anne ve babadan algılanan helikopter ebeveynlik düzeyleri, psikolojik sağlamlık ve öz şefkat düzeylerinde baba eğitim düzeyine göre anlamlı bir farklılaşma olup olmadığını incelemek için 4 ayrı tek yönlü ANOVA yürütülmüştür. Elde edilen sonuçlar psikolojik sağlamlık ve öz şefkat düzeylerinde gruplar arasında anlamlı bir farklılaşma olduğunu göstermiştir ( $p < .05$ ). Farkın kaynağını incelemek için yürütülen Tukey HSD çoklu karşılaştırma analizleri sonucunda ilkokul mezunu olan babaların çocuklarının psikolojik sağlamlık düzeylerinin lise mezunu olan babaların çocuklarından anlamlı olarak daha yüksek olduğu görülmüştür. Ayrıca ilkokul mezunu olan babaların çocuklarının öz şefkat düzeylerinin üniversite mezunu olan babaların çocuklarından anlamlı olarak daha yüksek olduğu görülmüştür ( $p < .05$ ). Diğer iki değişkende ise gruplar arasında anlamlı bir farklılaşma olmadığı görülmüştür ( $p > .05$ ). Bulgular Tablo 7’de sunulmuştur

**Tablo 7.** Anne ve Babadan Algılanan Helikopter Ebeveynlik Düzeyleri, Psikolojik Sağlamlık ve Öz Şefkat Düzeylerinin Baba Eğitim Düzeyine göre Karşılaştırılması



Değişkenler	Baba Eğitim	n	Ort.	S	% 95 Güven Aralığı		F	P
					Alt Sınır	Üst Sınır		
Helikopter Ebeveynlik (Anne)	İlkokul	79	44.97	7.64	43.26	46.69	.778	.507
	Ortaokul	89	42.72	11.10	40.38	45.06		
	Lise	191	43.40	10.04	41.96	44.83		
	Üniversite	86	43.83	10.26	41.63	46.03		
	Toplam	445	43.62	9.93	42.70	44.55		
Helikopter Ebeveynlik (Baba)	İlkokul	79	42.92	7.03	41.35	44.50	1.647	.178
	Ortaokul	89	40.10	10.00	37.99	42.21		
	Lise	191	40.95	9.37	39.61	42.29		
	Üniversite	86	42.16	9.91	40.04	44.29		
	Toplam	445	41.36	9.26	40.50	42.23		
Psikolojik Sağlamlık	İlkokul	79	15.94	5.52	14.70	17.17	2.835	.038
	Ortaokul	89	17.33	4.80	16.32	18.34		
	Lise	191	17.88	4.79	17.20	18.56		
	Üniversite	86	17.70	5.63	16.49	18.91		
	Toplam	445	17.39	5.13	16.91	17.87		
Öz Şefkat	İlkokul	79	28.70	7.48	27.02	30.37	3.169	.024
	Ortaokul	89	30.30	7.51	28.72	31.89		
	Lise	191	31.43	8.56	30.21	32.65		
	Üniversite	86	32.24	8.18	30.49	34.00		
	Toplam	445	30.88	8.16	30.12	31.64		

Anne ve babadan algılanan helikopter ebeveynlik düzeyleri, psikolojik sağlamlık ve öz şefkat düzeylerinde anne çalışma durumuna göre anlamlı bir farklılaşma olup olmadığını incelemek için 4 ayrı bağımsız gruplar için *t* testi yürütülmüştür. Elde edilen sonuçlar incelendiğinde, her dört değişkende de gruplar arasında anlamlı bir farklılaşma olmadığı görülmüştür ( $p > .05$ ). Bulgular Tablo 8’de sunulmuştur.

**Tablo 8.** Anne ve Babadan Algılanan Helikopter Ebeveynlik Düzeyleri, Psikolojik Sağlamlık ve Öz Şefkat Düzeylerinin Anne Çalışma Durumuna göre Karşılaştırılması

Değişkenler	Anne Çalışma Durumu	n	Ort.	S	% 95 Güven Aralığı		t	P
					Alt Sınır	Üst Sınır		
Helikopter Ebeveynlik (Anne)	Çalışmıyor	338	43.16	9.81	-4.09	.23	-1.760	.079
	Çalışıyor	107	45.09	10.21				

Helikopter Ebeveynlik (Baba)	Çalışmıyor	338	41.19	9.25	-2.75	1.29	-.707	.480
	Çalışıyor	107	41.92	9.34				
Psikolojik Sağlamlık	Çalışmıyor	338	17.22	5.19	-1.81	.42	-1.220	.223
	Çalışıyor	107	17.92	4.94				
Öz Şefkat	Çalışmıyor	338	30.59	8.36	-2.95	.61	-1.295	.196
	Çalışıyor	107	31.77	7.47				

Anne ve babadan algılanan helikopter ebeveynlik düzeyleri, psikolojik sağlamlık ve öz şefkat düzeylerinde baba çalışma durumuna göre anlamlı bir farklılaşma olup olmadığını incelemek için 4 ayrı bağımsız gruplar için *t* testi yürütülmüştür. Elde edilen sonuçlar incelendiğinde, her dört değişkende de gruplar arasında anlamlı bir farklılaşma olmadığı görülmüştür ( $p > .05$ ). Bulgular Tablo 9’da sunulmuştur.

**Tablo 9.** Anne ve Babadan Algılanan Helikopter Ebeveynlik Düzeyleri, Psikolojik Sağlamlık ve Öz Şefkat Düzeylerinin Baba Çalışma Durumuna göre Karşılaştırılması

Değişkenler	Baba Çalışma Durumu	n	Ort.	S	% 95 Güven Aralığı		<i>t</i>	<i>p</i>
					Alt Sınır	Üst Sınır		
Helikopter Ebeveynlik (Anne)	Çalışmıyor	66	42.03	9.79	-4.47	.73	-1.415	.158
	Çalışıyor	379	43.90	9.94				
Helikopter Ebeveynlik (Baba)	Çalışmıyor	66	40.44	9.08	-3.51	1.34	-.878	.380
	Çalışıyor	379	41.53	9.30				
Psikolojik Sağlamlık	Çalışmıyor	66	16.53	5.51	-2.35	.34	-1.475	.141
	Çalışıyor	379	17.54	5.05				
Öz Şefkat	Çalışmıyor	66	30.08	8.59	-3.08	1.20	-.863	.388
	Çalışıyor	379	31.02	8.09				

Anne ve babadan algılanan helikopter ebeveynlik düzeyleri, psikolojik sağlamlık ve öz şefkat düzeylerinde yaşanan aile tipine göre anlamlı bir farklılaşma olup olmadığını incelemek için 4 ayrı bağımsız gruplar için *t* testi yürütülmüştür. Elde edilen sonuçlar incelendiğinde, her dört değişkende de gruplar arasında anlamlı bir farklılaşma olmadığı görülmüştür ( $p > .05$ ). Bulgular Tablo 10’da sunulmuştur.

**Tablo 10.** Anne ve Babadan Algılanan Helikopter Ebeveynlik Düzeyleri, Psikolojik Sağlamlık ve Öz Şefkat Düzeylerinin Aile Tipine göre Karşılaştırılması

Değişkenler	Aile Tipi	n	Ort.	S	% 95 Güven		T	p
					Aralığı			
					Alt Sınır	Üst Sınır		
Helikopter Ebeveynlik (Anne)	Çekirdek Aile	325	43.28	9.84	-3.36	.80	-1.206	.228
	Geniş Aile	120	44.56	10.14				
Helikopter Ebeveynlik (Baba)	Çekirdek Aile	325	41.09	9.10	-2.95	.94	-1.018	.309
	Geniş Aile	120	42.10	9.71				
Psikolojik Sağlamlık	Çekirdek Aile	325	17.53	5.13	-.54	1.61	.971	.332
	Geniş Aile	120	17.00	5.14				
Öz Şefkat	Çekirdek Aile	325	30.71	7.95	-2.32	1.11	-.691	.490
	Geniş Aile	120	31.32	8.74				

Anne ve babadan algılanan helikopter ebeveynlik düzeyleri, psikolojik sağlamlık ve öz şefkat arasındaki ilişkileri incelemek için Pearson korelasyon analizi yürütülmüştür. Elde edilen sonuçlar anne ve babadan algılanan helikopter ebeveynlik arasında çok yüksek düzeyde ve pozitif yönde anlamlı bir ilişki olduğunu göstermektedir. Ayrıca psikolojik sağlamlık ve öz şefkat arasında da yüksek orta düzeyde ve pozitif bir ilişki bulunmuştur. Ancak hem anne hem de babadan algılanan helikopter ebeveynlik tutumları ile psikolojik sağlamlık ve öz şefkat düzeyleri arasında ise negatif yönde ve anlamlı düzeyde ilişkiler mevcuttur ( $p > .05$ ). Bulgular Tablo 11’de sunulmuştur.

**Tablo 11.** Anne ve Babadan Algılanan Helikopter Ebeveynlik Düzeyleri, Psikolojik Sağlamlık ve Öz Şefkat

Değişkenler	HE Anne	HE Baba	PS
Helikopter Ebeveynlik (Anne)	1		
Helikopter Ebeveynlik (Baba)	.919** .000	1	
Psikolojik Sağlamlık	-.125** .008	-.122** .010	1
Öz Şefkat	-.224** .000	-.178** .000	.581** .000

\*\*\*  $p < .001$ .

## Tartışma

Çalışmanın amacı, ergenlerin öz-şefkat ve psikolojik sağlamlık düzeyleri ile algılanan helikopter ebeveyn tutumları arasındaki ilişkinin cinsiyet, anne-baba eğitim durumu, aile tipi, anne-baba çalışma durumu, doğum sırası, ailedeki çocuk sayısına göre incelendiği bir araştırmaya odaklanmaktadır.

Bu araştırmanın bulguları, literatürdeki bulgularla büyük ölçüde uyumludur ve ebeveynlik tarzlarının çocukların psikolojik ve duygusal gelişimleri üzerindeki önemli etkilerini vurgulamaktadır. Helikopter ebeveynlik düzeylerinin düşük olduğu durumlarda, çocukların psikolojik sağlamlık ve öz şefkat düzeylerinin daha yüksek olması, ebeveynlerin çocuklarına daha fazla bağımsızlık tanımlarının ve destekleyici bir ortam sağlamalarının önemini göstermektedir. Helikopter ebeveynliğin, çocukların kendilerine güvenme ve kendilerini kabul etme yeteneklerini zayıflatabileceği ve bu nedenle öz şefkat düzeylerini düşürebileceği öne sürülmektedir (Schiffrin vd., 2014).

Helikopter ebeveynlik, çocukların üzerinde aşırı kontrol ve koruma uygulayan ebeveynlik tarzı olarak tanımlanır. Literatürde, helikopter ebeveynliğin çocukların bağımsızlıklarını, öz yeterliliklerini ve duygusal gelişimlerini olumsuz yönde etkilediği belirtilmektedir (Segrin vd., 2012; Schiffrin vd., 2014). Helikopter ebeveynlik çocukların kaygı düzeylerini artırabilir ve psikolojik sağlamlıklarını azaltabilir (LeMoyne & Buchanan, 2011). Literatürde, helikopter ebeveynlik ile psikolojik sağlamlık arasında negatif bir ilişki olduğu sıkça vurgulanmıştır (Ungar, 2009). Bu çalışmadan elde edilen bulgulardan biri de anne ve babadan algılanan helikopter ebeveynliğin öz-şefkat ve psikolojik sağlamlık arasında negatif yönde ve anlamlı düzeyde bir ilişkinin olduğudur. Bu bulgu, bireylerin psikolojik olarak sağlam olduklarında, kendilerine karşı daha şefkatli ve anlayışlı olma eğiliminde olduklarını göstermektedir.

Öz-şefkatin ergenlik dönemindeki bireye etkileri üzerine yapılan araştırmalar, öz-şefkatin ergenlerin psikolojik sağlığı ve stresle başa çıkma yetenekleri üzerinde önemli bir etkisi olduğunu göstermektedir. Yapılan bir çalışma, öz şefkat eğitiminin ergenlerin stres tepkileri üzerinde olumlu etkiler yaratabileceğini bulmuştur. Öz şefkat ve psikolojik sıkıntı arasında ters bir ilişki olduğunu gösteren bir meta-analiz çalışmasında ise, öz şefkatin ergenlerde anksiyete, depresyon ve stresle ters orantılı olduğu bulunmuştur. Bir başka çalışma ise, yüksek öz-şefkat düzeyine sahip olmanın post-travmatik stres ve panik belirtilerini düşürdüğünü bulmuştur. Öz-şefkat ve psikolojik dayanıklılık üzerine yapılan bir çalışma ise öz-şefkatin, hem ergenler hem de yetişkinlerde iyi oluşla güçlü bir şekilde ilişkili olduğunu göstermiştir (Luo vd., 2021). Hemşire öğrencilerle yapılan bir araştırmada da benzer sonuçlara ulaşılmıştır, öz-şefkat düzeyleri arttıkça psikolojik sağlamlık düzeylerinin de yükseldiği görülmektedir (Dilmaç Pınar,

Ceylan, 2024). Yapılan bu çalışmada psikolojik sağlamlık ve öz şefkat arasında yüksek orta düzeyde ve pozitif bir ilişki bulunmuştur. Bu bulgu, bireylerin psikolojik olarak sağlam olduklarında, kendilerine karşı daha şefkatli ve anlayışlı olma eğiliminde olduklarını göstermektedir.

Yakın zamanda yapılan araştırmalar helikopter ebeveynliğin psikolojik dayanıklılık ve öz-şefkat üzerindeki etkilerini araştırmıştır. Bir çalışma, helikopter ebeveynliğin, bağımlılığı teşvik ederek ve stres ve zorluklarla bağımsız olarak başa çıkma yeteneklerini azaltarak çocukların psikolojik dayanıklılığını ve öz şefkatini olumsuz etkilediğini buldu. Yüksek kontrol ve düşük özerklik ile karakterize edilen bu tür ebeveynlik, çocuklar yüksek ebeveyn beklentilerini karşılamaya ve başarısızlıktan kaçınmaya çalışırken artan kaygıya ve kişilerarası çatışmalara yol açabilir. Bu etkileri azaltmak için ebeveynlerin özerkliği ve öz yeterliliği teşvik eden ortamları teşvik etmesi önerilir. Bağımsız problem çözme ve dayanıklılık oluşturma faaliyetlerini teşvik etmek, çocukların stres ve sıkıntıları etkili bir şekilde yönetmek için gerekli becerileri geliştirmelerine yardımcı olabilir. Ebeveynler aşırı kontrol etmeden destek sağlamaya odaklanmalı, çocukların deneyimlerinden öğrenmelerine ve yeteneklerine güven duymalarına olanak sağlamalıdır (MDPI, 2023; ScienceDirect, 2023).

Algılanan ebeveyn kabulü ile psikolojik dayanıklılık arasındaki ilişki bir araştırmada cinsiyet farklılıkları yönüyle incelenmiştir. Buna göre; cinsiyetin algılanan ebeveyn kabulü ve psikolojik dayanıklılık arasındaki ilişkiyi etkilediğini gösteriyor. Örneğin, sıcak ve kabul edici bir anne-çocuk ilişkisi, kız çocuklarında özsaygıyı daha fazla artırabilirken, erkek çocuklarında farklı bir etki gösterebilir (Epli, H., vd., 2023). Literatürdeki bu çalışmanın sonuçları bizim çalışmamızın sonuçlarına paralel bir benzerlik göstermektedir buna göre; erkek çocukların hem helikopter ebeveynlik algısında hem de psikolojik sağlamlık ve öz şefkat düzeylerinde kızlardan daha yüksek ortalamalara sahip olduğunu ortaya koymaktadır. Bu durum, ebeveynlerin erkek çocuklara yönelik tutumlarının ve bu tutumların çocukların psikolojik ve duygusal gelişimleri üzerindeki etkilerinin farklılık gösterdiğini işaret etmektedir.

Çalışmamızdaki bulgulardan biri de anne ve baba tarafından algılanan helikopter ebeveynlik düzeyleri ile çocuğun doğum sırası arasında anlamlı bir ilişki olduğunu öne sürmektedir. Özellikle, dördüncü çocuğun anneden algılanan helikopter ebeveynlik düzeyinin birinci ve ikinci çocuklardan anlamlı olarak daha düşük olduğu bulunmuştur. Kesici ve Yılmaz'ın 2016 yılında yaptığı bir araştırma bulguları ise bu çalışmayla benzer sonuçları ortaya koymaktadır. Araştırmada demokratik ve koruyucu olarak algılanan anne baba tutumları ile üniversite öğrencilerinin kardeş sırası (İlk, Ortanca, Sonuncu) arasında anlamlı düzeyde fark bulunmuştur. Buna göre ilk çocukların ortanca ve son çocuklara göre anne baba tutumlarını demokratik;

sonuncu çocukların da ortanca çocuklara göre anne baba tutumlarını koruyucu algıladıkları saptanmıştır. Otoriter olarak algılanan anne baba tutumları ile üniversite öğrencilerinin kardeş sırası (İlk, Ortanca, Sonuncu) arasında anlamlı düzeyde fark bulunmamıştır (Yılmaz & Kesici, 2016).

Araştırmamızda ilkokul mezunu annelerin ve babaların çocuklarının psikolojik sağlık düzeyleri, lise ve üniversite mezunu annelerin çocuklarına göre anlamlı olarak daha yüksek bulunmuştur. Eğitim seviyesi düşük ebeveynlerin, çocuklarının daha bağımsız olmalarını ve erken yaşlarda sorumluluk almalarını teşvik edebilirler. Bu da, çocukların problem çözme yeteneklerini ve strese karşı dirençlerini artırabilir. Eğitim seviyesi düşük ailelerin yaşadığı zorluklar, çocukların erken yaşlarda zorluklarla karşılaşmasını ve bu zorluklarla başa çıkma stratejileri geliştirmesini gerektirebilir. Bu deneyimler, çocukların dayanıklılıklarını ve uyum yeteneklerini güçlendirebilir. Eğitim seviyesi yüksek anneler, çocuklarından daha yüksek akademik ve sosyal başarı beklentilerine sahip olabilirler. Bu da, çocuklar üzerinde stres ve baskı yaratabilir ve psikolojik sağlamlıklarını olumsuz etkileyebilir. Literatürde anne-baba eğitim düzeyinin yüksek olmasının psikolojik sağlamlığa olumlu yönde katkıları olduğuna dair çalışmalar görece daha fazladır. Tayland'da yapılan bir araştırma babaların eğitim seviyesinin üniversite öğrencilerinin dayanıklılık ve özgüven seviyeleri üzerinde olumlu etkisi olduğunu göstermiştir (Khampirat, 2020). Çin'in kırsal bölgelerinde yapılan bir araştırma, "geride bırakılan" çocukların (ebeveynleri iş nedeniyle başka şehirlere göç eden çocuklar) psikolojik dayanıklılıklarını incelemiştir. Bu çalışmada, yüksek akademik performans ve ebeveynlerle sık iletişim kurmanın, çocukların psikolojik dayanıklılığını artırdığı bulunmuştur (Wang, vd., 2022).

Çalışmamızda ilkokul mezunu annelerin ve babaların çocuklarının öz şefkat düzeyleri, üniversite mezunu annelerin çocuklarına göre anlamlı olarak daha yüksek bulunmuştur. Literatürde anne-baba eğitim düzeyinin öz-şefkat aracı rolüne ilişkin çalışmalara rastlanamamıştır.

Araştırmamızda anne ve babadan algılanan helikopter ebeveynlik düzeyleri, psikolojik sağlamlık ve öz şefkat düzeylerinde yaşanan aile tipine göre, anne ve baba çalışma durumuna göre anlamlı bir farklılaşma olmadığı görülmüştür. Farklı bir çalışmada şu sonuçlara ulaşılmıştır: Annelerin algıladıkları helikopter ebeveyn tutum düzeyleri ile bir iş yerinde çalışma durumu, annelerin öğrenim düzeyi ve annelerin içinde yetiştikleri aile tipi arasında anlamlı düzeyde bir farklılık olmadığı ancak annelerin çocuklarını yetiştirdikleri aile tipi değişkenine göre çekirdek aileye sahip annelerin algılanan helikopter ebeveynlik puan ortalamaları daha yüksek olduğu tespit edilmiştir (Artır, 2022).

## Sonuç

Helikopter ebeveynlik (anne) ortalaması  $43.62 \pm 9.93$ , helikopter ebeveynlik (baba) ortalaması  $41.36 \pm 9.26$ , psikolojik sağlamlık ortalaması  $17.39 \pm 5.13$  ve öz şefkat ortalaması ise  $30.88 \pm 8.16$  olarak hesaplanmıştır. Araştırma değişkenlerinin çarpıklık ve basıklık değerleri -1 ile +1 aralığındadır. Bu sonuçlar verinin normallik sayıltısını karşıladığını göstermektedir.

Anne ve babadan algılanan helikopter ebeveynlik düzeyleri, psikolojik sağlamlık ve öz şefkat düzeylerinde cinsiyetler arasında anlamlı bir farklılaşma olup olmadığını incelemek için 4 ayrı bağımsız gruplar için t testi yürütülmüştür. Elde edilen sonuçlar her dört değişkende de erkeklerin ortalamasının anlamlı olarak daha yüksek olduğunu göstermektedir ( $p < .05$ ). Anne ve babadan algılanan helikopter ebeveynlik düzeyleri, psikolojik sağlamlık ve öz şefkat düzeylerinde ailedeki çocuk sayısına göre arasında anlamlı bir farklılaşma olup olmadığını incelemek için 4 ayrı tek yönlü ANOVA yürütülmüştür. Elde edilen sonuçlar her dört değişkende de gruplar arasında anlamlı bir farklılaşma olmadığını göstermiştir ( $p > .05$ ).

Anne ve babadan algılanan helikopter ebeveynlik düzeyleri, psikolojik sağlamlık ve öz şefkat düzeylerinde çocuğun doğum sırasına göre anlamlı bir farklılaşma olup olmadığını incelemek için 4 ayrı tek yönlü ANOVA yürütülmüştür. Elde edilen sonuçlar anneden algılanan helikopter ebeveynlikte gruplar arasında anlamlı bir farklılaşma olduğunu göstermiştir ( $p < .05$ ). Farkın kaynağını incelemek için yürütülen Tukey HSD çoklu karşılaştırma analizleri sonucunda dördüncü çocukların annelerinden algıladıkları helikopter ebeveynlik düzeyinin birinci ve ikinci çocukların algıladıkları helikopter ebeveynlik düzeyinden anlamlı olarak daha düşük olduğu görülmüştür ( $p < .05$ ). Diğer üç değişkende ise gruplar arasında anlamlı bir farklılaşma olmadığı görülmüştür ( $p > .05$ ).

Anne ve babadan algılanan helikopter ebeveynlik düzeyleri, psikolojik sağlamlık ve öz şefkat düzeylerinde anne eğitim düzeyine göre anlamlı bir farklılaşma olup olmadığını incelemek için 4 ayrı tek yönlü ANOVA yürütülmüştür. Elde edilen sonuçlar psikolojik sağlamlık ve öz şefkat düzeylerinde gruplar arasında anlamlı bir farklılaşma olduğunu göstermiştir ( $p < .05$ ). Farkın kaynağını incelemek için yürütülen Tukey HSD çoklu karşılaştırma analizleri sonucunda ilkökul mezunu olan annelerin çocuklarının psikolojik sağlamlık düzeylerinin lise ve üniversite mezunu olan annelerin çocuklarından anlamlı olarak daha yüksek olduğu görülmüştür. Ayrıca ilkökul mezunu olan annelerin çocuklarının öz şefkat düzeylerinin üniversite mezunu olan annelerin çocuklarından anlamlı olarak daha yüksek olduğu görülmüştür ( $p < .05$ ). Diğer iki değişkende ise gruplar arasında anlamlı bir farklılaşma olmadığı görülmüştür ( $p > .05$ ).

Anne ve babadan algılanan helikopter ebeveynlik düzeyleri, psikolojik sağlamlık ve öz şefkat düzeylerinde baba eğitim düzeyine göre anlamlı bir farklılaşma olup olmadığını incelemek için

4 ayrı tek yönlü ANOVA yürütülmüştür. Elde edilen sonuçlar psikolojik sağlamlık ve öz şefkat düzeylerinde gruplar arasında anlamlı bir farklılaşma olduğunu göstermiştir ( $p < .05$ ). Farkın kaynağını incelemek için yürütülen Tukey HSD çoklu karşılaştırma analizleri sonucunda ilkokul mezunu olan babaların çocuklarının psikolojik sağlamlık düzeylerinin lise mezunu olan babaların çocuklarından anlamlı olarak daha yüksek olduğu görülmüştür. Ayrıca ilkokul mezunu olan babaların çocuklarının öz şefkat düzeylerinin üniversite mezunu olan babaların çocuklarından anlamlı olarak daha yüksek olduğu görülmüştür ( $p < .05$ ). Diğer iki değişkende ise gruplar arasında anlamlı bir farklılaşma olmadığı görülmüştür ( $p > .05$ ).

Anne ve babadan algılanan helikopter ebeveynlik düzeyleri, psikolojik sağlamlık ve öz şefkat düzeylerinde anne çalışma durumuna göre anlamlı bir farklılaşma olup olmadığını incelemek için 4 ayrı bağımsız gruplar için  $t$  testi yürütülmüştür. Elde edilen sonuçlar incelendiğinde, her dört değişkende de gruplar arasında anlamlı bir farklılaşma olmadığı görülmüştür ( $p > .05$ ).

Anne ve babadan algılanan helikopter ebeveynlik düzeyleri, psikolojik sağlamlık ve öz şefkat düzeylerinde baba çalışma durumuna göre anlamlı bir farklılaşma olup olmadığını incelemek için 4 ayrı bağımsız gruplar için  $t$  testi yürütülmüştür. Elde edilen sonuçlar incelendiğinde, her dört değişkende de gruplar arasında anlamlı bir farklılaşma olmadığı görülmüştür ( $p > .05$ ).

Anne ve babadan algılanan helikopter ebeveynlik düzeyleri, psikolojik sağlamlık ve öz şefkat düzeylerinde yaşanan aile tipine göre anlamlı bir farklılaşma olup olmadığını incelemek için 4 ayrı bağımsız gruplar için  $t$  testi yürütülmüştür. Elde edilen sonuçlar incelendiğinde, her dört değişkende de gruplar arasında anlamlı bir farklılaşma olmadığı görülmüştür ( $p > .05$ ).

Anne ve babadan algılanan helikopter ebeveynlik düzeyleri, psikolojik sağlamlık ve öz şefkat arasındaki ilişkileri incelemek için Pearson korelasyon analizi yürütülmüştür. Elde edilen sonuçlar anne ve babadan algılanan helikopter ebeveynlik arasında çok yüksek düzeyde ve pozitif yönde anlamlı bir ilişki olduğunu göstermektedir. Ayrıca psikolojik sağlamlık ve öz şefkat arasında da yüksek orta düzeyde ve pozitif bir ilişki bulunmuştur. Ancak hem anne hem de babadan algılanan helikopter ebeveynlik tutumları ile psikolojik sağlamlık ve öz şefkat düzeyleri arasında ise negatif yönde ve anlamlı düzeyde ilişkiler mevcuttur ( $p > .05$ ).

### **Öneriler**

Türkiye özelinde helikopter ebeveyn tutumuna odaklanan çalışmalar incelendiğinde bu çalışmanın görece daha yeni bir araştırmanın ve tartışmanın konusu olduğu anlaşılmaktadır. Gelecekteki araştırmalar, helikopter ebeveyn tutumunun ergenlerin yaşam becerileri ve psikolojik sağlamlıkları üzerindeki uzun vadeli etkilerini daha ayrıntılı bir şekilde incelemelidir. Bu çalışma, helikopter ebeveynliğin ergenlerin psikolojik sağlığına olan etkilerinin daha çok farkına varmaya ve ailelere yönelik daha etkili rehberlik stratejileri



geliştirmeye yardımcı olabildiği gibi ebeveynlik tarzlarının gençlerin psikolojik sağlamlık düzeylerine ve öz-şefkatli farkındalıklarına nasıl etki ettiği konusunda literatüre katkıda bulunabilir.

Ebeveynler çocuklarının kendi kararlarını vermelerine ve problem çözme becerilerini geliştirmelerine fırsat tanımalıdır. Aşırı korumacı ve müdahaleci davranışlardan kaçınarak çocukların yaşlarına uygun sorumluluklar vermelidir. Ebeveynler, çocukların duygularını anladığını ve onlara destek olduğunu göstererek empati kurmalı ve onların duygusal zorluklarla başa çıkmalarına yardımcı olmalıdır. Çocuklarla açık ve dürüst bir iletişim kurulmalı onların duygularını ve düşüncelerini ifade etmelerine olanak tanınmalıdır.

Okullarda çocuklara ve ebeveynlere yönelik psikolojik danışmanlık hizmetleri artırılarak ebeveynlere yönelik helikopter ebeveynlik, psikolojik sağlamlık ve öz şefkat konularında bilgilendirme seminerleri düzenlenebilir. Ebeveynlerin deneyimlerini paylaşabilecekleri ve destek alabilecekleri gruplar, çocuk yetiştirme becerilerini geliştirmek amacıyla ulusal düzeyde destek programları oluşturulabilir. Bu programlar, ebeveynlerin eğitim düzeylerine ve ihtiyaçlarına göre uyarlanabilir.

Öğrencilere yönelik psikolojik sağlamlık ve öz şefkat geliştirme programları uygulanabilir. Bu programlar, öğrencilerin duygusal dayanıklılıklarını ve kendilerine olan şefkatlerini artırmada katkı sağlayabilir.

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## **ARCS Motivasyon Modeli ile İlgili Yapılan Çalışmaların Bibliyometrik Analiz Yöntemiyle İncelenmesi**

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### **Özet**

Motivasyon, öğrenme ve öğretme sürecinde hedeflere ulaşma ve etkili öğrenmenin gerçekleştirilmesi için büyük önem taşımaktadır. Öğrenme sürecinde motivasyonun verimliliği artırması, sistematik olması ve süreklilik sağlaması için kuram ve modellere dayalı olarak tasarlanması gerekmektedir. Bu modellerden biri de Keller (1987) tarafından geliştirilen, Attention (Dikkat), Relevance (Alaka), Confidence (Güven) ve Satisfaction (Doyum) boyutlarından oluşan ARCS Motivasyon Modelidir. Bu model, içerdiği boyutlarla hem öğrenme sürecine dâhil edilmesini kolaylaştırmakta hem de sürecin öğrenci özelliklerini dikkate alarak tasarlanmasını sağlamaktadır. Öğrenme sürecine dâhil edilen bu modelin dikkat boyutunda ilgi çekme, alaka boyutunda gerçek yaşamla ilişkilendirme, güven boyutunda başarı duygusunu oluşturma, doyum evresinde ise tatmin duygusunu oluşturma gibi ulaşılması gereken hedefler bulunmaktadır. Bu çalışmada, ARCS Motivasyon Modeli ile ilgili yapılan çalışmaların bibliyometrik analizinin gerçekleştirilmesi amaçlanmıştır. Bu amaç kapsamında Web of Science (WoS) veri tabanında yayınlanmış farklı türdeki 231 çalışmanın bibliyometrik verisi incelenmiştir. ARCS Motivasyon Modeli ile ilgili yapılan 231 çalışmanın yıllara göre dağılımı incelendiğinde en fazla 2023 (30), 2018 (28), 2022 (27) yıllarında ve en az çalışmanın 2024 (4), 2014 (11) yıllarında olduğu görülmüştür. Bu çalışmalar, araştırma disiplinleri açısından incelendiğinde ağırlıklı eğitim bilimleri (157) olmak üzere, bilgisayar bilimleri (80) alanlarında olduğu; yayın türünün büyük oranda dergi makalesi (162) ve bildiri (66) olduğu; çalışmaların ülkelere göre dağılımına bakıldığında Tayvan (36), ABD (34), Çin (27) ve Japonya (20) ağırlıklı olduğu sonucuna varılmıştır. ARCS Motivasyon Modeli ile ilgili yapılan

çalıřmalarda sıklıkla kullanılan anahtar kelimelere bakıldığında 78 tekrar ile ARCS model, 48 tekrar ile motivation (motivasyon), 18 tekrar ile gamification (oyunlařtırma), 17 tekrar ile augmented reality (artırılmış gereklik), 14 tekrar ile ARCS, 15 tekrar ile learning motivation (öğrenme motivasyonu), 11 tekrar ile virtual reality (sanal gereklik) ve e-learning (e-öğrenme) kavramlarının kullanıldığı görölmüřtür. Arařtırma kapsamında elde edilen bulgular, ARCS Motivasyon Modeli ile ilgili alanda yazılmış makalelere geniř bir bakıř aısı saėlayarak öğrenme ve öğretim sürecinde bu modeli kullanacak arařtırmacıların ve eğitimcilerin konunun genel hatlarını belirlemelerini, konuyla ilgili eğilimlerin neler olduğunu anlamalarını saėlayacaktır.

**Anahtar Sözcükler:** ARCS Motivasyon Modeli, ARCS, Motivasyon, Bibliyometrik Analiz

## **Examination of Studies on ARCS Motivation Model Using Bibliometric Analysis**

### **Method**

### **Abstract**

Motivation is of great importance in the learning and teaching process in order to achieve goals and effective learning. Motivation in the learning process should be designed on the basis of theories and models in order to increase efficiency, be systematic and provide continuity. One of these models is the ARCS motivation model developed by Keller (1987), which consists of the dimensions of attention, relevance, confidence and satisfaction. This model and the dimensions it contains both facilitate its inclusion in the learning process and ensure that the process is designed taking into account the characteristics of the students. This model, which is incorporated into the learning process, has goals to be achieved, such as arousing interest in the Attention dimension, associating with real life in the Relevance dimension, creating a sense of success in the Confidence dimension, and creating a sense of satisfaction in the Satisfaction phase. The aim of this study is to perform a bibliometric analysis of the studies on the ARCS Motivation Model. For this purpose, the bibliometric data of 231 studies of different types published in the Web of Science (WoS) database were analysed. When the distribution of the 231 studies on the ARCS Motivation Model was examined according to years, it was found that the most studies were published in 2023 (30), 2018 (28), 2022 (27) and the fewest in 2024 (4) and 2014 (11). When these studies were analysed in terms of research disciplines, it was found that these studies were mainly in the fields of education (157) and computer science (80); the type of publication was mainly journal articles (162) and papers (66); and when the distribution of studies by country was examined, it was found that Taiwan (36), USA (34), China (27) and

Japan (20) were predominant. A review of the keywords most frequently used in studies on the ARCS Motivation Model revealed that the ARCS model was used 78 times, motivation was used 48 times, gamification was used 18 times, augmented reality was used 17 times, ARCS was used 14 times, learning motivation was used 15 times, virtual reality and e-learning were used 11 times. The findings of this research will provide a broad perspective on the articles written in the field related to the ARCS Motivation Model. This will enable researchers and educators who will use this model in the learning and teaching process to determine the general outlines of the subject and to understand the trends related to the subject.

**Keywords:** ARCS Motivation Model, ARCS, Motivation, Bibliometric Analysis

### Giriş

Günümüzde yeni yaklaşımlar doğrultusunda ele alınan eğitim sürecinde, öğrencilerin derse karşı olumlu tutum geliştirmelerine önem verilmektedir. Öğrencilerde bu tutumu geliştirmek ve sürdürebilmek için motivasyonlarının yüksek olması gerekmektedir. Motivasyon (güdülenmek) kavramı, Ryan ve Deci (2000) tarafından bir şeyi yapmak için harekete geçmek olarak tanımlanmıştır. Bu bağlamda motivasyon, eğitim sürecinin sağlıklı bir şekilde sürdürülebilmesi ve süreç sonunda istendik sonuçların alınabilmesi için ön aldım olarak görülmektedir.

Eğitim sürecinde motivasyonun sağlanabilmesi birçok kuram ve model geliştirilmiştir. Bu modellerden biri de John Keller (1987) tarafından geliştirilen ARCS motivasyon modelidir. ARCS motivasyon modeli Attention (Dikkat), Relevance (Alaka), Confidence (Güven) ve Satisfaction (Doyum) olmak üzere dört alt boyuttan oluşmaktadır. Bu model içerdiği alt boyutlar sayesinde öğrencilerin ilgilerini çekmeye ve sürdürmeye yönelik bir motivasyon stratejisi geliştirmeye yardımcı olmaktadır. Modelin dikkat evresinde ilgi çekme, merak uyandırma ve sürdürmeye; alaka evresinde öğrencilerin öğrendikleri bilgilerini gerçek yaşamla ilişkilendirmelerine; güven evresinde başarı duygusunun oluşturulmasına; doyum evresinde ise öğrencilerin içsel motivasyon ve tatmin duygularının oluşturulmasına yöneliktir (Keller, 1987b).

Alanyazın incelendiğinde ARCS motivasyon modeline dayalı olarak tasarlanan öğretim sürecinde öğrencilerin akademik başarısının (Aşıksoy ve Özdamlı, 2016; Ergin ve Karataş, 2018; Karabatak ve Polat, 2020; Köksal, Soykan ve Kahyaoğlu, 2022; Thaer ve Thaer, 2016; Türel ve Şanal, 2018), tutumlarının (Balantekin ve Bilgin, 2017; Karanlı, 2015), motivasyonlarının (Aşıksoy ve Özdamlı, 2016; Su ve Cheng, 2013; Karabatak ve Polat, 2020; Köksal, Soykan ve Kahyaoğlu, 2022; Önce ve Gürol, 2021; Song ve Kao, 2023; Türel ve Özer-Şanal, 2018) olumlu

etkilendiği görülmüştür. Yapılan çalışmalarda ARCS motivasyon modelinin sıklıkla kullanılması alanyazındaki yerinin daha detaylı olarak incelenmesini ve eğilimlerinin belirlenmesini gerekli kılmaktadır. Dolayısıyla bu araştırmada yapılan bibliyometrik analiz ile çok sayıda araştırma derinlemesine incelenerek alanyazındaki çalışma alanlarının ve güncel eğilimlerin belirlenmesiyle yeni araştırmacılara katkı sunması beklenmektedir. Sonuç olarak bu araştırmada Web of Science'ta (WoS) taranan ve ARCS Motivasyon Modeli konusunda yayınlanan çalışmaların bibliyometrik analizinin yapılması amaçlanmıştır. Bu amaç doğrultusunda aşağıdaki sorulara yanıt aranmıştır:

Yayınların yıllara göre dağılımı nasıldır?

Yayınların disiplinlere göre dağılımı nasıldır?

Yayınların türlerine (makale, bildiri vs.) dağılımı nasıldır?

Yayınların ülkelere göre dağılımı nasıldır?

Yayınlarda en çok kullanılan anahtar kelimeler nelerdir?

### **Yöntem**

Bu bölümde araştırmanın modeli, verilerin toplanması ve verilerin analizine yönelik bilgilere yer verilmiştir.

#### **Araştırma Modeli**

Bu araştırmada, WoS veri tabanında bulunan ARCS Motivasyon Modeli ile ilgili yapılmış çalışmalar bibliyometrik analiz yöntemiyle incelenmiştir. Bibliyometrik analiz yöntemi, belirli bir alanda yayınlanmış çalışmaların genel özelliklerini belirlemek amacıyla istatistik ve nicel analiz yöntemlerinin kullanılmasını içermektedir (Pritchard, 1969). Bu analiz yöntemi, alanyazında ilgili alana yönelik yapılmış çalışmalara geniş perspektiften bakma imkânı sunmaktadır.

#### **Verilerin Toplanması**

“ARCS Motivasyon Modeli” ile ilgili bilimsel araştırmaların bibliyometrik analizini incelemek amacıyla, araştırmacılar tarafından yaygın olarak kullanılan WoS veri tabanı (Meho ve Yang, 2007) kullanılarak Nisan 2024'te “ARCS Model” ve “ARCS Motivation Model” anahtar kelimeleriyle başlıklarda (topics) tarama yapılmıştır. Yapılan tarama sonucunda ilgili anahtar kelimelere yönelik 301 çalışmaya ulaşılmıştır. Bu çalışmalar, a) Veri tabanı olarak Web of Science'da endekslenmesi, b) 2014-2024 yılları arasında yapılmış olması dikkate alınarak incelenmiş ve bu kriterlere göre inceleme yapıldığında ilgili anahtar kelimelere dair 231 çalışmanın olduğu görülmüştür.

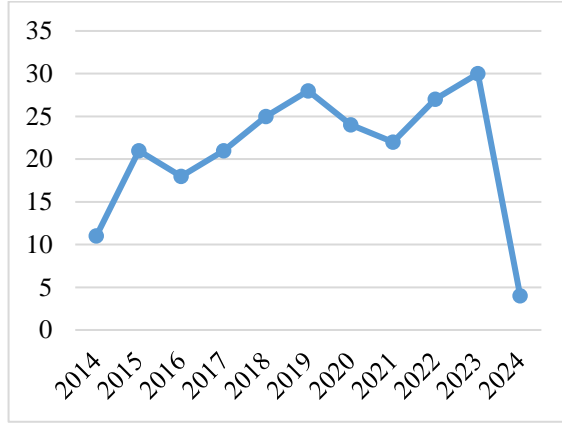
#### **Verilerin Analizi**

“ARCS Motivasyon Modeli” ile ilgili alıřmalardan elde edilen veriler, WoS veri tabanının analiz aracı kullanılarak yıllara, lkelere, disiplinlere ve yayın trlerine gre daėılımlarına ynelik betimsel bilgiler elde edilmiřtir. alıřmalarda en ok kullanılan anahtar kelimelere ynelik aė grselleřtirme haritasını oluřturmak iin VOSviewer yazılımı kullanılmıřtır.

### Bulgular

Arařtırma kapsamında WoS veri tabanında “ARCS Model” ve “ARCS Motivation Model” anahtar kelimeleriyle taratılarak elde edilen alıřmanın bibliyometrik analizi gerekleřtirilmiřtir. Bu alıřmaların yıllara, disiplinlere, yayın trne, lkelere ve anahtar kelimelere gre daėılımları incelenmiřtir. Bu doėrultuda elde edilen bulgular ařaėıda sunulmuřtur:

#### Yayınların Yıllara Gre Daėılımı

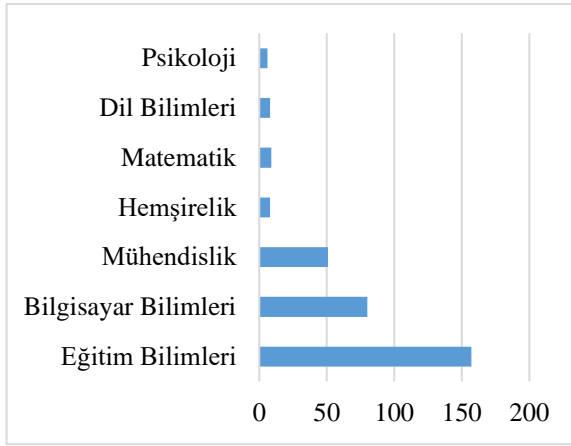


řekil 1: Yayınların Yıllara Gre Daėılımı

Arařtırmada analiz edilen yayınların yıllara gre daėılımları incelendiėinde en ok alıřmanın 2023 (30), 2018 (28), 2022 (27) yıllarında yapıldıėı ve en az alıřmanın 2014 (11), 2024 (4) yıllarında yapıldıėı sonucuna varılmıřtır (řekil 1). 2024 yılında az alıřma olmasının sebebi, bu taramanın Nisan 2024’te gerekleřtirilmesi ve dolayısıyla yılın ilk  ayındaki alıřmaları iermesi olduėu sylenebilir.

#### Yayınların Disiplinlere Gre Daėılımı

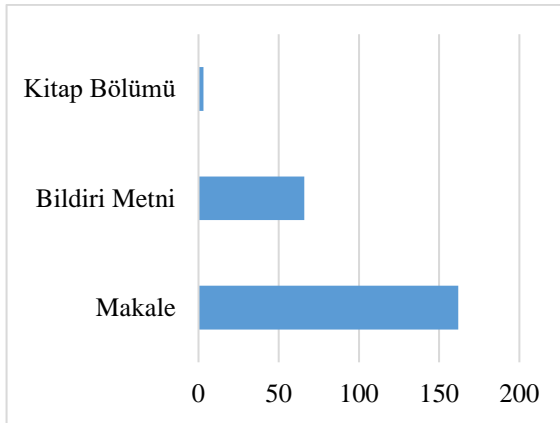




**Şekil 2:** Yayınların Disiplinlere Göre Dağılımı

Şekil 2 incelendiğinde araştırma disiplini olarak en çok çalışmanın eğitim bilimleri (157) ve bilgisayar bilimleri (80) yapıldığı görülmüştür. Bununla birlikte mühendislik, hemşirelik, matematik, dil bilimleri ve psikoloji alanlarında da çalışmaların yapıldığı sonucuna varılmıştır.

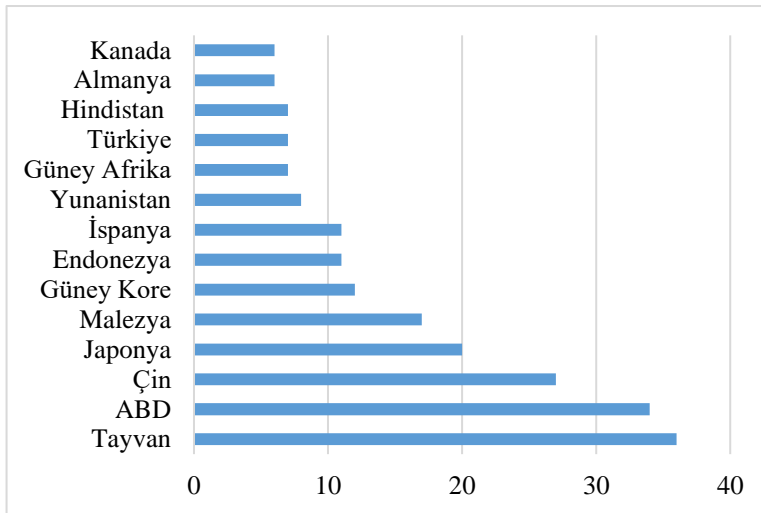
#### **Yayınların Türlerine Göre Dağılımı**



**Şekil 3:** Yayınların Türlerine Göre Dağılımı

Şekil 3 incelendiğinde ARCS modeli ile ilgili yapılan çalışmaların üç türde yayınlandığı görülmüştür. Bu türlerin; makale (162), bildiri metni (66) ve kitap bölümü (3) türlerinde olduğu sonucuna varılmıştır.

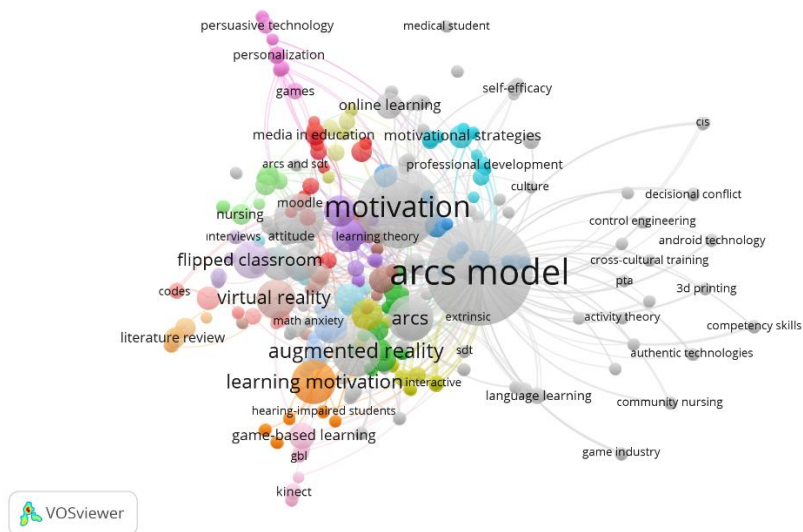
#### **Yayınların Ülkelere Göre Dağılımı**



#### Şekil 4: Yayınların Ükelere Göre Dağılımı

Şekil 4 incelendiğinde ARCS modeli ile ilgili çalışmalar en fazla Tayvan’da (36) yapılmıştır. Diğer ülkelerin sırasıyla; ABD (34), Çin (27), Japonya (20), Malezya (17), Güney Kore (12), Endonezya (11), İspanya (11), Yunanistan (8), Güney Afrika (7), Türkiye (7), Hindistan (7), Almanya (6) ve Kanada (6) olduğu görülmüştür.

### Yayınlarda En Çok Kullanılan Anahtar Kelimeler



#### Şekil 4: Yayınlarda En Çok Kullanılan Anahtar Kelimeler

Şekil 4'te verilen ağ görselleştirme haritasına göre ARCS Motivasyon Modeli ile ilgili yapılan çalışmalarda sıklıkla kullanılan anahtar kelimeler; 78 tekrar ile ARCS model, 48 tekrar ile motivation (motivasyon), 18 tekrar ile gamification (oyunlaştırma), 17 tekrar ile augmented reality (artırılmış gerçeklik), 14 tekrar ile ARCS, 15 tekrar ile learning motivation (öğrenme motivasyonu), 11 tekrar ile virtual reality (sanal gerçeklik) ve e-learning (e-öğrenme) kavramlarının kullanıldığı görülmüştür.

## Tartışma ve Sonuç

Bu araştırmada, WoS veri tabanında “ARCS Model” ve “ARCS Motivation Model” anahtar kelimeleriyle taranan 2014-2024 yılları arasında yayımlanmış 231 çalışmanın bibliyometrik verisi incelenmiştir. Araştırma kapsamında WoS veri tabanının analiz aracı kullanılarak çalışmalara yönelik betimsel bilgilere ve VOSviewer yazılımı kullanılarak çalışmalarda en çok kullanılan anahtar kelimelere ulaşılarak elde edilen bulgular sunulmuştur.

Araştırmada analiz edilen çalışmaların en çok 2023, 2022 ve 2018 yıllarında yapıldığı ve özellikle 2016 yılı itibarıyla ARCS motivasyon modeline olan ilginin arttığı görülmektedir. Bu durumun, eğitim ortamlarındaki değişimlerden dolayı motivasyonun önem kazanmasına ve öğretim sürecinde ARCS motivasyon modelinin kullanılmasının etkili olduğunu destekleyen pek çok çalışmanın olmasına dayalı olduğu düşünülmektedir. Son yıllarda modele olan ilgi artsa da en az çalışmanın 2024 yılında yayımlandığı raporlanmıştır. Ancak bu durumun sebebi olarak yapılan taramanın Nisan 2024’te gerçekleştirilmesi ve dolayısıyla yılın ilk üç ayındaki çalışmaları içermesi olduğu söylenebilir.

Araştırma kapsamında bibliyometrik verisi incelenen çalışmaların, disiplinlere göre dağılımları incelendiğinde en çok çalışmanın eğitim bilimleri ve bilgisayar bilimleri alanlarında yayımlandığı görülmektedir. Bu durumun yıllarda eğitim ortamlara teknolojinin entegre edilmesi, öğretim teknolojilerindeki gelişmeler ve ARCS motivasyon modelinin bir öğretim tasarım modeli olarak kullanılıp etkili olduğunun görülmesi gibi nedenlerden kaynaklandığı söylenebilir. Nitekim alanyazında da ARCS motivasyon modelinin öğretim sürecini olumlu etkilediğini ortaya çıkaran çalışmalara rastlanmaktadır (Aşıksoy ve Özdamlı, 2016; Su ve Cheng, 2013; Karabatak ve Polat, 2020; Köksal, Soykan ve Kahyaoğlu, 2022; Önce ve Gürol, 2021; Song ve Kao, 2023; Türel ve Özer-Şanal, 2018).

ARCS motivasyon modelinin Tayvan, Amerika, Çin, Japonya, Malezya, Güney Kore gibi birçok farklı ülkede araştırmalara konu olduğu görülmektedir. Bu bağlamda elde edilen veriler incelendiğinde ARCS motivasyon modelinin dünya alanyazınında kabul gördüğü düşünülebilir. Araştırma kapsamında elde edilen bulgulardan biri de ARCS motivasyon modeli ile ilgili yapılan çalışmalarda en çok kullanılan anahtar kelimelerin ARCS model, motivasyon, oyunlaştırma, artırılmış gerçeklik olduğu görülmektedir. Son yıllarda öğretim sürecinde artırılmış gerçeklik teknolojisinin kullanımının yaygınlaşmasıyla birlikte sürecin ARCS motivasyon modeline dayalı olarak geliştirilmesinin olumlu etkilerinin görüldüğü çalışmalara rastlanmaktadır (Alenezi, 2023; Chao vd., 2021; Chen, 2019; Khan vd., 2019; Sdravopoulou vd., 2021).

ARCS motivasyon modeli ile ilgili yapılan yayınların bibliyometrik analizinin gerçekleştirildiđi bu araştırma kapsamında elde edilen sonuçların, ARCS Motivasyon Modeli ile ilgili alanda yazılmış makalelere geniş bir bakış açısı sağlayarak öğrenme ve öğretme sürecinde bu modeli kullanacak araştırmacıların ve eğitimcilerin konunun genel hatlarını belirlemelerini, konuyla ilgili eğilimlerin neler olduğunu anlamalarını sağlayacağı düşünülmektedir.

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## **Okul Öncesi Döneminde Dijital Bağımlılığa Bağlı Dikkat Eksikliği Konusunun Ele Alındığı Yüksek Lisans ve Doktora Tezlerinin İçerik Analizi**

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### **Özet**

Çoğu bilim insanı tarafından yaşamın sihirli yılları olarak belirtilen erken çocukluk dönemi, gelişimin doğum öncesinden sonra en hızlı olduğu dönemdir. Gelişimin hızlı olması, çocukların sağlıklı gelişimi için zamanlarını kaliteli geçirmeleri konusunda daha dikkatli olmamızı gerekli kılmaktadır. Teknolojik aletlerin çocukların da günlük yaşamlarının parçası haline geldiği ve çocukların bu teknolojik aletlerle gün içerisinde etkileşime geçtikleri sıkça gözlemlenmektedir. Bu da araştırmacıları çocukların dijital teknolojileri kullanımı konusunu çeşitli boyutlarıyla ele alan araştırmalar yapmaya sevk etmektedir. Bu çalışmanın amacı Türkiye merkezli dergilerde, okul öncesi dönemde dijital bağımlılığa bağlı dikkat eksikliği konusu ile ilgili yayınlanan lisans üstü tezlerin ve makalelerin derinlemesine incelenmesidir. Bu araştırmada nitel araştırma yöntemlerinden olan içerik analizinden yararlanılmıştır. Bu araştırmada 2012 ve 2023 yılları arasında bilimsel makale, yüksek lisans ve doktora tezleri ile ilgili literatür taraması yapılmıştır. Tezler betimsel yaklaşım çerçevesinde döküman incelemesi yapılarak incelenmiştir. Yapılan araştırma 2012 - 2023 yılları arasında yayınlanan Türkiye merkezli dergiler ve tezlerle sınırlandırılmıştır. Bu süreç içerisinde ilgili yayın türüne, konulara, yayın yılına, araştırma desenine, veri toplama aracına, veri çözümüne ve örneklem türüne göre dağılımları ele alınmıştır. Araştırmada Yüksek Öğretim Kurulu Başkanlığında Ulusal Tez Veri Tabanında yer alan ve tam metin olarak ulaşılabilen 10 yüksek lisans programında var olan tezler ve google akademikte olan

40 tane makale taranmıştır. Elde edilen bulgulara doktora programında 2012 ve 2023 yılları arasında yapılan tezlere rastlanmamıştır. Çalışmada araştırmaların yıllara göre dağılımına bakıldığı zaman, okul öncesi döneminde dijital bağımlılığa bağlı dikkat eksikliği konusu ile ilgili en çok araştırmanın 2020 yılında yapıldığı sonucuna ulaşılmıştır. Araştırmada incelenen çalışmalara ait tema ve kodlamalar sonucu elde edilen veriler frekans değerleri kullanılarak tablolar halinde sunulmuştur. Çalışmada elde edilen sonuçların gelecek çalışmalara ışık tutacağı düşünülmektedir. Bu araştırmaya yabancı kaynaklardaki çalışmalar dahil değildir. Türkiye’de Yüksek Öğretim Kurulu Başkanlığında Ulusal Tez Veri Tabanında doktora tez çalışmaları ilave edilmesi önerilebilir.

**Anahtar Kelimeler:** Okul öncesi dönem, okul öncesi eğitim, dijital bağımlılık, dikkat eksikliği.

### Giriş

İnsan ömründe okul öncesi dönemin çok önemli bir yeri vardır. Çünkü çocuğun gelişimi bu dönemde hızlıdır, gelişimsel açıdan kritik dönemleri içerisinde barındırır ve ayrıca çocuğun davranışlarının temellerinin atıldığı önemli bir gelişimsel dönemdir. (Trawick Smith, 2014). Okul öncesi dönemi çocukların kişiliğinin gelişimi için çok önemli bir dönemdir. (Oktay, A. 2000). Bu sebeplerden ötürü erken çocukluk döneminde çocukların zamanlarını nasıl geçirdiği ve yakın çevrelerindeki kişilerin etkileri büyük önem arz etmektedir.

Erken çocukluk dönemi, insan yaşamının 0 ile 8 yaşları dönemini kapsamaktadır. Bu yaş aralığında çocuklar pek çok gelişim alanında önemli sayılan gelişimi yaşamaktadırlar. Yapılan pek çok araştırma ile erken çocukluk döneminde çocukların gelişimlerinin doğru ve uygun yollarla desteklenmesinin ne kadar önemli olduğunu vurgulanmaktadır. (Tunceli,H.İ. 2017 , Zembat,R. 2017)

Gelişimine katkı koyacağımız çocuklarımızın gelişim alanlarında ulaşabileceği en iyi noktaya ulaşabilmesi, ancak ona var olduğu andan itibaren sağlanacak imkanlar ile mümkün olabilmektedir. Bu sebeple neredeyse daha doğmadan başlanması gereken eğitimin, çocuğun içinde bulunduğu ailenin, fiziksel ve sosyal çevresinin gelişimi üzerinde önemli bir etkisi ve rolü vardır. Çocukların daha ilkokula başlamadan yani okul öncesi dönemleri ve ilkokul dönemi de gelişimleri açısından hayati öneme sahiptir. (Oktay, A. 2000) Erken çocukluk döneminde çocuğa verilenler, verilmeyenler veya ne kadar verildiği onun geleceğini belirler. Çocukların evlerinde veya sosyal çevrelerinde bulunan teknolojik aletlerle geçirdikleri sürenin, çocuğun sağlığı ve gelişimi açısından önemi büyüktür



Zembat (1992)'a göre ise bebeğin doğumundan başlanarak, ilkokula başlayana kadar yaşanan dönemde çocukların gelişimlerini ailelerinin de işbirliği ile tüm yönleri ile geliştirilmeye çalışıldığı dönem okul öncesi dönemdir. Bu dönemde çocukların gelişimlerini olumlu yönde sağlayabilmek için aile ile işbirliği çok gereklidir. Çocukların karakter özelliklerine ve özel becerilerine dikkat ederek, fizisel gelişimleri, duygusal gelişimleri, sosyal gelişimlerini ve zihinsel gelişimlerini sağlamalıyız. Ayrıca olumlu kişilik özelliklerini destekleyip, çocukların gelişimine olanak tanıyıp özgüvenlerinin gelişimine destek olmalıyız

Önceleri sadece çocukların aşırı televizyon izlemelerinin yol açtığı sorunlarla uğraşılırken günümüzde gelişen teknoloji ile birlikte kullanımı yaygın hale gelen çeşitli teknolojik aletlerin sebep olduğu bağımlılıklar ve bu bağımlılıkların sebebiyet verdiği çeşitli sorunlar da yaygınlaşmaktadır.

Günümüzde çocukların teknolojik cihazlarla çok fazla vakit geçirmeleri yani gün boyu saatlerce televizyon izlemeleri, tablet veya bilgisayar oyunları ile çok uzun saatler oynamaları veya akıllı telefonlarla saatlerce ve kontrolsüzce kendilerine uygun olmayan görsellere maruz kalmaları onların sosyal, bilişsel ayrıca da duygusal gelişimlerine zarar verdiği fikri her geçen gün daha da yaygınlaşmaktadır. (Tüzün, 2002)

Bağımlılık kavramı maddesel olabildiği gibi davranışsal da olabilmektedir. Bu konuda yapılan araştırmalar incelendiği zaman değişik tanımların yapıldığı görülmektedir. Seferoğlu ve Yıldız (2013), bağımlılık kavramını, bir madde, ürün veya hizmeti uzun süre kullanan kişinin kendini geçici olarak iyi hissetmesi durumu olarak tanımlamaktadır. Koçak, Hotun-Şahin ve Büyükkayacı- Duman (2015) ise bağımlılık kavramını, kişilerin fiziksel ve sosyal hayatlarına iyi gelmemesine rağmen ayrıca psikolojik yönden de kötü etkilenmelerine rağmen kendilerine zarar veren davranışı yapma konusunda istek duymaları vaz geçememeleri durumu olarak tanımlamaktadırlar. Yapılan bu tanımlar doğrultusunda ise dijital bağımlılık kavramı, dijital araçların uzun saatler kullanılması ve kopamama şeklinde değerlendirilebilmektedir.

Günümüzde bireylerin teknolojik bağımlılıkları ki buna dijital bağımlılık da diyebiliriz, teknolojik gelişmelere paralel olarak şekillenmektedir. Kişinin uzun saatler kopamadan kullandığı dijital cihaza bağlı olarak isimler almaktadır. Örneğin internet bağımlılığı (Başköy, 2013; Genç, 2011; Günüş, 2009), bilgisayar oyun bağımlılığı (Bilgin, 2015; Veltri, Krasnova,

Baumann ve Kalayamthanam, 2014), dijital bağımlılık (Çukukurluöz, 2016) gibi farklı kategoriler altında incelenmektedir.

Dijital cihazlara ve internete erişimin günümüzde oldukça kolay olması, dijital cihazların günlük yaşantımızın bir parçası haline gelmesi yetişkinler gibi çocukları da kendine çekmektedir. Kullanım sıklığını artırmaktadır. (Rideout, 2017). Dijital cihazların kullanım yaşı okul öncesinden bile öncelere hatta bebeklik zamanlarına kadar inmiştir (Nevski ve Siibak, 2016a). Yapılan araştırmalar hem çocukların dijital cihazlar ile geçirdikleri zamanın planlanması konusu hem de izledikleri görsellerin içeriği ile ilgili problemlerin yaşandığını ortaya koymaktadır. (Akçay ve Emiroğlu, 2016; Kars, 2010; SB, 2018). Bu durum çocukların dijital cihazlar adı altında toplanan bilgisayar, telefon, tablet vb. aletlerin bilinçsiz ve uygunsuz kullanıldığını ortaya çıkarmaktadır. (Goodwin, 2018; Horzum, 2011; Yalçın-Irmak ve Erdoğan, 2016).

Bu dönemde dijital cihazların günlük yaşamımızda kullanım alanlarının genişlemiş olması hem yetişkinlerin hem de çocukların yaşamlarının vazgeçilmez bir parçası haline gelmesine neden olmuştur. Çocukların ise dijital cihazlar ile ara vermeksizin oynamak istemeleri dış mekan oyunlarına ayırdıkları zamanı azaltmakta, bu durum ise çocuklar üzerinde olumsuz etkilerin oluşmasına sebep olmaktadır. Sonuç olarak ekran bağımlılığı ve teknolojik cihazlara ayrılan sürenin uzaması çocukların yaşlıları ile birlikte oynanan oyunlarının azalmasına yol açmakta ve tek başlarına oynanan oyunların artmasına neden olmaktadır. (Rosen ve ark., 2014).

Çocukların uzun süre dijital aletlerle zaman geçirmesi anne babalarını, öğretmenlerini ve diğer uzman kişileri düşündürmektedir. Çocukların kuralsız, kendi istediği kadar ve bilinçsiz şekilde dijital oyun oynamaları bu tür oyunlara olan isteklerini artırmakta daha çok oynadıkça da olumsuz etkilerin oluşmasına sebep olmaktadır (Nevski ve Siibak, 2016a). Çok fazla uzun saatler dijital cihazlar ile oynayan çocuklarda bağımlılığın oluşabileceği saptanmıştır (Yalçın-Irmak ve Erdoğan, 2016). Bu olumsuz durum dijital bağımlılıkların artmasına ve dijital hastalıkların oluşmasına neden olabilmektedir. Dijital bağımlılığın sebep olduğu olumsuz durumların başında dikkat eksikliğinin geldiği söylenebilir. Dikkat eksikliği çocukluk çağında en sık rastlanan rahatsızlıktır. Dikkat eksikliği ile birlikte başka bozukluklar da görülebilmektedir. (Aktepe, Demirci, Çalışkan, Sönmez, 2010).

Dikkat eksikliği ile birlikte hiperaktivite bozukluğunun görülmesi sıktır. Dikkat eksikliği bir işi yaparken kişinin o işe olan dikkatini sürdürmekte zorlanması, çok hareketli olması ve dürtü kontrolü ile yaşadığı sorunları ifade etmektedir. Bu sorun kişiler arası iletişimi olumsuz

etkilemekle birlikte toplumsal ve aile ilişkilerini de olumsuz etkilemekte, sosyal yaşantıda zorlanmalara sebep olmaktadır. (Dang, Warrington, Tung, Baker, Pan, 2007). Ayrıca dikkat eksikliği ve hiperaktivite sorunu olan çocukların okul başarıları da olumsuz etkilenmektedir.

Bu araştırmada okul öncesi dönemde dijital bağımlılığa bağlı dikkat eksikliği ile ilgili çalışmaların, araştırma deseni, araştırma yöntemi, veri toplama aracı, örneklem türü, katılımcı sayısı vb. değişkenler açısından analiz edilmiş ve bu çalışmaların hangi konular etrafında yoğunlaştığı belirlenmeye çalışılmıştır. Bu yönüyle çalışma, dijital bağımlılığa bağlı dikkat eksikliği ile ilgili gerçekleştirilen araştırmaların yaklaşık on yıllık bir dönemde nasıl bir seyir izlediğini ortaya koyarak alan yazına önemli bir katkı sağlamaktadır.

### **Yöntem**

Bu bölümde araştırmanın modeli, çalışma grubu, verilerin toplanması ve verilerin analizleri, amaçlarla uygun olarak ele alınmıştır.

#### **Araştırma Modeli**

Bu çalışmada nitel veri içerik analizi tekniği uygulanmıştır. Çünkü içerik analizi elde edilen verileri inceleyip, birbirine benzeyenleri belirli kavramlar ve temalar çerçevesinde bir araya getirmek ve bunları okuyanların anlayabileceği bir şekilde düzenleyerek yorumlamaktır (Yıldırım ve Şimşek, 2013). İçerik analizi tekniği, çalışmaların belirli kurallara dayalı kodlamalarla bazı sözcüklerinin daha küçük içerik kategorileri ile özetlenmiş olarak sunulduğu sistematik, yinelenebilir bir tekniktir (Büyüköztürk, Çakmak, Akgün, Karadeniz ve Demirel, 2017)

#### **Çalışmanın Kapsamı**

Bu çalışma, okul öncesi dönemde dijital bağımlılığa bağlı dikkat eksikliği konusunun incelenmesi üzerine yapılan bir çalışmadır. Bu araştırmada analiz edilen tezler, 2012 ve 2023 tarihleri arasında YÖK Ulusal Tez Merkezinden PDF uzantılı olarak ulaşılabilir olan tezlerle sınırlıdır. Bu çalışma grubu 10 tanesi Yüksek lisans tezi ve 40 tanesi makaleden oluşmaktadır. Ayrıca, araştırmaya yalnızca Türkçe dilinde yazılmış tezler dâhil edilmiştir. Çalışmada verilere ulaşılırken “okulöncesi dönem, dijital bağımlılık, dikkat eksikliği” anahtar kavramına ilişkin olarak Yükseköğretim Kurulu Tez YÖKTEZ Merkezinde yapılan taramada toplam 10 adet teze ve 40 adet makaleye ulaşılmıştır. Araştırma örneklemine dahil edilen okul öncesi döneminde dijital bağımlılığa bağlı dikkat eksikliği ile ilgili toplam 50 adet çalışmayı kapsamaktadır.

Araştırma makalelerinin sınırlandırılmasında aşağıdaki parametreler kullanılmıştır:

1. Araştırma makalelerinin belirlenmesinde Google Akademik veri tabanı kullanılmıştır.
2. Araştırmada sadece 2012 - 2023 yılları arasında yayımlanan makaleler analiz edilmiştir.

3. Araştırmada yalnızca Türkçe dilinde yazılmış ve ulusal hakemli dergilerde yayımlanmış makaleler analiz edilmiştir.

### **Veri Toplama Aracı ve Verilerin Çözümlemesi**

Çalışmaya ait veriler nitel veri toplama tekniklerinden içerik analizi yapılarak benzer verileri belirli kavram ve tema çerçevesinde bir araya getirerek okuyucunun anlayacağı bir şekilde düzenleyerek yorumlamaktır. (Yıldırım ve Şimşek 2013). Bu çalışmada, okul öncesi döneminde dijital bağımlılığa bağlı dikkat eksikliği konusu ile ilgili döküman incelemesine yer verilmiştir. Döküman incelenmesi, araştırılması gereken konu ve konular hakkında bilgi içeren yazılı materyallerin analizini kapsar (Yıldırım ve Şimşek,2013). Analiz sonuçları frekans ve yüzde değerleri ile ifade edilmiştir.

Araştırma örneklemine dahil edilen okul öncesi döneminde dijital bağımlılığa bağlı dikkat eksikliği ile ilgili toplam 50 adet çalışmanın analiz edilmesinde yedi soru kullanılmıştır. Bu soruların her biri araştırmada kullanılan içerik analizi yönergesi için bir “tema” olarak değerlendirilmiştir. İçerik analizi yönergesinde yer alan sorular aşağıda verilmektedir.

1. Okul öncesi döneminde dijital bağımlılığa bağlı dikkat eksikliği ile ilgili çalışmaların yayın türüne göre dağılımı nasıldır?
2. Okul öncesi döneminde dijital bağımlılığa bağlı dikkat eksikliği ile ilgili çalışmaların konulara göre dağılımı nasıldır?
3. Okul öncesi döneminde dijital bağımlılığa bağlı dikkat eksikliği ile ilgili çalışmaların yayın yılına göre dağılımı nasıldır?
4. Okul öncesi döneminde dijital bağımlılığa bağlı dikkat eksikliği ile ilgili çalışmaların araştırma desenine göre dağılımı nasıldır?
5. Okul öncesi döneminde dijital bağımlılığa bağlı dikkat eksikliği ile ilgili çalışmaların veri toplama aracına göre dağılımı nasıldır?
6. Okul öncesi döneminde dijital bağımlılığa bağlı dikkat eksikliği ile ilgili çalışmaların veri çözümüne göre dağılımı nasıldır?
7. Okul öncesi döneminde dijital bağımlılığa bağlı dikkat eksikliği ile ilgili çalışmaların örneklem türüne göre dağılımı nasıldır?

### **Bulgular**

Bu bölümde, veriler tablolaştırılarak sunulmuştur. Tablolar, içerik analizi yönergesinde sorulan yedi adet soru ile sorgulanan “tema”lara ilişkin elde edilen veriler ışığında oluşturulmuş ve sunulmuştur.

**Tablo 1. Okul Öncesi Dönemde Dijital Bağımlılığa Bağlı Dikkat Eksikliği ile İlgili Çalışmaların Yayın Türüne Göre Dağılımı**

Yayın türü	F	%
Yüksek Lisans	10	20
Tezi		
Doktora Tezi	-	0

Tablo 1, Okul öncesi döneminde dijital bağımlılığa bağlı dikkat eksikliği ile ilgili çalışmaların yayın türüne göre dağılımını göstermektedir. Tablo 1'e göre, toplam 50 adet çalışmanın 10'u yüksek lisans düzeyinde (% 20), 0'ı doktora düzeyinde (% 0 ) ve 40'ı de araştırma makalesi kapsamında (% 40) gerçekleştirilmiştir. Bu durum, okul öncesi döneminde dijital bağımlılığa bağlı dikkat eksikliği ile ilgili daha çok sayıda doktora düzeyindeki araştırmalara gereksinim olduğunu göstermektedir.

**Tablo 2, Okul Öncesi Dönemde Dijital Bağımlılığa Bağlı Dikkat Eksikliği ile İlgili Çalışmaların konulara Göre Dağılımı**

<b>Tema</b>	<b>Kategori</b>	<b>F</b>	<b>%</b>
Öğretmen	<ul style="list-style-type: none"> <li>• Pandemi sürecinde dijital bağımlılık</li> <li>• Dijital bağımlılığa ilişkin öğretmen görüşleri</li> <li>• Okul öncesi dönemde dijital bağımlılık</li> <li>• Öğretmen görüşlerine göre öğrencilerdeki teknoloji bağımlılığı</li> <li>• Dikkat eksikliği ve Hiperaktivite</li> <li>• Dijital oyun bağımlılığı</li> <li>• Dijital dönüşüm ve öğrenci değerleri</li> <li>• Teknoloji kullanımı ve dijital oyunlar</li> <li>• Dijital bağımlılığa ilişkin çözüm önerileri</li> <li>• Dijital çocuk oyunları</li> <li>• Akıllı Cihaz Kullanımı</li> </ul>	11	22
Ebeveyn	<ul style="list-style-type: none"> <li>• Pandemi Öncesi ve Pandemi Sürecinde Dijital Oyun Bağımlılığı</li> <li>• 'Dijital Oyun ve Çocuk' Aile Eğitimi</li> <li>• Teknolojik Oyun Bağımlılık Ölçeği ile Dijital Oyun anne baba Rehberlik Stratejileri Ölçeği</li> <li>• Okul Öncesi Çocuklarda Teknoloji Kullanımına İlişkin Ebeveyn Tutumları</li> <li>• Dijital Bağımlılıkla Mücadele Projesi</li> </ul>	9	18

	<ul style="list-style-type: none"> <li>• Erken Çocuklukta Dijital Oyun Bağımlılık Eğilimi</li> <li>• Teknoloji Bağımlılığının Çeşitli Yaş Gruplarındaki Çocuklara Etkileri</li> <li>• Dijital Oyun Bağımlılık Eğilimi</li> <li>• COVID-19 Pandemi Öncesi ve Pandemi Sürecinde Ebeveyn Rehberlik Stratejileri</li> </ul>		
Öğrenci	<ul style="list-style-type: none"> <li>• öğrencilerin internet bağımlılığı düzeylerinin belirlenmesi</li> <li>• internet bağımlılığı, dikkat eksikliği ve dürtüsellik</li> <li>• İnternet Kullanımına İlişkin Görüşlerinin İncelenmesi</li> <li>• Erken Çocukluk Döneminde Medya Maruziyeti ile Alıcı Dil Gelişimi</li> <li>• Çocuklar İçin Dijital Oyun Bağımlılığı Ölçeği:</li> <li>• Çocuklar için Dijital Bağımlılık Ölçeğinin Türkçeye Uyarlanması:</li> <li>• Oyun Bağımlılığının Etkileri Üzerine Nitel Bir Çalışma</li> <li>• İletişim Becerilerinin dijital bağımlılıktan etkilenme düzeyi</li> <li>• Teknolojik aletleri kullanma Düzeyleri ve Şiddet Eğilimlerinin Belirlenmesi"</li> <li>• Dijital Bağımlılık</li> <li>• Dijital cihazlara olan bağımlılık ve Yaşam Doyumunun İncelenmesi</li> <li>• teknolojik Oyun Bağımlılığı ile Ders Çalışma Alışkanlıkları Arasındaki İlişki</li> <li>• Teknolojik Oyun Bağımlılık Eğilimi ve Oyunların Türlerine Göre Saldırganlık Yönelimleri</li> <li>• Öğretmen Adaylarının Dijital Oyun Bağımlılığına Yönelik Farkındalıkları</li> </ul>	14	28
Teknoloji	<ul style="list-style-type: none"> <li>• Teknolojinin getirdiği yeni hastalıklar</li> <li>• Dijital Bağımlılığın Okul Öncesi Çocuklarına olan Etkisi</li> <li>• Küresel Bir Sorun Dijital Oyun Bağımlılığı</li> <li>• Jenerasyon Farklılıkları ve Dijital Bağımlılık</li> </ul>	16	32

	<ul style="list-style-type: none"> <li>• Erken Çocukluk Döneminde Dijital Bağımlılık</li> <li>• Sosyal Medya Kullanım Alanları</li> <li>• Ekranla İletişim Edilen Çocuklar</li> <li>• Dijital Oyun - Bağımlılık</li> <li>• Dijital Teknoloji Kullanımının Olumsuz Etkileri</li> <li>• Türkiye’deki araştırmaların Yöntem ve Sonuçların İncelenmesi</li> <li>• Bilgisayar ile Oyun oynama Bağımlılığı ile Davranış Problemlerinin İlişkinin İncelenmesi</li> <li>• Açık Hava Etkinliklerinin Etkisinin İncelenmesi</li> <li>• Dijital Bağımlılığın Problem Davranışları Üzerindeki Etkisi</li> <li>• Ruhsal ve Fiziksel Sağlık Üzerindeki Etkileri</li> <li>• Dijital Bağımlılığın Alanyazın Değerlendirmesi</li> <li>• Dijital cihazlarla Oyun Bağımlılığı İle Oyun Eğilimleri İlişkinin İncelenmesi</li> </ul>		
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Tablo 2 incelendiğinde okul öncesi döneminde dijital bağımlılığa bağlı dikkat eksikliği ile ilgili yapılan çalışmaların konularına göre dağılımında %22 oranla öğretmen görüşleri konulu temaların olduğunu, %18 oranla ebeveyn görüşleri temasının olduğunu, %28 oranla , öğrenci görüşleri temasının olduğunu, %16 oranla ise teknoloji temasının bulgularına saptanmıştır.

*Tablo 3, Okul Öncesi Dönemde Dijital Bağımlılığa Bağlı Dikkat Eksikliği ile ilgili çalışmaların yayın yılına göre dağılımı*

Yayın yılı	F	%
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2012	1	2
2016	1	2
2017	2	4
2018	5	10
2019	9	18
2020	11	22
2021	7	14
2022	7	14
2023	7	14

Tablo, 3 Okul öncesi döneminde dijital bağımlılığa bağlı dikkat eksikliği ile ilgili çalışmaların yayın yılının dağılımı göstermektedir. Tablo 3’e göre, okul öncesi döneminde dijital bağımlılığa bağlı dikkat eksikliği ile ilgili toplamda dokuz yayın yılı ile ilgili çalışma bulgularına varılmıştır. En fazla çalışmanın yapıldığı yayın yılı sırasıyla şunlardır: Okul öncesi döneminde dijital bağımlılığa bağlı dikkat eksikliği konusunda yayın yılı 2020 ‘de (%22), 2019’da (%18) dir. En az yayın yılı dağılımına 2012-2016 yıllarında (%1) rastlanmaktadır.

**Tablo 4, Okul Öncesi Dönemde Dijital Bağımlılığa Bağlı Dikkat Eksikliği ile ilgili çalışmaların araştırma desenine göre dağılımı**

Araştırma Deseni	F	%
İlişkisel Tarama	3	6
Modeli	2	4
Tarama modeli	9	18
Nicel	29	58
Nitel	2	4
Karma	3	6
Betimsel	1	2
Deneyisel	1	2
Çapraz Kesit		



Tablo 4, okul öncesi döneminde dijital bağımlılığa bağlı dikkat eksikliği ile ilgili çalışmaların araştırma desenine göre dağılımını göstermektedir. Tablo 4'e göre, Okul öncesi döneminde dijital bağımlılığa bağlı dikkat eksikliği ile ilgili çalışmalarda kullanılan 8 araştırma deseni bulgularına varılmıştır. En fazla kullanılan araştırma deseni sırasıyla şunlardır: Nitel (%58), Nicel(%18)'dir. En az kullanılan araştırma desenleri deneysel ve çapraz kesit ( %2)'dir.

Tablo 5'e göre, okul öncesi döneminde dijital bağımlılığa bağlı dikkat eksikliği ile ilgili çalışmalarda toplam 25 veri toplama aracı kullanılmıştır. En fazla kullanılan veri toplama aracı: Görüşme formu ( % 29)'dur. En az veri toplama aracı olarak; Erişkin DEB/DEHB Tanı ve Değerlendirme Envanteri, Peabody Resim Kelime Vokabüler Testi (PPTV), Ankara Gelişim Tarama Envanteri (AGTE), Erken Çocukluk Ebeveyn Medya Müdahale Ölçeği, Çocuklar için dijital bağımlılık ölçeği, Dijital bağımlılık ölçeği, İletişim becerileri envanteri, Şiddet eğilimleri ölçeği, Yaşam doyum ölçeği, Bilgisayar oyun bağımlılık Ölçeği, Anne -Baba Derecelendirme Ölçeği, Ders Çalışma Alışkanlıkları Ölçeği, 36-72 Aylık Çocukların Saldırganlık Yönelim Ölçeği, Çocuklar İçin Oynama Eğilimi Ölçeği ( %1,6 ) kullanılmıştır.

**Tablo 5, Okul Öncesi Dönemde Dijital Bağımlılığa Bağlı Dikkat Eksikliği ile ilgili çalışmaların veri toplama aracının dağılımı**

	Veri Toplama	F	%
❖	Görüşme formu	18	29
❖	Kişisel Bilgi Formu	4	6,5
❖	İnternet Bağımlılığı Ölçeği	2	3,2
❖	Anket formu	5	8
❖	Metafor formu	2	3,2
❖	Bağımlılık Eğilimi Ölçeği (DOBE)	4	6,5
❖	Dijital Oyun ile ilgili Ebeveyn Rehberlik	4	6,5
	Stratejileri Ölçeği	2	3,2
❖	Sosyal Medya Araçları	2	3,2
❖	Araştırma makaleleri	3	4,8
❖	Dijital Oyun Eğilimi Ölçeği	2	3,2
❖	Sosyal Yetkinlik ve Davranış Ölçeği	1	1,6
❖	Erişkin DEB/DEHB Tanı ve Değerlendirme	1	1,6
	Envanteri	1	1,6
❖	Peabody Resim Kelime Vokabüler Testi (PPTV)	1	1,6
❖	Ankara Gelişim Tarama Envanteri (AGTE)	1	1,6

❖	Erken Çocukluk Ebeveyn Medya Müdahale	1	1,6
Ölçeği		1	1,6
❖	Çocuklar için dijital bağımlılık ölçeği	1	1,6
❖	Dijital bağımlılık ölçeği	1	1,6
❖	İletişim becerileri envanteri	1	1,6
❖	Şiddet eğilimleri ölçeği	1	1,6
❖	Yaşam doyumu ölçeği		
❖	Bilgisayar oyun bağımlılık ölçeği	1	1,6
❖	Anne -Baba Derecelendirme Ölçeği(CADÖ-YK)	1	1,6
❖	Ders Çalışma Alışkanlıkları Ölçeği	1	1,6
❖	36-72 Aylık Çocukların Saldırganlık Yönelim		
Ölçeği			
❖	Çocukların Oynama Eğilimi Ölçeği		

**Tablo 6, , Okul Öncesi Dönemde Dijital Bağımlılığa Bağlı Dikkat Eksikliği ile ilgili çalışmaların veri çözümünün dağılımı**

Verilerin	F	%
Çözümü		
SPSS	20	40
İçerik Analizi	30	60

Tablo 6, okul öncesi döneminde dijital bağımlılığa bağlı dikkat eksikliği ile ilgili çalışmaların veri çözümünün dağılımı toplam iki şekilde görülmektedir. En fazla okul öncesi döneminde dijital bağımlılığa bağlı dikkat eksikliği ile ilgili veri çözümünde içerik Analiz (%60) programını kullanırken en az okul öncesi döneminde dijital bağımlılığa bağlı dikkat eksikliği ile ilgili çalışmaların veri çözümünde SPSS (% 40)'dır

**Tablo 7, Okul Öncesi Dönemde Dijital Bağımlılığa Bağlı Dikkat Eksikliği ile ilgili çalışmanın örneklem dağılımı**

Örneklem	F	%
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Öğrenciler	18	36
Öğretmenler	11	22
Öğretmen	2	4
adayları	13	26
Ebeveynler	6	12
Kitlesel		
örneklem		

Tablo 7, okul öncesi döneminde dijital bağımlılığa bağlı dikkat eksikliği ile ilgili çalışmaların örneklem dağılımı toplam beş şekilde görülmektedir. En fazla okul öncesi döneminde dijital bağımlılığa bağlı dikkat eksikliği ile ilgili örneklem; öğrenciler (%36), en az okul öncesi döneminde dijital bağımlılığa bağlı dikkat eksikliği ile ilgili çalışmaların örneklemini ise öğretmen adayları (% 12)dir.

### **Tartışma, Sonuç ve Öneriler**

Okul öncesi dönemde dijital bağımlılığa bağlı dikkat eksikliği ile ilgili gerçekleştirilen içerik analizi sonucunda bu konudaki çalışmaların en fazla 2019 ve 2020 yıllarında yapıldığı bulgusuna ulaşılmıştır. Sönmezler ve Balcıoğlu (2023) yapmış oldukları araştırmada pandemi sürecinin yaşanması ile birlikte 2020 yılında dijital bağımlılık kavramının ön plana çıktığını vurgulamışlardır. Çalışmada dijitalleşmenin çocuk psikolojisine olan etkileri araştırılmıştır. Ayrıca çocukların dijital cihazlar ile uzun saatler vakit geçirip oyun oynamalarının bazı olumsuz durumlara yol açtığı vurgulanmakla birlikte konu ile ilgili en büyük problemlerin başında oyunların süreklilik arz eden bir davranış olması ve dijital cihazlarla sürekli vakit geçirmenin sonucunda bağımlılık yaratabilecek olması ihtimali üzerinde durulmuştur.

Kanter (2020) ise yaptığı çalışmasında, dijital teknoloji kullanımının çocuklar üzerindeki problem davranışlarına etkisi hakkındaki literatürü taramış ve dijital bağımlılığın çocuklar üzerindeki olumlu ve olumsuz etkilerini araştırıp inceleyerek ele almıştır. Bunun yanında okul öncesi dönem çocuklarının son on yılda teknolojik alanda oluşan gelişmelerin yararlı olmalarının yanında çocuklar için sağlıkları açısından riskler oluşturduğunu da belirtmiştir. Kanter (2020) yaptığı çalışmada çocukların dijital cihazlardan ötürü zarar görmemeleri için cihazların özellikle kontrollü olarak kullanılması gerektiğini vurgulamış, ayrıca kontrollü kullanım sayesinde çocukların zihinsel becerilerini geliştirerek yarar sağlanabileceğini belirtmiştir.

Öner (2000) yaptığı çalışmada okul öncesi öğretmenlerinin büyük bir kısmının, okul öncesi dönemdeki çocukların dijital cihazlarla vakit geçirmelerine karşı oldukları, çocukların geleneksel oyunlarla oynamalarını tercih ettiklerini göstermektedir. Ayrıca oklu öncesindeki çocukların geleneksel oyunları oynamasının, dijital oyunlara göre onların bilişsel, duyuşsal, fiziksel, duygusal ve sosyal gelişimlerine daha fazla katkı sağladığı sonucuna varılmıştır.

Avcı ve Er (2019) ise yaptıkları çalışmada, içinde bulunduğumuz yüzyılda teknolojik ilerlemelerin hayatımızda değişikliklere sebep olduğunu ve günümüzde çocukların daha bir yaşına bile gelmeden internet ve dijital cihazlarla etkileşimde olduklarını vurgulamışlardır. Dolayısı ile çocukları bu dünyadan uzak tutmanın mümkün olmadığını yapılması gerekenin ise öğretmen ve ailelere düşen önemli görevleri yerine getirip çocukları dijital ortamda güvenli ve bilinçli bir şekilde bulunmalarını sağlamak olduğunu belirtmişlerdir. Ayrıca öğretmenlerin öğrencilerinde gelişen dijital bağımlılığa karşı önlem alma konusunda ortaya koyduğu çözüm önerilerinden en yüksek frekansa sahip olan görüş ise sınır koymak olduğu belirtilmiştir.

Dijital bağımlılığa bağlı dikkat eksikliği üzerine yapılan çalışmaların incelenmesini amaçlayan bu araştırmada elde edilen bulgular ışığında ulaşılan sonuçlar ve bu sonuçlara yönelik geliştirilen öneriler şu şekilde sıralanabilir:

Okul öncesi döneminde dijital bağımlılığa bağlı dikkat eksikliği ile ilgili yapılan çalışmaların yayın türüne göre, konulara göre, yıllara göre, araştırma desenine göre, veri toplama araçlarına göre, veri çözümünün dağılımına göre ve örneklem dağılımına yönelik cevaplar aranmıştır. Buna göre türüne göre dağılımlarına bakıldığında 40 makale 10'ünün tez olduğu, yıllara göre dağılımlarının 2012- 2023 yılları arasında olduğu temalara göre dağılımlarının; öğretmen görüşleri, öğrenci görüşleri, ebeveyn görüşleri ve teknoloji olduğu, araştırma desenlerine bakıldığında ise deneysel, derleme, içerik analizi , nicel , nitel, tarama modeline yer verilmiştir.

Okul öncesi döneminde dijital bağımlılığa bağlı dikkat eksikliği ile ilgili yapılan araştırmaların daha çok makale formatında olduğu görülmektedir. Ancak okul öncesi döneminde dijital bağımlılığa bağlı dikkat eksikliği ile ilgili herhangi bir doktora tez çalışmasının olduğu bir bulguya rastlanmamıştır.

Bu çalışmadan elde edilen sonuçlara göre şu önerilerde bulunula bilir;

1. Yurt içi Yükseköğretim Kurulu Tez (Yöktez) Merkezi veri tabanında okul öncesi döneminde dijital bağımlılığa bağlı dikkat eksikliği ile ilgili güncel konulara bağlı kalarak araştırmalar zenginleştirilebilir.

2. Yurt ii ve dıřında okul ncesi dneminde dijital baęımlılıęa baęlı dikkat eksiklięi konusuna iliřkinyayın tarihi yakın zamanda yapılan arařtırmalara yer verilebilir.
3. Farklı ęretim kademelerinde dijital baęımlılıęa baęlı dikkat eksiklięi ile ilgili arařtırmalar irdelenebilir.
4. Deneyssel bir alıřma yapılabilir.
5. Okul ncesi dneminde dijital baęımlılıęa baęlı dikkat eksiklięi konusunda okuldaki paydař gruplarına eęitim verilebilir.
6. Ebeveynler, dijitalleřen dnya ortamında ocuklarının teknoloji kullanımlarına farkındalıkla yaklařması ve dijital baęımlılık sebebiyle problem davranıřlarının ortaya ıkmaması iin; dijital cihazların kullanımı, olumlu ve olumsuz etkileri konusu ile ilgili bilinlendirilmelidir.
7. Okul ncesi dneminde dijital baęımlılıęa baęlı dikkat eksiklięi konusunda ocuk ve aile katılımı ile iřbirliki grup alıřmaları yapılabilir.

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## **Özel Eğitimde Artırılmış Gerçeklik Temelli Meslek Öğretimi: Bir Mobil Uygulamanın Tasarım Süreci<sup>\*10</sup>**

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### **Özet**

Özel eğitimde artırılmış gerçeklik teknolojilerinin kullanımı, özel gereksinimli öğrencilerin öğrenme deneyimlerini zenginleştirmek ve öğrenme süreçlerini daha etkili hale getirmek için önemli bir konu haline gelmiştir. Artırılmış gerçeklik, etkileşimli öğrenme ortamı ile öğrencilere soyut kavramları somut bir şekilde deneyimleme ve anlama fırsatı sunan yenilikçi bir teknoloji olarak özel gereksinimli bireylerin eğitimi için ciddi bir potansiyel barındırmaktadır. Bu çalışma kapsamında da özel gereksinimli ilkökul öğrencileri için geliştirilen artırılmış gerçeklik temelli bir mobil uygulamanın tasarlanma sürecinin tanıtılması amaçlanmaktadır. Tasarım sürecinde sırasıyla şu aşamalar izlenmiştir: Konu seçimi, literatür taraması, ilgili konuya yönelik senaryoların oluşturulması, senaryoların video haline getirilmesi, senaryoların kitapçık olarak hazırlanması ve artırılmış gerçeklik tabanlı mobil uygulamanın geliştirilmesi. Tasarımın ilk aşaması için özel eğitim öğretmenleri ile görüşme yapılmıştır. Görüşme sonucunda belirlenen konu havuzuna yönelik olarak literatür taraması gerçekleştirilmiştir. Ardından artırılmış gerçeklik ile meslek öğretimi konusuna yönelik mevcut boşluğu doldurmak hedeflenmiştir. Bu doğrultuda öncelikle özel eğitim birinci kademe iletişim becerileri kitapları incelenmiştir. Araştırmacılar tarafından meslekler belirlenmiştir. Daha sonra belirlenen bu meslekler özel eğitim öğretmenleri tarafından öğrencilerin günlük yaşamlarında karşılaşılabilecekleri meslekler olarak yeniden düzenlenmiştir. Sonraki aşamada araştırmacılar tarafından her bir mesleğe ilişkin öğretim senaryoları oluşturulmuştur. Metinlerdeki ifadeler alan uzmanları tarafından sadece “kim” sorusuna cevap verilecek şekilde her meslek için beş

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<sup>10</sup> \*Bu araştırma, ikinci yazarın yüksek lisans tezinden türetilmiştir.



ayrı senaryo şeklinde düzenlenmiştir. Bu senaryolar, öğrencilerin bilişsel yüklerini yormayacak şekilde hazırlanmıştır. Metinler son halini aldıktan sonra seslendirme işlemleri yapılmıştır. Daha sonra ise araştırmacılar tarafından iki boyutlu animasyonlar geliştirilmiştir. Animasyonlar geliştirilirken süreç her aşamasında BÖTE ve özel eğitim alan uzmanlarından görüş alınarak yürütülmüştür. Gerekli düzeltmeler yapılarak ilerlenmiştir. Nitekim bu doğrultuda iki meslek tekrar seslendirilmiştir. Bazı karakterler ve sahnede yer alan öğeler değiştirilmiştir. Ardından beş ayrı kitapçık olarak düşünülen meslekler, araştırmacılar tarafından Canva platformu aracılığıyla tasarlanmıştır. Kitapçıklardaki görsellerin tetiklenerek videoların oynatılabilmesi amacıyla özel bir uygulama geliştirilmiştir. Bu uygulamanın, özel gereksinimli ilkokul öğrencilerine meslek öğretimi konusunda yeni bir yaklaşım sunarak eğitim alanında önemli bir boşluğu doldurması düşünülmektedir.

**Anahtar kelimeler:** Artırılmış gerçeklik, Materyal tasarımı, Mobil öğrenme, Mobil uygulama, Özel eğitim

## **Augmented Reality Based Profession Teaching in Special Education: Design Process of a Mobile Application**

### **Abstract**

The use of augmented reality technologies in special education has become an important issue to enrich the learning experiences of students with special needs and to make learning processes more effective. Augmented reality holds significant potential for the education of people with special needs as an innovative technology that offers students the opportunity to experience and understand abstract concepts in a concrete way through an interactive learning environment. This study aims to present the design process of an augmented reality-based mobile application developed for primary school students with special needs. The following stages were followed in the design process: topic selection, literature review, creation of scenarios for the relevant topic, video production of the scenarios, preparation of the scenarios as a booklet, and development of the augmented reality-based mobile application. Special education teachers were interviewed for the first design phase. A literature review was carried out for the subject pool identified as a result of the interview. Then the aim was to fill the existing gap on the subject of vocational education with augmented reality. In this direction, first of all, special education books on communication skills at the first level were examined. Professions were identified by the researchers. These professions were then transformed by special education teachers into professions that students could encounter in their daily lives. In the next step, the

researchers created teaching scenarios for each profession. The expressions in the texts were organized by the field experts as five different scenarios for each occupation in such a way that only the "who" question was answered. These scenarios were prepared in such a way as not to overload the cognitive capacity of the students. Once the texts were finalized, vocalization processes were performed. The researchers then developed two-dimensional animations. During the development of the animations, the opinions of experts in the field of special education and CEIT were sought at every stage, and necessary corrections were made. In line with the feedback obtained, two professions were re-voiced. Some characters and elements of the scene were changed. The professions, which were conceived as five separate booklets, were then designed by the researchers using the Canva platform. A special application was developed to trigger the visuals in the booklets to play the videos. This application is intended to fill an important gap in the field of education by offering a new approach to teaching careers to primary school students with special needs.

**Keywords:** Augmented Reality, Material Design, Mobile Learning, Mobile Application, Special Education

## Giriş

Eğitim sistemimiz, her bireye eşit şekilde yaklaşmaktadır. Fırsat ve imkân eşitliği ilkesi doğrultusunda bütün bireylere hiçbir ayırım yapılmazken özel eğitim ihtiyacı olan bireylere yönelik de özel birtakım tedbirler alınacağı vurgulanmaktadır. Bu nedenle normal gelişim gösteren bireylere göre bazı farklılıklara sahip olan özel gereksinimli bireyler (ÖGB) düşünülerek onlara özgü eğitim ve öğretim programlarının oluşturulması fikri ortaya çıkmıştır. Bu fikir doğrultusunda, Özel Eğitim Hizmetleri Yönetmeliği (ÖEHY) özel eğitim kavramını “bireysel ve gelişim özellikleri ile eğitim yeterlilikleri açısından akranlarından anlamlı düzeyde farklılık gösteren bireylerin eğitim ve sosyal ihtiyaçlarını karşılamak üzere geliştirilmiş eğitim programları ve özel olarak yetiştirilmiş personel ile uygun ortamlarda sürdürülen eğitim” şeklinde tanımlamaktadır (ÖEHY, 2018). Özel eğitim programları hazırlanırken bu eğitimlerden kimlerin faydalanacağı, konuların nasıl ve ne şekilde öğretileceği önem arz etmektedir (Eripek, 2005). Bu bireyler, gelişim düzeyleri açısından normal gelişim gösteren bireylerden farklı olacakları için çevrelerine uyum konusunda zorlanma eğilimi göstermektedirler. Bu sebeple, ÖGB’lerin gelişimlerine destek sunarak çevrelerine uyum sağlamalarını kolaylaştırmak için verilen eğitimin bireyin gereksinimlerine hitap edecek şekilde sunulması gerekir (Kavan, 2020).

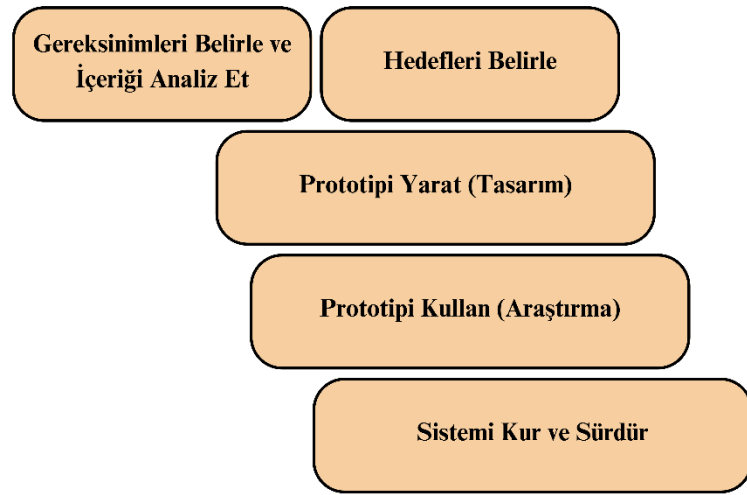
ÖGB'lere özgü çeşitli eğitim ihtiyaçları göz önünde bulundurulduğunda, güncel teknolojilerin sağladığı pedagojik destek potansiyellerinden faydalanmanın gerekliliği ve bu teknolojilerin kullanımının önemli bir ihtiyaç olduğu görülmektedir (Doğan, 2012). Teknoloji destekli eğitim ortamları, bu bireylerin farklı özelliklerine uygun çeşitli teknolojilerle öğretimi destekleyici materyaller oluşturulmasına olanak sağlar (Sani-Bozkurt, 2017). Nitekim bu ortamlar arasında yer alan artırılmış gerçeklik (AG) teknolojilerinin kullanımı son yıllarda giderek yaygınlaşmaktadır (Demirtaş ve Yalçın, 2022). AG, gerçek ve sanal nesneleri bir araya getirerek birleştiren bir yapıya sahiptir (Taryadi ve Kurniawan, 2018). AG teknolojisi, eğitim ortamlarını zenginleştirerek eğlenceli ve ilgi çekici bir şekilde öğrenmeyi daha cazip hale getirmesinden dolayı özel eğitimde karşılaşılabilecek öğretim sorunlarının çözümü için kullanılabilecek önemli bir ortam olarak değerlendirilebilir (Jdaitawi ve Kan'an, 2022).

Bu çalışmada kapsamında da özel gereksinimli ilkokul öğrencileri için geliştirilen artırılmış gerçeklik temelli bir mobil uygulamanın tasarlanma sürecinin tanıtılması amaçlanmaktadır. Tasarım sürecinde aşamalı ilerlenmiştir. Bu çerçevede şu adımlar izlenmiştir:

- Konu seçimi,
- Literatür taraması,
- İlgili konuya yönelik senaryoların oluşturulması,
- Senaryoların animasyona dönüştürülmesi,
- Senaryoların kitapçık olarak hazırlanması,
- AG mobil uygulamasının geliştirilmesi.

### **Yöntem**

AG temelli mobil uygulamanın tasarlanma sürecinde tasarım tabanlı bir araştırma yöntemi kapsamında hızlı prototipleme (HP) modeli kullanılmıştır. Bu modelde, gerekli görülen müdahaleler sürecin tamamlanması koşulu olmadan yapılabilir (Abbak, 2019). Tripp ve Bichelmeyer (1990) bu modeli, Şekil 1'de görülen aşamalara ayırmıştır. Uygulama sürecinde de bu aşamalar sırasıyla izlenmiştir.



Şekil 1. HP Modeli Aşamaları

### *Tasarım Süreci*

Araştırma kapsamında öncelikle özel eğitim öğretmenleri ile görüşmeler gerçekleştirilmiştir. Öğretmenlere, hangi konularda materyal eksikliği yaşadıkları sorulmuştur. Bunun üzerine verilen cevaplar bir araya getirilerek konu havuzu oluşturulmuştur. Konu havuzundaki her bir başlık araştırmacılar tarafından literatür taraması yapılarak araştırılmıştır. Araştırma sırasında ilgili konunun AG ile uygulanabilirliği de göz önünde bulundurulmuştur. Sonuç olarak meslek öğretiminde karar kılınmıştır. Alanyazında meslek öğretimi üzerine iki çalışmaya rastlanmıştır (bkz. Doğan, 2001; Gürgör-Kılıç-2022). Teknoloji desteğinin kullanılmadığı ilgili alanyazın göz önünde bulundurularak AG ile meslek öğretimi konusuna yönelik olarak mevcut boşluğun doldurulması hedeflenmiştir. Bunun için öncelikle hangi mesleklerin öğretileceği belirlenmiştir (doktor, manav, itfaiye, polis, kuaför). Ardından mesleklere yönelik senaryo metinleri hazırlanmıştır. İlk tasarımda uzun olan metinler, alan uzmanları tarafından kısaltılmış ve senaryolar yeniden düzenlenerek “kim” sorusuna cevap verilecek şekilde değiştirilmiştir. Böylece öğrencilerin anlaşılabilirlik düzeyinin artacağı öngörülmüştür.

Sonraki aşamada, hazırlanan senaryolar iki boyutlu animasyonlara dönüştürülmüştür. Oluşturulan videolar, dönütlerini almak üzere alan uzmanları ve özel eğitim öğretmenlerine izletilmiştir. Gelen dönütlere göre iki video animasyonda yer alan seslendirmelerin artikülasyon ve seviyeye uygunluk açısından tekrarlanması uygun bulunmuştur. Sonrasında, bu animasyon videolar için kitapçıklar tasarlanmıştır. Bu kitapçıklar, her meslek için ayrı ayrı hazırlanmıştır. Örnek kitapçığa ilişkin kapak sayfası Şekil 2’de yer almaktadır.



Şekil 2. Örnek Kitapçık Kapak Görselleri

Şekil 2’de yer alan kitapçık ve diğerleri, Canva platformu kullanılarak hazırlanmıştır. Kitapçıklarda sol tarafta senaryo metinleri sağda ise AG uygulaması tarafından tetiklenecek olan ilgili görseller yer almaktadır. Meslek kitapçıklarının yanı sıra soru kitapçığı da oluşturulmuştur. Bu kitapçıkta, mesleklere dair sorular yer almaktadır. Kitapçıkta sorular, AG ile cevaplandırılmaktadır. Kullanıcı doğru cevapladığında alkış efekti ile sözlü uyarın verilmektedir. Yanlış cevap da ise ekranda üzgün surat ifadesi ile yine sözlü uyarın verilmektedir. Meslek kitapçıklarının sayfaları sol tarafta animasyon videolarında seslendirilen metne sağ tarafında ise AG mobil uygulaması ile tetiklenecek olan görsele yer verilecek şekilde tasarlanmıştır. Örnek kitapçık sayfalarına Şekil 3’te yer verilmiştir.



Şekil 3. Örnek Kitapçık Sayfaları

Son olarak, hazırlanan kitapçıklardaki görseller ile animasyon videoların birleştirildiği Android tabanlı bir AG mobil uygulaması geliştirilmiştir. Uygulama, kullanım kolaylığı sağlamak amacıyla doğrudan kameranın açılmasıyla devreye girmektedir. Uygulama ekranında

yenileme ve çıkış butonları dışında herhangi bir buton bulunmamaktadır. Mobil uygulamanın test sürecine ilişkin örnek görsel Şekil 4’te yer almaktadır.



Şekil 4. Örnek Kitapçık Sayfaları

### Sonuç

Bu araştırma kapsamında ÖGB’lere meslek öğretiminde kullanılmak üzere bir AG mobil uygulaması geliştirilme süreci detaylandırılmıştır. Bu amaç doğrultusunda, HP modeli kullanılmıştır. Çalışma, özel eğitimde teknoloji destekli öğretim materyallerinin geliştirilmesine yönelik yenilikçi bir tasarım örneği ortaya koymaktadır. AG teknolojisinin sahip olduğu etkileşimli ve ilgi çekici öğrenme ortamı, öğrencilerin öğrenme süreçlerini daha etkili hale getirmeye yönelik olarak ÖGB’lerin eğitimine entegre edilebilir. Geliştirilen uygulamanın, özel eğitimde teknoloji entegrasyonunu teşvik eden ve ÖGB’lerin çevrelerine uyum sağlama ve gelişim süreçlerine olumlu katkılar sağlayan bir model oluşturması beklenmektedir.

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## Yapay Zekaya Yönelik Okul Öncesi Öğretmenlerinin Metafor Algıları

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### Özet

Eğitim, bireyin yaşantısında istendik yönde kalıcı izli davranış değişiklikleri meydana getirme sürecidir. Eğitim, bireylerin Siyasal ve demokratik toplumda geliştirme, sorunların anlaşılabilmesi, teknolojik gelişmelere hazır hale gelmesini sağlama gibi hayatın pek çok alanında katkıda bulunur. Sonuç olarak, eğitim, bireyin yaşam kalitesini artıran önemli bir etmendir. Yapay zekâ ise elektronik cihazların insani özelliklerini taklit ederek öğrenme, çıkarım yapma ve çözümleme gibi yetenekleriyle eğitim alanında birçok değişim ve dönüşümü gerçekleştiren bir bilgisayar sistemidir. Teknolojinin ilerlemesiyle hayatın her alanına yapay zekanın etkisi yansımış ve eğitimde bu alanlardan biridir. Günümüzde gerek eğitim gerek ise diğer hizmet alanlarında yapay zekâ yer edinmeye başlamıştır. Bu doğrultuda ise çalışmanın amacı yapay zekaya ilişkin Okul Öncesi Öğretmenlerinin sahip oldukları algıları metaforlar yoluyla irdelemektir. Gerçekleştirilen çalışmanın amacı doğrultusunda nitel araştırma yöntemlerinden olgu bilim (fenomenoloji) deseni kullanılmıştır. Araştırmanın çalışma grubunu; 2023-2024 Eğitim-Öğretim yılının bahar döneminde özel bir okul öncesi eğitim merkezinde Google forum aracı ile gerçekleştirilmiştir. Çalışmaya Özel bir Okul Öncesi Eğitim Merkezi kurumunda görev alan, 17 gönüllü Okul Öncesi Türkçe Öğretmeni katılmıştır. Öğretmenlerin çoğunluk kadın, 35 ile 40 yaş olup, 15 ile 20 yıl mesleki deneyime sahip kişilerden oluşmaktadır. Veriler öğretmenlerin yapay zekaya ilişkin metafor algılarını tespit etmek amacı ile öğretmenlerden “Yapay zekâ kavramı .....benzer, .....çünkü” cümlelerini doldurmaları istenmiştir. Elde edilen verilerin yorumlanması ve çözümlenmesinde içerik analizine tabi tutularak değerlendirilmiştir. Katılımcıların oluşturdukları metaforlar canlı ve cansız olarak iki kategoriye ayrılmıştır. Araştırma sonucunda katılımcıların vermiş olduğu



yanıtlar içerisinde 6 cansız 3 canlı kategori dikkate alınarak 9 farklı metafor oluşturulmuştur. Metaforlar incelendiği zaman, robot, bilgisayar programı, bilgisayar sistemi, bilgisayar beyni, insan, insan beyni, klonlanmış insan, terminatör, evrendeki karadelik metaforlarının geliştirildiği sonucuna ulaşılmıştır. Elde edilen sonuçlar doğrultusunda ise daha kapsamlı bilgiler elde edebilmek amacıyla yapay zekâ kavramına yönelik farklı alanlarda çeşitli paydaşlar ile görüşülmesi önerilebilir. Ayrıca Çalışmanın, yaşamın birçok alanında yer almaya başlayan yapay zekânın, öğretmen performansını hangi yönde etkileyeceğini incelemesi bakımından araştırma yapılabilir.

**Anahtar kelime:** Yapay zekâ, okul öncesi öğretmeni, metafor.

## **Metaphor Perceptions of Preschool Teachers Regarding Artificial Intelligence**

### **Abstract**

Education is the process of creating permanent behavioral changes in the desired direction in the individual's life. Education contributes to many areas of life, such as developing individuals in a political and democratic society, understanding problems, and making them ready for technological developments. As a result, education is an important factor that increases an individual's quality of life. Artificial intelligence is a computer system that realizes many changes and transformations in the field of education with its abilities such as learning, inference and analysis by imitating the human characteristics of electronic devices. With the advancement of technology, the impact of artificial intelligence has been reflected in all areas of life, and education is one of these areas. Nowadays, artificial intelligence has started to gain ground in both education and other service areas. In this regard, the aim of the study is to examine the perceptions of Preschool Teachers regarding artificial intelligence through metaphors. In line with the purpose of the operations performed, the phenomenology pattern, one of the qualitative research methods, was used. Publication of the research work; It was carried out using the Google forum tool in a private pre-school education center in the spring semester of the 2023-2024 academic year. 17 volunteer Preschool Turkish Teachers who took part in the selection of a Private Preschool Education Center participated in the study. The majority of teachers are women, aged between 35 and 40, and have 15 to 20 years of professional experience. In order to determine the metaphor perceptions regarding artificial intelligence, instructors were asked to fill in the sentences "Artificial intelligence terms are

similar to, .....because". In interpreting and analyzing the obtained data, it was evaluated by subjecting it to content analysis. The metaphors created by the participants are divided into two categories: animate and inanimate. Among the answers given by the research results, there are 9 different metaphors registered in 6 inanimate and 3 living categories. When the metaphors were examined, it was found that the metaphors of robot, computer program, computer system, computer brain, human, human brain, cloned human, terminator, and black hole in the universe were developed and developed. In order to obtain more comprehensive information with the results obtained, he makes suggestions to meet with various growth companies in different fields for artificial intelligence products. In addition, research can be done to examine in which direction artificial intelligence, which has begun to take place in many areas of life, will affect teachers.

**Keywords:** Artificial intelligence, preschool teacher, metaphor.

### Giriş

Yapay zekâ kavramı ilk olarak 1956 yılında bir öneri mektubu olarak ortaya çıkmıştır ve 21. Yüzyılda ise en sık kullanılan kavramlardan birisi olmuştur. Yapay zekâ ile ilgili çalışmalar ise 20. Yüz yılın ortalarında gelişim göstermeye başlamıştır (Saçan, Yaralı ve Kavruk, 2022). Günümüz dünyasında, hızla gelişen ve değişen bu süreç içerisinde yapay zekâ her alanda oldukça ön plana çıkmıştır. Özellikle eğitim alanında yeni yer almaya başlayan yapay zekâ sadece eğitimle sınırlı değildir, sağlık, güvenlik, tarım vb. gibi birçok alanda da yer almaktadır. Yapay zekâ kavramına genel olarak bakıldığında zaman ise elektronik cihazların insani davranışları içerisinde barındırarak göstermiş olduğu zekâ içeren davranışlar olarak tanımlayabiliriz (Obschonka ve Audretsch, 2020).

Eğitim sürecinde artık teknolojinin benimsenmesi ve büyük bir öneme sahip olması eğitim ve öğrenme sürecinde büyük değişikliklere yol açarak bu süreçleri etkilemektedir. Bunun nedeni ise yapay zekâ teknolojisinin kullanımının her alanda hızla artmasıdır (Özeroğlu, 2023). Gelişen bu değişimlere karşı ise tüm sektörlerin uyum sağlaması gerekmektedir. Bu süreçte en önemli sektörler arasında ise eğitim sektörü yer almaktadır. Hızla yayılarak gelişen ve gelişmeye devam eden teknoloji, eğitim sürecinin daha etkili olmasına katkı sağlarken öğrenme sürecinin de daha verimli olmasını desteklemektedir. Yapay zekanın temel amacı içerisinde de ulaşmak istediğimiz bilgilere hızlı ve kolay ulaşım sağlayarak bu süreci en iyi ve verimli hale getirmek yatmaktadır (Çinici, 2023).

Okul öncesi eğitim 3-6 yaş arasındaki çocukların ilk okulla tanıştıkları eğitim sürecini içerisinde barındırırken eğitimin olmazsa olmaz olan paydaşlarından biri de okul öncesi öğretmenidir. Nasıl ki okul öncesi eğitim çocukların ilk olarak okulla tanıştığı kurum ise okul

öncesi öğretmeni de çocukların ilk öğretmenleri olarak karşımıza çıkmaktadır (Güven ve Cevher, 2005). Okul öncesi öğretmenleri çocuklar ile yakından ilgilenerek çocukların öğrenmelerini kolaylaştırarak çocuklara rol model olmalıdır. Bunların olabilmesi için ise öğretmenin nitelikli bir donanıma sahip olması gereklidir. Nitelikli bir öğretmenin ise içerisinde bulunduğu çağın getirmiş olduğu yeniliklere ayak uydurarak eğitim düzenlemelerini bu doğrultuda şekillendirmesi önemlidir (Erişen, 2004). Bu yenilikler arasında ise gündemde olan yapay zekâ yer almaktadır. Yapay zekâ sayesinde öğretmenler ve çocuklar iletişime açık bir hale gelerek iş birliği içerisinde olacak bu sayede ise zamanın ve mekânın ötesinde eğitimler gerçekleşecektir (Kuprenko, 2020).

Yapay zekaya yönelik olarak yapılan metafor çalışmalarına bakıldığında zaman yönetici ve öğretmen görüşlerine yönelik yapay zekâ metafor çalışması yapılmıştır. Gerçekleştirilen çalışmada 76 müdür ve müdür muavini ile 220 öğretmene yapay zekâ ... çünkü/... gibidir/... benzer, ifadelerinin tanımlanması istenmiştir. Çalışma sonucunda ise yöneticiler tarafından en çok “robot, bilgisayar, çocuk ve asistan” metaforları üretilirken öğretmenler tarafından ise “robot, bilgisayar, çocuk, makine ve yapay insan” metaforları üretilmiştir (Aktaş, 2021). Yapılan bir diğer çalışmada ise ilkökul eğitim paydaşlarının yapay zekaya yönelik metaforik algıları belirlenmeye çalışılmıştır. Gerçekleştirilen araştırmaya ilkökul düzeyi, 35 veli, 35 öğretmen ve 35 öğrenci olmak üzere toplamda 105 katılımcı dahil edilerek katılımcılara yapay zekâ... gibidir/... çünkü, ifadeleri sorulmuştur. Çalışma sonucunda ise “canlı ve cansız” olmak üzere metafor iki tema altında ortaya çıkmıştır (Demirtaş ve Türksoy, 2023). Başka bir çalışmada ise çocukların yapay zekâ kavramına ilişkin metaforik algılarının incelenmesi yapılmıştır. Gerçekleştirilen araştırmaya 6 ve 10 yaşlarında 146 çocuk ve bu çocukların ebeveynleri dahil edilerek yapay zekâ... çünkü/ ... gibi, ifadelerini tamamlamaları istenmiştir. Araştırma sonucunda ise elde edilen metaforlar canlı ve cansız olmak üzere iki tema altında toplanmıştır. Canlı temasının altında çocuklar “robot, beyin, insan, zekâ ve çocuk” metaforunu üretmiş. Cansız temasının altında ise “bilgileri işler, makine, mucize, tehlikeli, güç, oyun ve kitap” metaforlarını üretmişlerdir (Saçan, Yaralı ve Kavruk, 2022). Gerçekleştirilen bir başka çalışmada ise fizik öğretmen adaylarının yapay zekâ kavramına ilişkin algılarının incelenmesine yönelik bir metafor çalışması gerçekleştirilmiştir. Çalışmaya 84 fizik öğretmeni aday katılmıştır ve çalışma kapsamında yapay zekâ ... gibidir/ .... çünkü cümlelerini tamamlayarak metafor algılarının belirlenmesi amaçlanmıştır. Çalışmanın sonucunda ise en fazla “insan, beyin, evren, uzay, kütüphane, makine ve robot” metaforları üretilmiştir (Erdoğan, 2023).

Yapay zekaya yönelik gerçekleştirilen çalışmalar incelendiği zaman yapay zekâ teknolojisinin eğitim alanında öğretmenlerin ve çocukların iş yükünü azaltıp, öğretmenleri ve çocukları eğitim alanında destekleyerek eğitimde bir öğrenme aracı olarak kullanılacağı düşünülmektedir (Loeckx, 2016). Günümüzde yapay zekâ teknolojisinin yaygınlaşması sonucunda yapay zekâ okur yazarlığının da artacağı düşüncesi yer almaktadır (Bozkurt, 2023). Bu bağlamda da öğretmenlerin yapay zekaya yönelik olarak ne düşündükleri yapay zekanın eğitim alanında kullanımına katkı sağlaması açısından önemli görülmektedir. Bu doğrultuda ise yapay zekâ teknolojisinin okul öncesi eğitiminde kullanımına katkı sağlaması açısından okul öncesi öğretmenlerinin yapay zekaya yönelik görüşleri okul öncesi eğitime katkıda bulunarak destek sağlayacaktır (Erdoğan, 2023).

Bu araştırmada okul öncesi öğretmenlerinin yapay zekaya yönelik algıları metaforlar ile incelenmiştir. Metafor söz sanatı olarak bilinmektedir ve soyut kavramların somutlaştırılmasına katkı sağlamaktadır. Bu doğrultuda ise metafor çalışması bireylerin veya grupların belli bir konuya ilişkin düşüncelerini anlamamıza yardımcı olarak iletişimin etkili ve anlamlı olmasına katkı sağlar (Lakoff ve Johnson, 1980; Gibbs, 1994). Bu bağlamda ise okul öncesi öğretmenlerinin yapay zekâ kavramına ilişkin sahip oldukları algıların metaforlar yardımı ile kapsamlı bir şekilde ortaya konarak incelenmesi amaçlanmıştır. Bu amaç doğrultusunda ise belirlenen alt amaç şu şekildedir;

1. Okul öncesi öğretmenlerinin yapay zekâ kavramına ilişkin oluşturdukları metaforlar nelerdir?

### **Yöntem**

Bu bölümde, araştırmanın modeli, çalışma grubu, veri toplama araçları ve verilerin analizi ile ilgili konulara değinilerek ilgili konular kapsamında açıklamalar yer almaktadır.

#### **Araştırma Modeli**

Bu araştırmada okul öncesi öğretmenlerinin yapay zekaya ilişkin metafor algılarının incelenmesi amaçlanmıştır. Dolayısıyla bu araştırma nitel araştırma modellerinden olgubilim (fenomenoloji) deseniyle gerçekleştirilmiştir. Nitel araştırmanın amacı, bireylerin belli bir konuda görüşlerini almak için doğal ortamları içerisinde yapılan araştırmaları içermektedir (Guba ve Lincoln, 1994; Klenke, 2016). Olgubilim yaşanan bir olguya ilişkin bireylerin görüşlerine başvurarak var olan olgu ile ilgili bilgiler elde etmek için kullanılan nitel bir araştırma desendir (Çapar ve Ceylan, 2022).

#### **Çalışma Grubu**

Olgubilim araştırmasında veri kaynağı olarak değerlendirilecek olan katılımcılar araştırmanın doğası gereği belli bir olgunun yaşanmış deneyimler sonucunda özünü

keşfetmemize yardımcı olur (Edmonds ve Kennedy, 2017). Bu araştırmanın amacı doğrultusunda ise yapay zekaya yönelik okul öncesi öğretmenlerinin metafor algıları belirlenerek incelenecektir. Bu doğrultuda ise araştırmanın amacına uygun olduğu düşünülen uygun örneklem yöntemi kullanılarak on yedi okul öncesi öğretmenlerine ulaşılmıştır. Uygun örneklem araştırmacının örneklem grubuna kolay ulaşabildiği bir örneklem yöntemidir (Kılıç, 2012). Gerçekleştirilen araştırma kapsamında ise öğretmenlerin demografik özellikleri “yaş grubu ve mesleki görev sürelerine” bağlı dağılımları incelenmiştir.

Çalışma grubunda yer alan okul öncesi öğretmenlerinin demografik özellikleri tablo 1’de verilmiştir.

**Tablo 1, Öğretmenlerin demografik özellikleri**

Tema		F
Yaş	20-25	2
	25-30	3
	30-35	2
	35-40	8
	40-45	1
	45-50	1
Mesleki görev süresi	1-5 yıl	2
	5-10 yıl	5
	10-15 yıl	3
	15-20 yıl	6
	25-30	1

Tablo 1 incelendiğinde öğretmenlerin demografik özelliklerine göre dağılımları “yaş ve mesleki görev süresi” olarak görülmektedir. İncelemeler sonucunda ise öğretmenlerin çoğunluğunun 35-40 yaşları arasında olduğu ve mesleki görev sürelerinin en fazla 15-20 yıl aralığında olduğu tespit edilmiştir.

### **Veri Toplama Aracı**

Veri toplama aracı olarak okul öncesi öğretmenlerinin yapay zekâ kavramına ilişkin algılarını belirlemek adına araştırmacı tarafından Google forms üzerinden bir forum oluşturulmuştur. Formun birinci bölümünde katılımcıların demografik bilgileri ile ilgili maddeler bulunurken, ikinci bölümünde ise katılımcılardan “yapay zekâ..... benzer /.....çünkü “cümlelerini tamamlamaları istenmiştir. Yapay zekâ kavramına ilişkin metafor geliştirilebilmesi için “benzer” kelimesi, metafora yüklenen anlamları ortaya çıkartabilmek için ise “çünkü” ifadesine yer verilmiştir.

### **Verilerin Analizi**

Elde edilen veriler içerik analizi yönteminden yararlanılarak analiz edilmiştir. İçerik analizi, yazılı veya sözlü verilerin incelemeler sonucunda temalar, kategoriler ve kavramlar doğrultusunda bir çerçeve içerisinde analizini kapsamaktadır (Braun ve Clarke, 2006). Bu çalışmada okul öncesi öğretmenlerinin yapay zekâ ile ilgili ürettikleri metaforlar ortak temalar çerçevesinde kategorize edilerek analiz edilmiştir.

### **Bulgular ve Sonuçlar**

Bu bölümde okul öncesi öğretmenlerin yapay zekâ kavramına ilişkin geliştirdikleri metaforlara yer verilmiştir.

**Tablo 2, Yapay zekâ metafor bulguları**

<b>Tema</b>	<b>Metafor</b>	<b>F</b>
Bilgisayar	Program	2
	Sistem	1
	Beyin	1
Robot	Robot	6
İnsan	İnsan	1
	İnsan beyni	3
	klonlanmış insana	1
Terminatör	Terminatör	1
Evrendeki	Evrendeki kara delik	1
kara delik		

Tablo 2 incelendiğinde öğretmenlerin yapay zekâ kavramına ilişkin üretmiş oldukları metaforlar 6 cansız 3 canlı kategori dikkate alınarak 9 farklı metafor oluşturulmuştur. Metaforlar incelendiği zaman, “robot, bilgisayar programı, bilgisayar sistemi, bilgisayar beyni, insan, insan beyni, klonlanmış insan, terminatör, evrendeki karadeli” metaforlarının geliştirildiği sonucuna ulaşılmıştır. Metaforların frekansları 1 ile 6 arasında değişim gösterirken en fazla tekrar edilen metafor “robot” (6) olduğu görülmektedir. Bu metaforu sırayla “insan/insan beyni” (3) ve “bilgisayar” (2) metaforlarının takip ettiği görülmektedir.

*Yapay zekâ kavramına yönelik öğretmen görüşleri:*

**Robot:** Yapay zekâ robota benzer çünkü robot gibi belleğine yazılan her şeyi teknolojik unsurlarla yerine getirebiliyor(Ö2)

**Bilgisayar:** Yapay zekâ bilgisayar programlı bir robota benzer. Çünkü hem teknolojik olarak her yönden bilgi erişimi sağlayan hem de bir insanın her bir duyusunu gerek algılama gerekse canlandırabildikleri bir robot sistemidir(Ö5)

**klonlanmış insan:** Yapay zekâ klonlanmış insana benzer çünkü yapay zekâ teknolojinin insan zekasıyla yarıştığı ve zekanın elektronik ortamda vücut bulmasıdır (Ö9)

**Terminatör:** Çünkü o kadar güçlü ki savunmasız olan kişileri kurtarıp, hayatlarını kolaylaştırır (Ö12).

***Evrendeki kara delik:** Çünkü ucu bucağı yoktur insani bir üretim ile insanları içerisinde çekmektedir (Ö13)*

### **Sonuç ve Tartışma**

Günümüz çağı olan 21. Yüzyıl bilgi ve teknoloji çağı olarak bilinmektedir. Bilgilerin ve teknolojinin hızla gelişerek arttığı bu çağ içerisinde bilgilerin üretilmesi, üretilen ve üretilecek olan bu bilgilerin gelecek nesillere ışık tutması adına en yararlı şekilde yayılarak öğretilmesi ve tüketilmesi gerekmektedir. Bu noktada ise en büyük sorumluluk eğitim sistemine ve eğitim sistemi içerisinde yer almakta olan yüksek öğretim kurumları olarak da bilinen üniversitelere düşmektedir. Üniversiteler bilimsel çalışmaların yapılması açısından ve gerçekleştirilen bilimsel çalışmaların yeni nesillere ışık tutabilmesi adına oldukça önemli olan bir kurumdur (Şahin ve Bartan, 2017).

Bu doğrultuda ise gerçekleştirilen bu araştırmada “yapay zekâ” kavramına ilişkin olarak on yedi okul öncesi öğretmenlerinin metafor algıları Google Forms tarafından oluşturulan “Yapay zekâ kavramı .....benzer, .....çünkü” cümlelerine yanıt aranarak tespit edilmesi amaçlanmıştır. Bu amaçla elde edilen bulgular doğrultusunda ulaşılan sonuçlar ve öneriler şu şekilde açıklanabilmektedir:

Gerçekleştirilen bu çalışma sonucunda katılımcıların “Yapay zekâ kavramı .....benzer, .....çünkü” cümlelerine vermiş olduğu yanıtlar içerisinde 6 cansız 3 canlı kategori dikkate alınarak 9 farklı metafor oluşturulmuştur. Metaforlar incelendiği zaman, robot, bilgisayar programı, bilgisayar sistemi, bilgisayar beyni, insan, insan beyni, klonlanmış insan, terminatör, evrendeki karadelik metaforlarının geliştirildiği sonucuna ulaşılmıştır. Saçan & Yaralı & Kavruk (2022) yılında yapmış olduğu benzer bir çalışmada Çocukların yapay zekâ kavramına ilişkin metaforik algılarını tespit etmiş. Araştırma sonucunda ise 12 metaforu canlı ve cansız olmak üzere iki tema altında toplayarak incelemiştir. Çocukların yapay zekâ kavramına ilişkin olarak çoğunlukla ürettiği metaforlar, insanlığa, zekaya yönelik ve robotik olmak üzere 3 tema altında gruplamıştır.

Erdoğan (2023) de fizik öğretmen adaylarının “yapay zekâ” kavramına ilişkin algılarını metafor çalışması ile incelemiştir. Çalışma sonucunda ise fizik öğretmeni adayları tarafından 49 farklı metafor üretilmiş ve üretilen metaforlar 9 kategoride toplanmıştır. Fizik öğretmen adayları tarafında çoğunlukla “insan, beyin, evren, uzay, kütüphane, makine ve robot” metaforları üretilmiştir.

Benzer başka bir çalışmada ise Aktaş (2021) de yönetici ve öğretmenlerin yapay zekâ kavramına ilişkin görüşlerini metafor çalışması ile tespit etmeye çalışmıştır. Çalışmaya 220 öğretmen, 76 müdür ve müdür muavini olmak üzere toplamda 296 kişi katılım göstermiştir.

Çalışma sonucunda yöneticiler tarafından 53 tane metafor üretilirken öğretmenler tarafından 108 metafor üretildiği sonucuna ulaşılmıştır. Yöneticiler çoğunlukla “robot, bilgisayar, çocuk ve asistan” metaforları üretirken öğretmenler ise “robot, bilgisayar, çocuk, makine ve yapay insan” metaforlarını üretmiştir. Yönetici ve öğretmenlerin üretmiş olduğu metaforlar incelendiği zaman ise yönetici ve öğretmenlerin üretmiş olduğu metaforlar benzerlik göstermektedir.

Bir başka araştırmada ise Demirtaş & Türksoy (2023) de ilkökul eğitim paydaşlarının yapay zekaya yönelik metafor algılarını belirlemeye çalışmıştır. Araştırmaya 35 veli, 35 öğretmen ve 35 öğrenci olmak üzere toplamda 105 kişi katılım göstermiştir. Çalışma sonucunda ise 58 metafor geliştirildiği sonucuna ulaşılmıştır ve elde edilen metaforlar “canlı ve cansız” olmak üzere iki tema altında ortaya konulmuştur. Cansız varlıklara yönelik öğretmenlerin çoğunluğu “bilgisayar” metaforunu üretirken canlı varlıklara yönelik olarak ise “insan” metaforunu üretmişlerdir. Veliler ise cansız varlıklara ilişkin olarak “makine, bilgisayar ve program” metaforlarında bulunurken canlı varlıklara ilişkin olarak ise “çocuk ve öğrenci” metaforlarını üretmişlerdir. Öğrencilerin yapay zekaya yönelik üretmiş oldukları metafor algıları incelendiği zaman çoğunlukla cansız varlıklara yönelik “bilgisayar, robot ve sihir” metaforları üretildiği canlı varlıklara yönelik olarak ise çoğunlukla “beyin ve öğrenci” metaforlarından oluştuğu belirlenmiştir.

Gerçekleştirilen çalışma ve benzer araştırmaların da incelenmesi sonucunda yapay zekaya yönelik olarak metafor algıları “canlı ve cansız” olmak üzere iki kategoride ele alınmaktadır. Çoğunlukla cansız varlıklara yönelik “robot” metaforu oluşturulurken canlı varlıklara yönelik olarak ise “insan” metaforu oluşturulmaktadır.

Gerçekleştirilen bu çalışma okul öncesi öğretmenlerinin yapay zekaya yönelik algılarını metafor çalışması ile ortaya koyarak ilerleyen süreçlerde yapay zekâ kavramına ilişkin eğitim alanında gerçekleştirilecek olan gelecekteki araştırmalara ışık tutması beklenmektedir. Gerçekleştirilen araştırma doğrultusunda elde edilen sonuçlara bağlı olarak şu öneriler geliştirilebilir:

- Daha geniş ve çeşitli katılımcı grupları ile çalışmalar gerçekleştirilerek ilgili literatüre katkıda bulunulabilir.
- Eğitim alanında bulunan farklı düzeylerdeki öğretmenler ile ilgili çalışmalar gerçekleştirilerek yapay zekaya yönelik farklı görüşlerin oluşup oluşmadığı incelenebilir.
- Yapay zekaya yönelik öğretmenlere hizmet içi eğitimler verilebilir.



- Yapay zekaya yönelik olarak nicel araştırma desenine bağlı çalışmalar yürütülebilir.
- Yapay zekaya yönelik eğitim alanında çalışmalar arttırılabilir.
- Yapay zekaya yönelik yüksek lisans ve doktora tezi üzerinde ilgili çalışmalar arttırılabilir.

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## **Sosyal Hizmet Öğrencilerinde Küresel Sosyal Sorumluluk Bilinci**

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### **Özet**

Uluslararası Sosyal Hizmet Okulları Birliği'ne göre sosyal hizmet; insanların eşitliğine, şeref ve haysiyetine saygı duymayı temel alan, insanın ihtiyaçlarını karşılamayı, sosyal işlevselliğini, iyilik halini artırmayı ve insanı özgürleştirmeyi hedefleyen ve bunu çevresi içerisinde birey anlayışıyla yapan bir meslektir. Sosyal hizmet perspektifinde insan, insan olduğu için değerlidir ve insan olmaktan doğan haklara sahiptir. Sosyal hizmetin insan hakları ve sosyal adaleti savunma, insan onuru ve değerini gözetme ilkeleriyle hareket etmesi sosyal çalışanların, sosyal sorumluluk bilincinin de yüksek olmasını gerektirir. Bu çerçevede bu çalışmanın amacı, sosyal hizmet bölümü öğrencilerinin, küresel sosyal sorumluluk bilinç düzeylerini ortaya koymaktır. Nicel araştırma yöntemlerinden genel tarama modelinde yapılan araştırmanın örneklemini 2023-2024 Bahar döneminde Ondokuz Mayıs Üniversitesi Sağlık Bilimleri Fakültesi Sosyal Hizmet Bölümü'nde öğrenim gören, araştırmaya katılmaya gönüllü olan 154 öğrenci oluşturmaktadır. Veriler kişisel bilgi formu ve Başer ve Kılınç (2015) tarafından geliştirilen "Küresel Sosyal Sorumluluk Ölçeği" kullanılarak anket yöntemiyle toplanmıştır. Ölçek Eyleme Dönük Sorumluluk, Ekolojik, Sorumluluk, Özgeci Sorumluluk ve Ulusal Sorumluluk olarak dört alt boyuttan ve toplam 30 maddeden oluşmaktadır. Veriler SPSS 25 programı ile analiz edilerek frekans dağılımı, t-testi ve tek yönlü varyans analizi (ANOVA) yapılmıştır. Araştırma sonucunda sosyal hizmet öğrencilerinin; Küresel Sosyal Sorumluluk düzeyinin tüm alt boyutlarında sınıf değişkeninde bir farklılık göstermediği, cinsiyet değişkeninde kadın öğrencilerin erkeklere oranla küresel sosyal sorumluluk bilinç düzeylerinin daha yüksek olduğu görülmüştür. Küresel sosyal sorumluluk kavramının anlamını bilen öğrencilerin ekolojik sorumluluk alt boyutunun bilmeyenlere göre daha yüksek olduğu ve bir

sivil toplum kuruluşuna üye olanların Özgeci ve Ulusal Sorumluluk alt düzeylerinin daha yüksek olduğu görülmektedir. Ölçeğin genel ortalamasına bakıldığında, sosyal hizmet öğrencilerinin küresel sosyal sorumluluk düzeylerinin iyi olduğu ancak Özgeci Sorumluluk ve Ulusal Sorumluluk alt boyutlarının diğer boyutlardan daha düşük olduğu görülmüştür. Sonuç olarak sosyal hizmet öğrencilerinin küresel sosyal sorumluluk bilincinin hem birey olarak hem de bir meslek elemanı adayı olarak üst düzeye ulaştırılması için müfredatın güçlendirilmesi, sivil toplum kuruluşlarıyla iş birliğinin artırılması, (seminer, konferans, eğitim, proje vb.) gerçekleştirilmesi önerilmektedir.

**Anahtar Sözcükler:** Küresel Sosyal Sorumluluk, Sosyal Hizmet Öğrencileri, Sorumluluk, Bilinç düzeyi

## **Global Social Responsibility Awareness in Social Work Students**

### **Abstract**

According to the International Association of Schools of Social Work, social work; It is a profession that is based on respecting people's equality, honor and dignity, aims to meet human needs, increase social functionality, well-being and liberate people, and does this with the understanding of the individual within his environment. In the social work perspective, people are valuable because they are human and have rights arising from being human. Social work's ability to act with the principles of defending human rights and social justice and respecting human dignity and value requires social workers to have a high awareness of social responsibility. In this context, the aim of this study is to reveal the global social responsibility awareness levels of social work department students. The sample of the research, which was conducted in the general survey model among my quantitative research methods, consists of 154 students who studied at Ondokuz Mayıs University, Faculty of Health Sciences, Department of Social Work in the 2023-2024 Spring semester and volunteered to participate in the research. The data was collected by survey method using a personal information form and the "Global Social Responsibility Scale" developed by Başer and Kılınç (2015). The scale consists of four sub-dimensions: Action-oriented Responsibility, Ecological Responsibility, Altruistic Responsibility and National Responsibility and a total of 30 items. The data were analyzed with the SPSS 25 program and frequency distribution, t-test and one-way analysis of variance (ANOVA) were performed. As a result of the research, social work students; It has been observed that there is no difference in the class variable in all sub-dimensions of the Global Social Responsibility level, and in the gender variable, female students' global social responsibility awareness levels are higher than men. It is seen that the ecological responsibility

sub-dimension of students who know the meaning of the concept of global social responsibility is higher than those who do not know, and the Altruistic and National Responsibility sub-levels of those who are members of a non-governmental organization are higher. When the general average of the scale is examined, it is seen that the global social responsibility levels of social work students are good, but the Altruistic Responsibility and National Responsibility sub-dimensions are lower than the other dimensions. As a result, it is recommended to strengthen the curriculum, increase cooperation with non-governmental organizations (seminars, conferences, training, projects, etc.) in order to raise the global social responsibility awareness of social work students both as individuals and as a professional candidate.

**Keywords:** Global Social Responsibility, Social Work Students, Responsibility, Level of Consciousness

### Giriş

Sorumluluk, bireylerin kendiyle beraber toplum için de oluşturduğu duygu, düşünce ve eylemlerinin bir araya gelmesiyle oluşur (Duman A. , 2014). Toplum içerisinde yer alan her bir bireyin üzerine düşen sosyal sorumluluklar, bireylerin toplumsal sorunlara yönelik duyarlı olarak, toplumsal çalışmalarda yer alması ve bu çalışmaları destekleyen doğrultuda hareket etmesi gerekliliğini ortaya çıkarmaktadır. Yani insanın var olduğu andan itibaren, aile içerisinde temellendirilip eğitim ve çevreyle şekillenen sorumluluk geniş bir bakış açısıyla; kişilerin bireysel, toplumsal, ulusal ve küresel boyutlarda sonuçlar ortaya çıkarabilen eylemlerinin sonuçlarını kabul etmesi ve oluşabilecek herhangi bir olumsuzluğun önüne geçme çabası olarak tanımlanabilir (Özen, 2009).

Toplumda geçmişten günümüze süregelen değişim ve gelişimlerin sonucunda özellikle son yıllarda salgın hastalıklar, afetler, savaşlar, küresel ısınma ve tükenmeye yüz tutmuş kaynaklar gibi karşılaşılan problemler insan temellidir. Bu gelişme ve beraberinde ortaya çıkan problemler insanların olduğu her alanda özellikle sosyal hayatta önemli değişimlere neden olmuştur. Bu değişimler oldukça sorumluluk kavramı ise sosyal boyutuyla daha çok önem kazanmıştır (Başer ve Kılınç, 2015).

Teknolojinin gelişimi, ulaşımı ve internet aracılığıyla iletişimi kolaylaştırdıkça insanlar, toplumlar ve devletlerarasındaki etkileşim artarak küresellik kavramı beraberinde sosyal sorumluluk kavramını da alarak büyümüş ve yayılmıştır (Konakay, Mercanlıoğlu ve Ergen, 2021).

Küresel sosyal sorumluluk en genel anlamıyla dünya üzerinde yer alan tüm varlıklara, insanlara, doğaya yani tüm dünyaya olan sorumluluğu içerisinde barındıran bir kavramdır.

Çevrenin kirlenmesi, hayvan türlerinin azalması, ekolojik dengenin bozulması, küresel ısınma, savaşlar, göçler, salgın hastalıklar vs. dünyaya ve içerisinde yaşamını sürdüren tüm canlılara karşı tehlike oluşturan bütün problemlerin etkilerinin azaltılması ve önlenmesi küresel sosyal sorumluluğu benimsemiş ve etkin şekilde davranışlarına yansıtabilen bireylerle gerçekleştirilebilir. Tüm bu küresel problemler, her bir bireyin üzerine mutlaka sorumluluk yüklemektedir (Özen, 2009).

IASSW (International Association of Schools of Social Work/Uluslararası Sosyal Hizmet Okulları Birliği) ve IFSW'ye (International Federation of Social Workers/Uluslararası Sosyal Hizmet Uzmanları Federasyonu) göre sosyal hizmet değerleri insanların eşitliğine, şeref ve haysiyetine saygı duymayı temel almakta ve insanın ihtiyaçlarını karşılamayı, sosyal işlevselliğini, iyilik halini artırmayı ve insanı özgürleştirmeyi hedefleyen uygulamaları insanları ve çevreleriyle ilişkilerini ele alarak, çevresi içerisinde birey anlayışıyla yapmaktadır (IFSW, 2014).

Sosyal hizmet perspektifinde insan, insan olduğu için değerlidir ve insan olmaktan doğan haklara sahiptir (Akın, 2017). Sosyal hizmetin insan hakları ve sosyal adaleti savunma, insan onuru ve değerini gözetme ilkeleriyle hareket etmesi sosyal hizmetin insan hakları ve sorumluluğu bir arada ele alması gerekliliğini ortaya çıkarır (Kut, 1988).

Bu bağlamda sosyal hizmet, insanı çevresi ve çevresiyle ilişkileriyle birlikte ele alarak seviye (dil, din, ırk, cinsiyet) gözetmeksizin tüm insanların haklarını gözetmeye, insanların birbirlerine yönelik aldıkları sorumlulukları ve sonuçlarını kolaylaştırmaya odaklanmaktadır (Yılmaz, 2006).

Yukarıdaki tüm kavramların tanımlarından çıkarılabileceği üzere insanı çevresiyle birlikte mikro, mezzo, makro tüm boyutlarıyla ele alan, insan hakları ve sosyal adaleti gerçekleştirmeyi amaçlayan sosyal hizmet ile bireysel, sosyal, küresel alanlarda sonuçlarla ilgilenen sorumluluk iç içe geçmiş ve birbirinden ayrı düşünülemez kavramlardır.

Ortak hedef ve doğrultulara sahip küresel sosyal sorumluluk ve sosyal hizmetin birbirinden ayrı düşünülemez olması, sosyal hizmet öğrencilerinin küresel bazda sosyal sorumluluklarının incelenmesine önem kazandırmakta ve bu çalışmanın yapısını oluşturmaktadır (Başer, 2015).

### **Araştırmanın Problemi**

Sorumluluk, insanın var olması ve sosyal bir varlık olmasıyla ortaya çıkan bir kavramdır. Sosyal bir varlık olan insanın yardımseverlik, iyi bir insan olma gibi duyguları sosyal sorumluluk kavramını oluşturan yapı taşlarından olduğu gibi sosyal hizmetin de ortaya çıkışında etkin rol oynamaktadır (Başer ve Kılınç, 2015).

Günümüzde gelişmeler ve küreselleşmeyle birlikte insanlar küresel konu ve sorunlarla daha çok karşı karşıya kalmaktadır. Bu gelişim ve iletişim ağlarıyla bireylerin küresel sorunlara, sorumluluklara karşı bilinç ve farkındalığının oluşması önem kazanmıştır (Kırılmaz, Kırılmaz, Demir ve Marakçı, 2018).

İnsanı temel alan bir meslek olan sosyal hizmet, insan haklarına olan özveriyle insan onuruna yakışır bir yapıya sahiptir. Sosyal hizmet bireylere sosyal refah ortamı sunmaya çalışırken insan hakları ve ortak sorumluluğun birlikte varlıklarını sürdürmesi gerektiği farkındalığıyla hareket etmektedir (Duyan, 2021). Yani sosyal hizmet, bireyler birbirleri, çevreleri ve toplum için karşılıklı sorumluluk bilincine sahip olursa insan hakları bilincine de sahip olacaktır düşüncesine odaklanır. Sosyal hizmet eğitimi sosyal hizmet uzmanlarına birey, toplum, çevre ve meslek gibi birçok alanda sorumluluklar yüklemektedir.

Yukarıdaki açıklamalarla, küresel sosyal sorumluluk ve sosyal hizmet kavramlarının arasındaki bağlantı göz önüne alınarak sosyal hizmet öğrencilerinde araştırılmak üzere bu problem oluşturulmuştur.

Bu bağlamda araştırmanın problemi, sosyal hizmet bölümü öğrencilerinin küresel sosyal sorumluluk düzeylerinin incelenmesi üzerine, otuz maddenin yer aldığı ölçeğin kullanılması ile hazırlanmıştır. “Sosyal hizmet öğrencilerinin küresel sosyal sorumluluk düzeyleri hangi ölçüdedir?”, “Sosyal hizmet öğrencilerinin küresel sosyal sorumluluk düzeyleri ile yaş, cinsiyet, sınıf, STK'lara üye olmaları ile eşitlik, sosyal hak ve adalet, tüm insanların refahını gözetme, dünya barışı, ekolojik dengeyi koruma, açık fikirlilik, küresel işbirliği, doğayla iç içe olmak gibi sorumluluğun küresel boyutundaki değerleri ile arasında anlamlı bir ilişki var mıdır?” soruları ise alt problemleri oluşturmaktadır.

### **Araştırmanın Önemi**

Sosyal hizmetin tarihinde en önemli etkenlerden biri sorumluluktur. Bu sebeple bireyin sorumluluklarının bilincinde, farkındalık düzeylerinin yüksek olması, sosyal hizmet uzmanlarının mesleki ilke ve temellerinin farkında hareket etmelerini ve müdahalelerini küresel sosyal sorumluluk kazandırma farkındalığıyla yürütmelerini sağlayacaktır.

Toplumu oluşturan tüm bireylerin ilişkilerinin sağlıklı bir şekilde gerçekleşmesi, bireysel, toplumsal, sosyal ve küresel tüm sorunların önüne geçilmesi insanların sorumluluklarının farkındalığına bağlıdır. Yani hayatımızın her alanında sorumluluk insandan ayrı düşünülemez niteliktedir. Dolayısıyla toplumun ve evrenin iyilik halini, refahını amaçlayan ve bu amaçlar doğrultusunda güncel sorunları önlemeye, etkilerini azaltmaya, insan ilişkilerini düzenlemeye yönelik müdahaleler yapan sosyal hizmet mesleği de sosyal sorumluluk kavramından ayrı düşünülemez.

Her mesleğin toplum içinde özel bir işlevi vardır. Sosyal hizmetin görevleri de toplum içerisinde dezavantajlı gruplara yardım etmek, insan onurunu korumak ve insanların hakkını savunmak gibi insani değerlere dayalı görevlerdir. Yani sosyal hizmet uzmanlarının farkındalık düzeyi yüksek kendine düşen görev ve sorumlulukların bilincinde olarak hareket eden bireyler olması oldukça önemlidir.

Sosyal hizmet öğrencilerinin küresel sosyal sorumluluklarının farkında ve bilincinde bireyler olması çalışacakları tüm alanlar üzerinde (mikro, mezzo, makro) müdahalenin etkin olması açısından önemli bir yere sahiptir. Bu araştırma sosyal hizmet öğrencilerinin küresel sosyal sorumluluk düzeylerini görebilmeleri ve küresel sosyal sorumluluk farkındalığı kazanma gerekliliği açısından önemlidir.

### **Araştırmanın Amacı**

Birey, içinde yaşadığı toplumun ve evrenin bir parçasıdır. Bireyin bu bilince sahip olması ve toplum ve evren içindeki sorumluluklarını yerine getirmesi açısından sosyal sorumluluk ve becerilerini geliştirmeli ve bu sorumluluklara bağlı kalması önemlidir.

Sosyal hizmet amaç bağlamında bireysel, sosyal, toplumsal, küresel her alanda sorumluluk kavramına oldukça önem veren bir meslek grubudur. Bu bağlamda değerlendirdiğimiz zaman sosyal hizmet uzmanlarının insana hizmet etmek, sosyal adaleti gerçekleştirmek ve dezavantajlı durumlarda çözüm getirmek gibi amaçları, bütün yönleriyle küresel sosyal sorumlulukla aynı doğrultudadır.

Sosyal hizmet uzmanlarının küresel sosyal sorumluluk kavramına ve gerekliliklerine hakim olması, bireysel olarak tutum ve davranışlarında neyin belirleyici olduğuna ve bunun ardında yatan düşüncelere, bu düşüncelerin oluşmasına ilişkin soruların cevaplanmasına olduğu kadar; meslek elemanı olarak, mesleki uygulamalarında karar alma süreçlerinde nasıl tercih yapabileceğine ve müdahalede bulunurken nasıl karar alacağına yönelik soruların cevaplanmasında belirleyici rol oynamaktadır.

Bu çalışma da geleceğin sosyal hizmet uzmanlarının toplum içerisinde insanın varlığı ve eylemlerinden doğan her türlü sonucu değerlendirerek olumsuz sonuçlarını önlemeye yönelik, küreselleşen dünyanın küresel düzeyde öne çıkardığı sorumluluk kavramıyla ilgili düşüncelerini araştırmaktır. Bununla beraber bu bölümdeki öğrencilerin küresel sorumluluğa verdiği önemi, farkındalığını anlamak için küresel sosyal sorumluluk düzeylerini öğrenmek ve cinsiyet, bölüm, sınıf, sivil toplum kuruluşuna üye olma gibi sosyo-demografik etkenlerin küresel sosyal sorumluluk olgusu üzerinde bir etkisi olup olmadığının incelenmesi amaçlanmaktadır (Özen, 2011).

### **Kavramsal Bilgiler**



## Sorumluluk

İnsanlar çevrelerinde bulunun tüm unsurlarla etkileşim içerisinde olan, bu yolla gelişen ve uyum sağlayan sosyal bir varlıktır (Duyan, 2021). Diğer tüm insanlarla içerisinde bulunduğu etkileşimler kişiye birçok noktada görev ve sorumluluk yüklemektedir. Kişinin sahip olduğu gelişim evresine, yaşına, cinsiyetine ve sosyal statüsüne uygun yükümlülükleri yerine getirmesi sorumluluk kavramına anlam oluşturmaktadır.

Sorumluluk kavramı oldukça sık karşılaşılan bir kavram olduğu halde net bir şekilde tanımlamak pek de kolay olmamaktadır. Çünkü kavram olarak sorumluluk; bireysel, toplumsal, sosyal, ulusal ve küresel gibi farklı alanlarda farklı noktalardan ele alınabilmektedir. Kişilerin bu alanlarda eylemleri sonucunda çevrelerinde oluşan olumlu veya olumsuz etkilerini değerlendirerek kabullenmesi, olumsuz etkilerini önlemeye yönelik hareket etmeleridir (Özen, 2009).

Türk Dil Kurumu sorumluluğu; “kişinin kendi davranışlarını veya kendi yetki alanına giren herhangi bir olayın sonuçlarını üstlenmesi, sorum, mesuliyet” şeklinde tanımlamıştır (TDK, 2022). Bazı kaynaklarda sorumluluk hukuki haklardan doğan vazifelerle ilişkilendirilirken, bazı kaynaklarda ise sorumluluğa bir duygu olarak yaklaşılmış ve yükümlülükleri her koşulda sonuna kadar sürdürebilme ve gerekli durumlarda hesap verebilmekle bağlantılı bir duygu olarak değerlendirilmiştir (Başer, 2015).

Anlaşılabacağı üzere sorumluluk kavramı birçok açıdan tanımlanmıştır, ancak sosyal, toplumsal ve bireysel gibi boyutları olan sorumluluk anlayışının içerisinde bulunduğu sosyal sistemin değerlerine göre farklılık gösterebileceği göz ardı edilmemelidir (Sert, 2012).

Verilen tüm tanımlamaların ortak noktaları bir bütün olarak ele alındığında sorumluluk; kişiye toplum tarafından yüklenen vazifeleri yerine getirmesi, yalnız kendi eylemlerini değil etki alanına dahil olan tüm sonuçları da üstlenmesi ve daha iyi bir dünya amacıyla çabalamasıdır (Başer ve Kılınç, 2015).

Sorumluluk yalnızca düşünme yetisi ve irade gücüne sahip olan insana ait bir kavramdır. Sorumluluk bilincinin oluşması için yalnız bilgi yeterli olmamakla birlikte bilginin yanı sıra yaşam deneyimleri ve içerisinde bulunulan dünyada kişiyi etkileyebilecek her faktör bir bütün olarak ele alınmaktadır. Bu sebeple sorumluluk düzeyi her insanda farklılık göstermektedir. Şöyle ki kişilerin değer yargısı, bilgi düzeyi, yaşam tecrübesi, eğitimi ve hayata bakış açısı farklılık göstermektedir (Başer ve Kılınç, 2015). Ancak sorumluluk algısı dışardan oluşan bir etki ile değil (ödül, ceza, kanun vb.) gönüllülük ile oluşmaktadır. Dışardan bir etki ile gerçekleşen eylemler, görev ve yükümlülükler sorumluluk olarak düşünülmemelidir. Nitekim eylemler dış baskıyla değil kişinin özgür irade ve talebiyle gerçekleştiğinde sorumluluk olarak

nitelendirilebilir yani sorumluluğun temelinde özgürlük yatmaktadır. İnsanın bir şeyi yapıp yapmamakta özgür alanda sorumluluktan söz edilebilmektedir (Önal, 2005).

Özgürlük ve yükümlülükler, sorumluluğun temelinde yer alan iki kavramdır. Bu iki kavram istenilen davranış, eylem ve seçim kavramlarını öne çıkarmaktadır. Toplum tarafından istenilen davranış bireyin kendi isteğiyle gerçekleştirdiği davranıştan daha çok toplumun bireyden beklediği davranışı ele almaktadır. İstenilen davranış ve bireyin kendi davranışı arasındaki fark ne kadar büyükse sorumluluk derecesi de bu oranda değişim göstermektedir. Seçim kavramı ise sorumluluğu geliştirmekte önemli bir yere sahiptir. Bir durum veya sorun karşısında nasıl eyleme geçeceği konusunda kendi iradesi etkin olmayan, kendi seçimiyle eylemlerini gerçekleştirebilecek bir ortamı bulunmayan insanların sorumluluk duygusunun gelişmesi oldukça zor bir durum haline dönüşmektedir (Başer, 2015).

### **Sosyal Sorumluluk**

Sorumluluk kişilerin kem bireysel hem toplumsal olarak oluşturduğu duygu, düşünce ve eylemlerinin bütün olarak ele alınmasıyla oluşur (Duman A. , 2014). Böylelikle sorumluluğun bir boyutunun da toplumsal sorumluluk olduğu görülmektedir. Toplum içerisinde sosyal bir varlık olan insanın yerine getirmesi gereken bir takım sorumlulukları bulunmaktadır, çünkü insan doğduğu ailenin yetiştirme tarzına, öğretilerine, inancının gerektirdiği kurallara, kültürel gelenek ve göreneklerine ve değer yargılarına sahip olmasından dolayı sosyal olarak hareket etmektedir. İçinde bulunduğu sistemin sorunlarına duyarlı olunması, sistemi geliştirmeye yönelik çaba sarf etmesi ve gösterilen çabaya da destek vermesi beklenmektedir (Başer, 2015).

Sorumluluk kavramı gibi sosyal sorumluluk kavramı da birçok farklı açıdan tanımlanmıştır. Bazı araştırmacılar sosyal sorumluluğu, insanın iyilik hali ve dünyanın yararı için yapılan bireysel yatırım olarak, bazıları toplumun refahını artırmak ve hâlihazırdaki refahı korumak için üstlenilen sorumluluklar bütünü olarak, bazıları ise ahlaki bir yükümlülük, kültürel bir bağlılıkla ilişkilendirerek kendini geliştirmekten ziyade kendini aşmak olarak tanımlamıştır (Başer, 2015).

Sosyal Sorumluluk, yaratılış itibarıyla sosyal bir varlık olan insanın aileden, okuldan, toplumdan edindiği ve eylemlerine yön veren bir olgudur. İyi bir insan olma ve başkalarına yardım etme arzusu ‘‘Sosyal Sorumluluk’’ kavramının temelinde büyük bir öneme sahiptir. İnsanların inanç sistemleri, içerisinde bulundukları sosyal sistemler onları iyi, faydalı bir insan olma arzusuna yönlendirmektedir. Nitekim bu noktada insanlar maddi varlıklarının ve zamanlarının bir miktarını kendini gerçekleştirme arzusuyla başka insanlara faydalı olmak için kullanmaktadır. Böylece hem inanç sistemlerinde hem de içinde bulundukları sosyal sistemde

iyi bir konumda yer almaya çalışmaktadır (Güngör C. R., 2010).

Bu doğrultuda insanın diğer insanlara yönelik sorumluluklarını açıklamak için kullanılan sosyal sorumluluk kavramı, kişisel sorumlulukların kişinin çevresini de etkilemeye başladığında başlamaktadır (Başer, 2015). Kişinin insan hakları ve sosyal adaleti gözetmesi, ilişkilerde eşitlikçiliğe özen göstermesi, tüm insanların kıymetli olduğunu kabul ederek, egonun yardım etmeyi önleyen etkilerini ortadan kaldırması olarak da tanımlanan sosyal sorumluluk; bir başkasının refahı ve iyi olmasıyla ilgilenmeyi, bir başkasına faydalı olmayı, yardımcı olmayı içeren içten gelen duyguyu, sivil katılımı ve diğer insanlara yönelik sorumlu eylemleri kapsamakta ve toplumda bir fark yaratmayı hedeflemektedir (Özen, 2015).

Sosyal sorumluluk olgusuyla hareket eden kişiler eylemlerinin toplum ve çevreye olan etkilerini dikkate almaktadırlar. Bununla beraber eylemlerinin yalnız toplum ve çevreye olan etkilerini değil diğer sistemlere (aile, arkadaş, sorumlu olunan diğer bireyler vb.) olan etkilerine de önem göstermekte, eylemlerini daha dikkatli ve özenli şekilde gerçekleştirmektedir (Ergül ve Kurtulmuş, 2014). Yani en açık tanımıyla sosyal sorumluluk, kişinin içersinde bulunduğu tüm sistemlerin ve bilinçli, programlı eğitimlerin etkisiyle içerisinde bulunduğu çevrenin sahip olduğu koşullardan kısmen de olsa sorumlu olduğunun farkına varmasıdır. Bu sosyal sorumluluk farkındalığını oluşturma ve geliştirme etkili iletişim, uyum, kriz yönetimi ve bakış açısını genişletme gibi temel birkaç sosyal yeteneğe ihtiyaç duymaktadır aynı zamanda sosyal sorumluluk kavramının nasıl ve neden ortaya çıktığı gibi soruların daha iyi anlaşılması için bireysel özellikler ve sosyal farkındalık gibi değerlerin de ele alınması gerekmektedir (Kırılmaz, Demir ve Marakçı, 2018).

Farklı kaynaklara göre ise yardım etme ve iyi bir insan olma arzusu kişinin kendini başkalarından bağımsız, birey olarak hissettiğinde değil, bir grupta bağ kurduğunda, birbirlerine katkı sağlamanın bireysel kazanımlardan daha değerli olduğunu hissettiklerinde artmaktadır. Sosyal hızlandırma olarak adlandırılan bu durum kişiler bireysel olarak ele alınmaktan ziyade bir bütün olarak ele alındıklarında ve gruptaki diğer kişilerin ilerlemelerinin hepsi için değerli olduğunun bildiklerinde daha iyi bir performans sergilemektedirler (Özen, 2015).

Yapılan tanımlamalardan da anlaşılacağı üzere sosyal sorumluluk kavramı bireysel, kültürel, kurumsal, ekolojik, ulusal, küresel sosyal sorumluluk gibi birçok alanda ele alınmaktadır.

### **Ekolojik Sosyal Sorumluluk**

Sosyal Sorumluluk kavramı yaklaşık 40 yıl önce ‘‘Kurumların ekonomik faaliyetlerinin ve ilgili tarafların (üreticiler, tüketiciler, yöneticiler ve tüm toplumlar) hepsinin menfaatini koruyarak yönetilmesi’’ olarak kavramsallaştırılırken şimdilerde kurumların ekolojik alanda

olan sorumlulukları da çevre bilincinin yaygınlaşması gibi faktörlerle sosyal sorumluluk kavramından bağımsız düşünülemeyecek duruma gelmiştir (İlic, 2010).

Ekoloji kavramı Türk Dil Kurumu'na göre ‘‘ Canlıların hem kendi aralarındaki hem de çevreleriyle olan ilişkilerini tek tek veya birlikte inceleyen bilim dalı’’ şeklinde tanımlanmaktadır (TDK, 2022). Ekolojik bir sistemde yaşamını devam ettiren insanı diğer canlılardan farklılaştıran özellik insanın ekolojik çevreye uymak dışında içerisinde bulunduğu çevrenin koşullarında değişikliğe uğratıp, kontrol edebilmesi, denetim altına alabilmesidir. Sistemin koşullarını değiştirme ve kontrol etme çabaları sonucunda elde edilen refahın yanında çevre kirliliği, sosyal ve ekonomik problemler gibi birçok problem ortaya çıkmıştır (İşseveroğlu, 2001). Ortaya çıkan bu problemler ekolojik dengeyi korumaya ve insanının yaşayıp gelişebilmesi için gereken çevresel niteliklerin sağlanmasına engel olmaktadır.

Çevre, genel olarak doğal ortam koşullarını kapsayan bir kavram olarak algılansa da sosyal koşullarda (ekonomik, politik vb.) çevrenin içerisinde yer almaktadır. Çevre ve insan karşılıklı bir etkileşim içerisinde; çevre içerisinde yaşamakta olan insanları önemli derecede etkilerken insanlara ve toplumlarda yaşadıkları çevreyi olumlu, olumsuz birçok yönden etkilemektedir.

Dünyanın her bir noktasında çevreye karşı oluşan olumsuz etkiler, ekolojik dengeyi etkilemekte ve insanlığın tamamını ilgilendirmektedir. Her insanın yaşadığı alanın olumsuz etkilenmesine sebep olan eylemler ve bu eylemleri önlemek, etkilerini azaltmaya yönelik çözüm üretmek, insana insan olmasından ötürü sorumluluk yüklemektedir. İnsana yüklenen bu sorumluluk ekolojik sosyal sorumluluk olarak ele alınmaktadır (Başer, 2015).

### **Ulusal Sosyal Sorumluluk**

İnsan içerisinde bulunduğu toplumdan, çevreden ve kültürden etkilenen sosyal bir varlıktır. Ulusal sosyal sorumluluk anlayışında da aynı şekilde insanlar, kendini ait hissettiği ve içerisinde yetiştiği ulusun doğrularını ve değer yargılarını korumak, sürdürmek ve bulunduğu ulusu geliştirmeye yönelik çalışmalara yapmak gibi bazı sorumluluklar üstlenmektedirler. İçinde bulunduğu ulusun yararını gözeten eylemler ve hissedilen sorumluluk algısı kişinin ulusuna ve kültürüne olan bağlılığını da artırmaktadır. Kişiler sadece var olan kültürü sürdürmek değil, koruyarak olumsuz etkenleri önlemeye ve geliştirmeye yönelik de sorumluluklara sahip olmaktadır. Sonuç olarak ulusal sosyal sorumluluk olgusunda kişiler içerisinde bulunduğu veya kendilerini ait hissettikleri uluslar yararını gözetmeli ve bu konuda sorumluluk üstlenmelidir (Başer, 2015).

### **Kurumsal Sosyal Sorumluluk**

İlk başlarda sadece hayırseverlik ve gönüllülük olarak ele alınan sosyal sorumluluk

alışmaları, kurumsallaşma ve halkla ilişkilerin yaygınlaşmasıyla beraber daha farklı alanlarda ve geniş bir bakış açısıyla ele alınmaya başlamıştır.

Sosyal sorumluluk alışmaları küreselleşmenin etkisiyle beraber ulusal düzeyden evrensel düzeye geçiş yapmış, kişiler ve kurumlar sadece kendilerini ait hissettikleri veya içerisinde bulundukları ulusların değil dünyadaki tüm ulusların yararını ve refahını gözetmeye başlamışlardır. Bu alışma ve eylemler sosyal sorumluluğu kurumsal açıdan küresel alanda düşünülmesi ve uygulanması gereken bir duruma getirmiştir. İşletme ve kurumları toplumun bir parçası haline getiren bu alışmalar, ilk aşamada kurumsal izlenime fayda sağlasa da sonralarda kurumsal saygınlığında gelişmesine katkı sağlamaktadır. Sosyal sorumluluk alışmalarının kurumlara olan olumlu etkilerinin farkına varılması, zamanla kurumların sosyal sorumluluk alışmalarına daha fazla önem vermesini ve artırmasını sağlamıştır.

Günümüzde insan odaklı bakış açılarının artmasından kurum ve işletmeler de etkilenecek alışmalarında, insanı temel almaya başlamışlardır. İnsanı temel alan bu anlayış sosyal sistemlerde sivil örgütler, sivil toplum kuruluşları, olarak görünürken kurumlar bazında da sosyal sorumluluk kavramı gündemde yer almaya başlamıştır (İlic, 2010).

Kurumsal sosyal sorumluluk eylemleri, özelde işletmenin adaletli, insan onuru ve değerini gözetken bir şekilde çalışanlarına ve içinde bulunduğu toplumda olumlu bir itibar imaj oluşturması, genelde ise kurumsal alışmalarından etkilenen veya bu alışmaları etkileyen insanlarda, toplumda ve içinde bulunduğu çevrede ortaya çıkan kurumsal veya kurumsal olmayan farklı sosyal sorunlar hakkına bilinçli olması, sorunların özülmesi için aba sarf etmesi ve bir takım yükümlölükleri gerçekleştirilmesi olarak tanımlanmaktadır (Başer, 2015).

### **Küresel Sosyal Sorumluluk**

Teknolojik gelişmelerin etkisiyle insanlar, toplumlar ve devletlerarasındaki etkileşim artmaktadır. Bu artış insanların sadece içinde bulundukları sistemlerle, çevreleriyle ilgilenmesini değil diğer toplum ve çevrelerle de ilgilenmesine yol açmış, artık insanlar ulusal vatandaşlıktan küresel vatandaşlığa doğru bir yol izlemeye başlamışlardır. Ulusal vatandaşlık yalnızca içerisinde bulunduğu veya kendini ait hissettiği ulusa yönelik bir sorumluluk algısı oluştururken, küresel vatandaşlık ise diğer toplumlara, dünyaya hatta evrene karşı bir sorumluluk olgusunu oluşturmaktadır.

Teknolojik gelişimlerin ve küreselleşmenin etkisiyle ulusal sosyal sorumluluk kavramı yerini küresel sosyal sorumluluk kavramına bırakmaya başlamıştır. Bu kavram insanların topluma karşı yükümlü olduğu sorumluluklarını küresel alanda birbiriyle ilişkilendiren bir kavramdır (Nakamura ve Watanabe-Muraoka, 2006).

Küresel sosyal sorumluluk içerisinde yaşadığımız evrende var olan tüm canlılara,

ekolojik çevreye bir bütün olarak sahip olduğumuz görev ve yükümlülüklerdir. Ekolojik dengenin bozulması, çevre kirliliği, küresel ısınma, savaşlar, salgın hastalıklar, doğal afetler, göç ve yoksulluk gibi insanlığa ve dünyaya tehlike oluşturan sorunların önlenmesi küresel sorumluluk hakkında bilinç sahibi olan ve küresel sorumluluğu benimseyerek çalışmalar yürütebilen insanlarla sağlanabilmektedir. Küresel sorunların çözümünde her insanın alabileceği bir rol ve sorumluluk bulunmaktadır (Özen, 2009).

Küreselleşme olgusu birçok alanda pozitif veya negatif etkileriyle bir bütün halinde ele alınmaktadır. Küreselleşme dünyanın dört bir yanından insanların, toplumların deneyimlerinden yararlanma fırsatı oluşturmakta ancak bu insanları ve toplumların dışarıdan gelen etkilere daha da açık bir hale gelmesine neden olmaktadır (Balay, 2004).

Bu durumda insanlara ciddi bireysel sorumluluklar yüklenmektedir. İnsanlar bu noktada sorumluluklarını üstlenmeli, fırsatları oluşturarak, planlamalı ve etkin bir biçimde uygulamaya geçirmelidir. Ulusal düzeyde yasal ve etik kurallara ve değer yargılarına uyumlu şekilde hareket eden kişilerin aynı şekilde küresel düzeyde de duyarlılık göstermesi beklenmektedir (Sarıkaya ve Kara, 2007).

Sosyal bir davranış tutumu olan küresel sosyal sorumluluk olgusu içinde yaşanan dünyada iyi bir insan olma algısıyla ilişkilendirilmektedir. Terör olayları, çevre kirliliği, küresel ısınma, savaşlar, salgın hastalıklar, doğal afetler, göç, ırkçılık ve yoksulluk gibi birçok olayla karşılaşılan günümüzde öğrencilerin küresel sosyal sorumluluk bilincine sahip birer insan olması beklenmektedir. Küreselleşmenin yeryüzünün ve insanlığın iyilik haliyle ilişkilendirilmesi, olumlu etkilerin artırılması ve olumsuz etkilerinin önlenmesi hususunda eğitime büyük bir görev düşmektedir (Balay, 2004).

### **Sosyal Hizmet ve Küresel Sosyal Sorumluluk**

IASSW ve IFSW'ye göre sosyal hizmet değerleri insanların eşitliğine, şeref ve haysiyetine saygı duymayı temel almakta ve insanın ihtiyaçlarını karşılamayı, sosyal işlevselliğini, iyilik halini artırmayı ve insanı özgürleştirmeyi hedefleyen uygulamaları insanları ve çevreleriyle ilişkilerini ele alarak, çevresi içerisinde birey anlayışıyla yapmaktadır (IFSW, 2014).

Sosyal hizmet perspektifinde insan, insan olduğu için değerlidir ve insan olmaktan doğan haklara sahiptir (Akın, 2017). Sosyal hizmetin insan hakları ve sosyal adaleti savunma, insan onuru ve değerini gözetme ilkeleriyle hareket etmesi sosyal hizmetin insan hakları ve sorumluluğu bir arada ele alması gerekliliğini ortaya çıkarır (Kut, 1988).

Sosyal hizmet terimlerinde bulunan sosyal adalet kavramı; bir toplumun tüm bireylerinin aynı temel hak, koruma, fırsat, sorumluluk ve sosyal kazanımlara sahip olduğu

ideal bir durumu yansıtmaktadır.

Bu bağlamda sosyal hizmet, insanı çevresi ve çevresiyle ilişkileriyle birlikte ele alarak seviye (dil, din, ırk, cinsiyet) gözetmeksizin tüm insanların haklarını gözetmeye, insanların birbirlerine yönelik aldıkları sorumlulukları ve sonuçlarını kolaylaştırmaya odaklanmaktadır (Yılmaz, 2006).

Ortak hedef ve doğrultulara sahip küresel sosyal sorumluluk ve sosyal hizmetin birbirinden ayrı düşünülemez olması, sosyal hizmet öğrencilerinin küresel alanda sosyal sorumluluklarının incelenmesine önem kazandırmaktadır (Başer, 2015).

Toplum içerisinde doğan ve toplum içerisinde gelişen bireyin insan onuruna yakışır bir şekilde hayatını sürdürmesi ve üstüne düşen sorumlulukları yerine getirebilmesi için uygun koşullarda bir toplumsal yapıya gereksinim duyulmaktadır. Toplumun olmadığı durumda insan onurunun var olması mümkün değildir çünkü insanın güçlü yönleri bulunmakla birlikte zayıf yönleri de oldukça fazladır. Maddi ve manevi yetkinliğe ulaşmaya dek savunmasız durumda olan insanın korunup gözetilmeye ihtiyacı bulunmaktadır. Toplum yapısı ve düzeni oluşturmanın temel gerekliliği ise sorumluluk bilincine sahip bireylerin var olması, toplumda yer alan tüm bireylerin üstüne düşen görev ve yükümlülükleri yerine getirmesidir. Ancak bu durum gerçekleştiğinde insan, sahip olduğu gücü verimli kullanabileceği, insan olmaktan doğan hak ve sorumlulukların gerçekleştirebileceği bir yaşam sürebilecektir. Bahsi geçen toplum yapısı ve düzeni içerisinde yaşayamayan bireyler ise hem doğal hem sosyal hem de küresel alanda yer edinemeyecektir (Çağlayan, 2015).

Sosyal sorumluluk kavramı, birçok meslek alanıyla ilişkilidir. İlişkili olduğu mesleklerin ve meslek elemanlarının gelişiminde de önemli bir yere sahiptir. Bununla birlikte sosyal sorumluluğun sosyal hizmetin temelinde yer alan kolektif bilinç, insan hakları ve sosyal adalet ilkeleriyle bağlantılı olarak ele alınması yukarıda açıklanan tüm kavram ve tanımlardan da çıkarılabileceği gibi insanı çevresiyle birlikte mikro, mezzo ve makro olmak üzere tüm boyutlarıyla ele alan, insan hakları ve sosyal adaleti gerçekleştirmeyi amaçlayan sosyal hizmet ile bireysel, sosyal ve küresel alanlardaki sonuçlarla ilgilenen küresel sosyal sorumluluk iç içe geçmiş ve birbirinden ayrı düşünülemez kavramlardır.

### **Gereç ve Yöntem**

#### **Araştırmanın Modeli**

Bu araştırma Samsun Ondokuz Mayıs Üniversitesi Sosyal Hizmet Bölümü öğrencilerinin Küresel Sosyal Sorumluluk Düzeylerinin incelenmesi kapsamında nicel araştırma olarak planlanmış olup betimsel nitelikte olan bu çalışmada araştırma modellerinden genel tarama modellerinden tekil tarama kullanılmıştır.

Bu arařtırmada belirlenmiř hipotezlerin bulunması, anket gibi veri toplama araları kullanarak verilerin toplanıp istatistiksel teknikler ile lme ve deęerlendirme yoluyla sonu elde edilecek olması arařtırmanın nicel bir arařtırma olarak planlanmasının sebeplerindendir (Padem, Gksu ve Konaklı, 2012).

Bu arařtırmada da Samsun Ondokuz Mayıs niversitesi Sosyal Hizmet Blm ęrencilerinden oluřan gnll katılımcılara anket alıřması yapılmıř, katılımcılardan elde edilen grřler arasındaki farklılık ya da baęlantılar zerinden evrene iliřkin genel yargılar, betimlemeler ya da deęerlendirmeler yapılmaya alıřılarak katılımcıların grřleri herhangi bir etkileme ve deęiřtirme olmadan olduęu gibi ortaya konmuř ve incelenmiřtir.

### **Arařtırmanın Evreni, rnekleme ve rnekleme Yntemi**

Arařtırmanın evrenini, 2023-2024 yılında Samsun Ondokuz Mayıs niversitesi Saęlık Bilimleri Fakltesi Sosyal Hizmet Blm’nde ęrenim grmekte olan 358 lisans ęrencisi oluřturmaktadır.

Arařtırmanın rneklemini, Saęlık Bilimleri Fakltesi Sosyal Hizmet Blm ęrencilerinden olasılıklı rnekleme yntemlerinden basit tesadfi rnekleme yntemiyle seilen, ulařılabilen ve gnll bir řekilde katılım saęlayan farklı yař ve sınıflarda lisans eęitimi henz tamamlamamıř 123 kadın, 28 erkek ve 3 belirtilmemiř cinsiyet grubundan oluřan birinci sınıftan 40, ikinci sınıftan 41, nc sınıftan 39 ve drdnc sınıftan 34 kiři olmak zere toplam 154 katılımcı oluřturmaktadır.

Uygulama ierisinde tm birimlerin rastgele seimler sonucunda belirlenmesi, evrenin ok byk olmadığı durumlarda seim iřlemlerinin daha kolay olması ve yapılan yntem ierisinde istatistiksel verilerin daha kolay deęerlendirilebilmesi basit tesadfi rnekleme ynteminin seilmesine katkı saęlamıřtır (Kılı, 2013).

### **Veri Toplama Yntemi ve Araları**

Arařtırmanın amalarına uygun olarak veri elde edilmesi iin arařtırmada nicel arařtırma yntemi seilmiřtir. Buna ynelik veri toplama yntemi olarak, anket formu dzenlenerek alıřma gerekleřtirilmiř, veriler toplanmıřtır. Anket ierięinde, ilk kısımda 5 sorudan oluřan sosyo-demografik bilgilerin alınmasına ynelik ‘‘Kiřisel Bilgi Formu’’ sorularına, ikinci kısımda ise 30 sorudan oluřan hem ulusal hem uluslararası sosyal sorumluluk dzeylerinin belirlenmesine ynelik ‘Kresel Sosyal Sorumluluk lęi’ sorularına ver verilmiřtir.

Cevaplama sresi yaklařık 5 dakika olan, toplamda 35 sorudan oluřan anket, eęitim yılında yařanan sorunlardan dolayı ęrenim dneminin online gerekleřmesi nedeniyle Google Formlar zerinden hazırlanarak Ondokuz Mayıs niversitesi Saęlık Bilimleri Fakltesi Sosyal



Hizmet Bölümü öğrencilerine 2023 Nisan-Mayıs tarihleri arasında elektronik ortamda uygulanmıştır.

### **Kişisel Bilgi Formu**

Araştırmada kullanılan anket çalışmasında hazırlanan sosyo-demografik sorular araştırmacılar tarafından hazırlanmış olup, öğrencinin yaş, cinsiyet ve sınıfını, herhangi bir Sivil Toplum Kuruluşu'na üye olup olmadıklarını ve küresel sosyal sorumluluk kavramının ne anlama geldiğini bilip bilmediklerini öğrenmek amacıyla oluşturulan beş sorudan oluşmaktadır.

### **Küresel Sosyal Sorumluluk Ölçeği**

Araştırmada kullanılan Enis Harun Başer ve Emin Kılınç tarafından geçerlilik ve güvenilirlik çalışması yapılan Küresel Sosyal Sorumluluk Ölçeği, öncesinde literatür taraması yapılarak sonrasında sosyal sorumluluk kavramını küresel düzeyde değerlendirebilmek adına evrensel değerlerin de dikkate alınacağı şekilde ölçek maddeleri hazırlanarak oluşturulmuştur (Başer ve Kılınç, 2015).

Dört alt boyut ve 30 maddeden oluşan küresel sosyal sorumluluk ölçeğinin 12 maddesi EDS (Eyleme Dönük Sorumluluk), 5 maddesi ES (Ekolojik Sorumluluk), 7 maddesi ÖS (Özgeci Sorumluluk) ve 6 maddesi de US (Ulusal Sorumluluğu ) ölçmeye yönelik sorulardan oluşmaktadır.

Bu çalışmadaki ölçek 5'li Likert tipinde derecelendirilmiş ve cevap seçenekleri, 1- Kesinlikle Katılmıyorum, 2-Katılmıyorum, 3-Kararsızım, 4-Katılıyorum, 5- Kesinlikle Katılıyorum şeklinde puanlandırılmıştır. Olumsuz anlama sahip maddeler puanlama aşamasında ters çevrilecek olup, ölçekten alınabilecek en yüksek 150 en düşük 30 puan olacaktır (Başer ve Kılınç, 2015).

### **Verilerin Değerlendirilmesi ve Analizi**

Gerçekleştirilen anket uygulaması sonucunda elde edilen veriler IBM SPSS V25 paket programı aracılığıyla analiz edilmiş olup frekans dağılımları oluşturularak yorumlanmıştır. Katılımcıların küresel sosyal sorumluluk değerleri demografik özelliklere göre karşılaştırılmıştır. Verilerin SPSS programına aktarımı esnasında eksikliklerin giderilmesi için gerekli kontroller yapılarak analiz işlemleri gerçekleştirilmiştir.

### **İstatistiksel Yöntem**

Veriler SPSS V25 ile test edilmiş olup verilerin normal dağılıma uygunluğu Shapiro-Wilk ve Kolmogorov-Smirnov testleri ile incelenmiştir. Normal dağılım gösteren alt boyutların analizinde ANOVA testi, normal dağılım göstermeyen alt boyutların analizinde Kruskal Wallis ve Mann Whitney U testi, homojen olmayan dağılımlarda ise Welch testi kullanılmıştır. Varyansların homojenliği ise Levene testi ile incelenmiştir. Alt boyutlar ve ölçek genel puanı normal dağılım göstermediği için Spearman korelasyon katsayısı kullanılmıştır. Analiz

sonuçları Ortalama  $\pm$  Standart Sapma ve Ortanca (minimum-maksimum) olarak sunulmuş olup önem düzeyi  $p < 0,050$  olarak alınmıştır.

### Bulgular

Bu çalışmanın bulguları, çalışmaya dâhil olan Ondokuz Mayıs Üniversitesi Sosyal Hizmet Bölümü öğrencilerinin sosyodemografik verilerinin, küresel sosyal sorumluluk düzeylerine ilişkin veriler ile aralarındaki ilişkiye dair bilgileri içeren dört başlık altında toplanmıştır.

**Tablo 4.1.** Kategorik Değişkenlere Ait Tanımlayıcı İstatistikler

	Frekans (n)	Yüzde (%)
Yaş		
19 ve altı	28	18,2
20-25	124	80,5
26 ve üzeri	2	1,3
Cinsiyet		
Kadın	123	79,9
Erkek	28	18,2
Belirtmek İstemiyorum	3	1,9
Sınıf		
1. Sınıf	40	26,0
2. Sınıf	41	26,6
3. Sınıf	39	25,3
4. Sınıf	34	22,1
Sivil Toplum Kuruluşuna üye olup olmama durumu		
Hayır	91	59,1
Evet	63	40,9
'Küresel sosyal sorumluluk' kavramının ne demek olduğunu biliyor musunuz ?		
Hayır	68	44,2
Evet	86	55,8

Katılımcıların yaş dağılımları 19 ve altı olan %18,2 iken 20-25 yaş arasında olanlar %80,5 ve %1,3' ü 26 yaş ve üzerindedir. Katılımcıların %79,9'u kadın, %18,2'si erkek ve %1,9' u ise cinsiyetini belirtmek istememektedir. Sınıf dağılımları ise 1. Sınıf katılımcılar %26, 2. Sınıf katılımcılar %26,6, 3. Sınıf katılımcılar %25,3 ve 4. Sınıf katılımcılar %22,1 olarak elde edilmiştir. Katılımcıların %59,9'u sivil toplum kuruluşuna üye iken %40,9'u herhangi bir sivil toplum kuruluşuna üye değildir. Küresel sosyal sorumluluk kavramını bilen katılımcılar %44,2 iken bu kavramı bilmeyen katılımcı ise %55,8 olarak elde edilmiştir.

**Tablo 4.2.** Cinsiyete Göre Ölçek Genel Puanı Ve Alt Boyutların Karşılaştırılması

Cinsiyet						est İst.	p
Kadın		Erkek		Belirtmek İstemiyorum			
Ortalama ±	Ortanca (min-mak)	Ortalama ± Standart S.	Ortanca (min-mak)	Ortalama ± Standart S.	Ortanca (min-mak)		

	Standart S.							
EDS	45,4± 5,1	46 (31 - 58) <sup>a</sup>	38,1 ± 10,1	41(14- 54) <sup>b</sup>	45,3 ± 3,5	45(42-49) <sup>ab</sup>	2,693*	<b>0,002</b>
ES	21,5± 2,3	22 (15 - 25)	21 ± 2,4	21 (16 - 25)	21,3 ± 0,6	21 (21 - 22)	,005*	0,605
ÖS	29,6± 3,2	29 (21 - 35) <sup>a</sup>	27,2 ± 3,6	28(18- 34) <sup>b</sup>	32,3 ± 2,1	33(30 -34) <sup>a</sup>	3,944*	<b>0,001</b>
US	18,8±3,8 <sup>a</sup>	19 (11 - 30)	15,2 ± 4,8 <sup>b</sup>	16 (6 - 22)	17,3 ± 5,7 <sup>ab</sup>	19 (11 - 22)	,273**	<b>&lt;0,001</b>
Ölçek Genel Puanı	115,2±10,5 <sup>a</sup>	114(89 - 147)	101,4± 16,4 <sup>b</sup>	102,5 (63 - 134)	116,3± 1,5 <sup>a</sup>	116 (115-118)	7,203**	<b>0,001</b>

\*Kruskal Wallis Testi, \*\* Tek Yönlü Varyans Analizi, <sup>a-b</sup>: Her bir satırda aynı harfe sahip gruplar arasında fark yoktur.

Kadın katılımcıların eyleme dönük sorumluluk alt boyutu ortanca puanı 46 iken erkek katılımcıların 38,1'dir ve cinsiyetini belirtmek istemeyen kullanıcıların ise 45 olarak elde edilmiştir. Eyleme dönük sorumluluk puanı ortanca değeri cinsiyete göre istatistiksel olarak anlamlı bir farklılık göstermektedir ( $p=0,002$ ). Eyleme dönük sorumluluk puanı kadın ve erkek katılımcılarda farklılık gösterirken cinsiyetini belirtmek istemeyen katılımcılar diğer iki gruba benzerlik göstermektedir. Kadın katılımcıların ekolojik sorumluluk alt boyutu ortanca puanı 21,5, erkek katılımcıların 21 ve cinsiyetini belirtmek istemeyen katılımcıların ise 21 olarak bulunmuştur. Ekolojik sorumluluk puanı ortanca değeri cinsiyete göre istatistiksel olarak bir farklılık göstermemektedir ( $p=0,605$ ). Kadın katılımcılarda özgeci sorumluluk alt boyutu ortanca değeri 29 iken erkek katılımcılarda 28'dir, cinsiyetini belirtmek istemeyen katılımcılarda ise 33 olarak elde edilmiştir. Özgeci sorumluluk puanı ortanca değeri cinsiyete göre istatistiksel olarak farklılık göstermektedir ( $p=0,001$ ). Kadın katılımcıların ulusal sorumluluk alt boyutu ortalama puanı 18,8, erkek katılımcıların 15,2 ve cinsiyetini belirtmek istemeyen katılımcıların 17,3 olarak elde edilmiştir. Ulusal sorumluluk alt boyutu ortalama değeri cinsiyete göre istatistiksel olarak farklılık göstermektedir ( $p<0,001$ ). Ulusal sorumluluk puanı kadın ve erkek katılımcılarda farklılık gösterirken cinsiyetini belirtmek istemeyen katılımcılar diğer iki gruba benzerlik göstermektedir. Kadın katılımcılarda ölçek genel puanı ortalama değeri 115,2 iken erkek katılımcılarda 101,4 ve cinsiyetini belirtmek istemeyen katılımcılarda ise 116,3 olarak elde edilmiştir. Ölçek genel puanı ortalama değeri cinsiyete göre istatistiksel olarak anlamlı bir farklılık göstermektedir ( $p=0,001$ ). Kadın katılımcılar ile cinsiyetini belirtmek istemeyen katılımcılar benzerlik gösterirken erkek katılımcılar diğer iki gruptan farklılık göstermektedir.

**Tablo 4.3.** Sınıfa Göre Ölçek Genel Puanı Ve Alt Boyutlarının Karşılaştırılması

	Sınıf										
	1. Sınıf			2.Sınıf		3. Sınıf		4. Sınıf			
	Ortalama ± Standart S.	Ortanca (min- mak)	Ortalama ± Standart S.	Ortanca (min- mak)	Ortalama ± Standart S.	Ortanca (min- mak)	Ortalama ± Standart S.	Ortanca (min- mak)	est İst.	p	
EDS	45,1 ± 6,7	47 (14-58)	44,3±5,5	44 (28-57)	42,9 ± 6,9	43 (31-57)	-	43,9 ± 8,2	45 (19- 55)	,759*	,190
ES	21,6 ± 2,4	22 (16-25)	21,4±2,1	21 (17-25)	21,1 ± 2,6	21 (15- 25)	-	21,5 ± 2,3	22 (16- 25)	,070*	,784
ÖS	28,9 ± 2,9	28,5 (21-35)	29,2±2,9	29 (22-35)	29,4 ± 3,6	30 (21- 35)	-	29,4 ± 4,2	30 (18- 35)	,683*	,641
US	17 ± 3,5	17 (10-26)	18,3 ±4	18 (7- 30)	19,2 ± 4,1	19 (11- 26)	-	18 ± 5,1	19 (6 - 27)	,829**	,144
Ölçek Genel Puanı	112,5 ± 11,4	113,5 (71-135)	113,1 ± 10,9	113 (83-147)	112,6 ± 13,1	111 (89-139)	-	112,7 ± 16,3	114,5(63-135)	,643*	,887

\*Kruskal Wallis Testi, \*\* Tek Yönlü Varyans Analizi

Eyleme dönük sorumluluk, ekolojik sorumluluk, özgeci sorumluluk ve ölçek genel puanı ortanca değeri sınıfa göre istatistiksel olarak farklılık göstermemektedir ( $p>0,50$ ). Ulusal sorumluluk puanı ortalama değeri sınıfa göre istatistiksel olarak anlamlı bir farklılık göstermemektedir ( $p=0,144$ ).

**Tablo 4.4.** Herhangi Bir Sivil Toplum Kuruluşuna Üye Olup Olmama Durumuna Göre Ölçek Genel Puanı Ve Alt Boyutlarının Karşılaştırılması

	Herhangi bir sivil toplum kuruluşuna üye olma durumu				Test İst.*	p
	Hayır		Evet			
	Ortalama Standart S.	± Ortanca (min- mak)	Ortalama Standart S.	± Ortanca (min-mak)		
EDS	43,4 ± 6,8	45 (19 - 55)	44,9 ± 6,9	45 (14 - 58)	2548,500	0,241
ES	21,1 ± 2,4	21 (15 - 25)	21,7 ± 2,2	21 (16 - 25)	2514,500	0,192
ÖS	28,7 ± 3,6	29 (18 - 35)	29,9 ± 3,1	30 (22 - 35)	2331,000	<b>0,048</b>
US	17,1 ± 4,1	18 (6 -26)	19,6 ± 4	20 (10 - 30)	1917,500	<b>&lt;0,001</b>
Ölçek Genel Puanı	110,4 ± 12,7	111(63 - 135)	116,1± 12,3	116 (71 - 147)	2139,500	<b>0,008</b>

\*Mann Whitney U Testi

Bir sivil toplum kuruluşuna üye olmayan katılımcıların özgeci sorumluluk puanı ortanca değeri 29 iken sivil toplum kuruluşuna üye olan katılımcıların 30 olarak elde edilmiştir. Özgeci sorumluluk puanı ortanca değeri sivil toplum kuruluşuna üye olup olmama durumuna göre istatistiksel olarak anlamlı bir farklılık göstermektedir ( $p=0,048$ ). Sivil toplum kuruluşuna üye olmayan katılımcıların ulusal sorumluluk puanı ortanca değeri 18 iken sivil toplum kuruluşuna

üye olan katılımcıların 20 olarak elde edilmiştir. Ulusal sorumluluk alt boyutu puanı sivil toplum kuruluşuna üye olma durumuna göre istatistiksel olarak farklılık göstermektedir ( $p<0,001$ ). Sivil toplum kuruluşuna üye olmayan katılımcıların ölçek genel puanı ortanca değeri 111 iken sivil toplum kuruluşuna üye olan katılımcıların 116 olarak elde edilmiştir. Ölçek genel puanı sivil toplum kuruluşuna üye olma durumuna göre istatistiksel olarak farklılık göstermektedir ( $p=0,008$ ). Diğer alt boyutlar sivil toplum kuruluşuna üye olma durumuna göre istatistiksel olarak anlamlı bir farklılık göstermemektedir ( $p>0,050$ ).

**Tablo 4.5.** Küresel Sosyal Sorumluluk Kavramını Bilme Durumuna Göre Ölçek Genel Puanı Ve Alt Boyutlarının Karşılaştırılması

	Küresel sosyal sorumluluk kavramını bilme durumu					Test İst.*	p
	Hayır			Evet			
	Ortalama Standart S.	± Ortanca (min-mak)	Ortalama Standart S.	± Ortanca (min-mak)			
EDS	43 ± 7,4	44 (14 - 55)	44,9 ± 6,2	45 (19 - 58)	2537	0,158	
ES	20,9 ± 2,4	21 (15 - 25)	21,7 ± 2,2	22 (16 - 25)	2350,5	<b>0,035</b>	
ÖS	28,9 ± 3,3	29 (21 - 35)	29,5 ± 3,5	29,5 (18 - 35)	2562	0,185	
US	17,7 ± 4	18 (7 - 27)	18,4 ± 4,4	19 (6 - 30)	2566,5	0,192	
Ölçek Genel Puanı	110,5±13,2	111 (71 - 135)	114,5 ± 12,3	114 (63 - 147)	2415	0,064	

\*Mann Whitney U Testi

Küresel sosyal sorumluluk kavramının ne anlama geldiğini bilmeyen katılımcıların ekolojik sorumluluk puanı ortanca değeri 21 iken küresel sosyal sorumluluk kavramının ne anlama geldiğini bilen katılımcıların ise 22 olarak elde edilmiştir. Ekolojik sorumluluk puanı ortanca değeri küresel sosyal sorumluluk kavramının ne anlama geldiğini bilme durumuna göre istatistiksel olarak anlamlı bir farklılık göstermektedir ( $p=0,035$ ). Diğer değişkenler küresel sosyal sorumluluk kavramının ne anlama geldiğini bilme durumuna göre istatistiksel olarak farklılık göstermemektedir ( $p>0,050$ ).

**Tablo 4.6.** Ölçek Genel Puanı Ve Alt Boyutlarının İlişkisinin İncelenmesi

	Ekolojik Sorumluluk	Özgeci Sorumluluk	Ulusal Sorumluluk	Ölçek Genel Puanı
r*	0,357	0,432	0,243	0,748
EDS	p	<b>&lt;0,001</b>	<b>0,002</b>	<b>&lt;0,001</b>
r*		0,582	0,241	0,632
ES	p	<b>&lt;0,001</b>	<b>0,003</b>	<b>&lt;0,001</b>
r*			0,459	0,782
ÖS	p		<b>&lt;0,001</b>	<b>&lt;0,001</b>
r*				0,658
US	p			<b>&lt;0,001</b>

\*Spearman Korelasyon Analizi

Eyleme dönük sorumluluk puanı ile ekolojik sorumluluk puanları arasında istatistiksel

olarak anlamlı pozitif yönlü ve zayıf bir ilişki bulunmaktadır ( $p<0,001$ ;  $r=0,357$ ). Eyleme dönük sorumluluk puanı ile özgeci sorumluluk puanı arasında istatistiksel olarak anlamlı pozitif yönlü ve orta şiddette bir ilişki bulunmaktadır ( $p<0,001$ ;  $r=0,432$ ). Eyleme dönük sorumluluk puanı ile ulusal sorumluluk puanı arasında istatistiksel olarak anlamlı pozitif yönlü ve zayıf bir ilişki bulunmaktadır ( $p=0,002$ ;  $r=0,243$ ). Eyleme dönük sorumluluk puanı ile ölçek genel puanı arasında istatistiksel olarak anlamlı pozitif yönlü ve çok yüksek şiddette bir ilişki bulunmaktadır ( $p<0,001$ ;  $r=0,748$ ). Ekolojik sorumluluk puanı ile özgeci sorumluluk puanı arasında istatistiksel olarak anlamlı pozitif ve orta şiddette bir ilişki bulunmaktadır ( $p<0,001$ ;  $r=0,582$ ). Ekolojik sorumluluk puanı ile ulusal sorumluluk puanı arasında istatistiksel olarak anlamlı pozitif yönlü ve zayıf bir ilişki bulunmaktadır ( $p=0,003$ ;  $r=0,241$ ). Ekolojik sorumluluk puanı ile ölçek genel puanı arasında istatistiksel olarak anlamlı pozitif yönlü ve yüksek şiddette bir ilişki bulunmaktadır ( $p<0,001$ ;  $r=0,632$ ). Özgeci sorumluluk puanı ile ulusal sorumluluk puanı arasında istatistiksel olarak anlamlı pozitif yönlü ve orta şiddette bir ilişki bulunmaktadır ( $p<0,001$ ;  $r=0,459$ ). Özgeci sorumluluk puanı ile ölçek genel puanı arasında istatistiksel olarak anlamlı pozitif yönlü ve yüksek şiddette bir ilişki bulunmaktadır ( $p<0,001$ ;  $r=0,782$ ). Ulusal sorumluluk puanı ile ölçek genel puanı arasında istatistiksel olarak anlamlı pozitif yönlü ve yüksek şiddette bir ilişki bulunmaktadır ( $p<0,001$ ;  $r=0,658$ ).

### **Tartışma, Sonuç ve Öneriler**

Yapılan çalışmadaki bulgular göz önüne alındığında, sosyal hizmet öğrencilerinin küresel sosyal sorumluluk düzeylerini cinsiyete göre veriler analiz edildiğinde, eyleme karşı sorumluluk, özgeci sorumluluk, ulusal sorumluluk ve ölçek genel puanı ortalama değerlerinde farklılık gösterdiği görülmektedir. Fakat cinsiyete göre ekolojik sorumluluk düzeyinde bir anlam farklılığı gözlemlenmemiştir. Bu sonuçlar göz önünde bulundurularak cinsiyet faktörünün sosyal hizmet öğrencilerinin küresel sosyal sorumluluk düzeylerini etkilediği bulgusuna ulaşıldığı ve kadınların erkeklere kıyasla küresel sosyal sorumluluk düzeylerinin daha yüksek olduğu söylenebilmektedir. Benzer bir sonuca ulaşan Akbaş (2004) ve Golzar (2006) kadınların sorumluluk kavramını erkeklere oranla daha iyi benimsediklerini ve bundan kaynaklı olarak cinsiyete bağlı değişkenlerin sorumluluk düzeylerinde farklılık gösterebileceğini belirtmişlerdir. Aynı zamanda cinsiyet değişkeninin zaman zaman farklılaşmalar gösterdiği görülmektedir (Güngör E. , 2000). Kaifi ve diğerleri (2014) tarafından yapılan araştırmada ise kadın öğrencilerin sosyal sorumluluk düzeylerinin yüksek olduğu bulgusuna yer verilmiş olmasına rağmen kendi deneysel veya gözlem yoluyla yapılan araştırma bulgularına göre erkek öğrencilerin sosyal sorumluluk düzeylerinin yüksek olduğu sonucuna varılmıştır. Ancak Başer (2016)'ın sosyal bilgiler öğretmen adaylarıyla yaptığı araştırmada ise

kişilerin sorumluluk düzeylerinin cinsiyete göre anlamlı bir farklılık göstermediği sonucuna ulaşılmıştır.

Araştırmanın bir diğer sonucunda ise sosyal hizmet öğrencilerinin küresel sosyal sorumluluk düzeylerinin tüm boyutlarda sınıf düzeyi değişkenine göre anlamlı bir fark bulunmadığı tespit edilmiştir. Elde edilen bu bulguya göre ölçekten alınabilecek en yüksek puanın 150 olduğu düşünülürse sınıf düzeyinden bağımsız şekilde sosyal hizmet öğrencilerinin küresel sosyal sorumluluk düzeylerinin ortalamanın üstünde olduğu söylenebilir. Bu sonuca bağlı olarak verilen sosyal hizmet lisans eğitiminin, öğrencilerin sosyal sorumluluk düzeylerinde olumlu yönde bir etkide bulunmadığı söylenebilir.

Başer (2016) ve Kırılmaz (2018) 'da üniversite öğrencileri üzerine yaptıkları çalışmalarda benzer bir sonuca ulaşmıştır ancak Duman (2014) ise yaptığı çalışmanın sonucunda sınıf düzeyleri değişkeninin sosyal sorumluluk üzerinde etkisi olduğuna ulaşmıştır. Bununla birlikte yapılan çalışmada sosyal hizmet öğrencilerinin küresel sosyal sorumluluk düzeylerinde sınıf düzeyleri değişkenine göre bir etkileneceği olmadığı tespit edilmiş olup bu noktada verilen lisans eğitim müfredatında küresel sosyal sorumluluk bilincini artırmaya yönelik derslerin yer alması gerektiği önerisi ortaya çıkmıştır.

Araştırmada yer alan başka bir diğer değişken ise herhangi bir sivil toplum kuruluşuna üye olup olmadığına yöneliktir. Bu değişkenin sosyal hizmet öğrencilerinin küresel sosyal sorumluluk düzeylerinden özgeci ve ulusal sosyal sorumluluk anlamlı bir farklılık oluşturduğu görülmüştür. Ölçek genel puanı değerlendirmesinde ise sivil toplum kuruluşuna üyelik durumlarında olma durumu ele alındığında istatistiksel açıdan farklılık gösterdiği görülmüştür. Fakat eyleme dönük ve ekolojik sorumluluk düzeylerinde herhangi bir sivil toplum kuruluşuna üye olması dahilinde anlamlı farklılıklar olmadığı görülmüştür. Bu kapsamda herhangi bir sivil toplum kuruluşuna üye olup olmama değişkeninin öğrencilerin küresel sosyal sorumluluklarını etkilediği söylenebilir. Yapılmış benzer çalışmalar incelendiğinde Büyükdoğan (2020) yapmış olduğu çalışmada küresel sosyal sorumluluk ve bütün alt boyutlarının bir sivil toplum kuruluşuna üye olma durumları değişkeninden etkilendiğini kabul ederken Başer (2015) yaptığı çalışmada sivil toplum kuruluşuna ait üyelik değişkeninde özgeci sorumluluk, eyleme dönük sorumluluk ve ekolojik sorumluluğun alt boyutlarının bir sivil toplum kuruluşuna üye olma durumları değişkeninden etkilendiğini ancak ulusal sorumluluk alt boyutunun etkilendiği sonucuna ulaşmıştır. Bu sonuçlar ışığında öğrencilere sivil toplum kuruluşlarının öneminden bahsedilerek sosyal sorumluluk kavramına dikkat çekilmesi ve öğrencilerin sivil toplum kuruluşlarına yönlendirilmesi gerektiği önerilmektedir.

Araştırmanın son değişkeni ise küresel sosyal sorumluluğun ne anlama geldiğini bilim

bilmeme durumudur. Sosyal hizmet öğrencilerinin küresel sosyal sorumluluk alt boyutlarından yalnızca ekolojik sorumluluk puanı ortanca değeri anlamlı bir farklılık göstermiştir. Diğer tüm alt boyutlar ele alındığında küresel sosyal sorumluluk kavramını bilip bilmeme değişkeninin küresel sosyal sorumluluk düzeyine bir etkisi olmadığı yorumu yapılabilmektedir. Yapılmış olan başka bir çalışmada ise bahsedilen boyutların sosyal sorumluluk kavramına yönelik algı puanlarında, sosyal sorumluluk kavramını bilen veya bu konuda hiç bilgisi olmayanlara göre anlamlı düzey açısından farklılaştığı bilgisi elde edilmiştir. Bu bağlamda ise küresel sosyal sorumluluk ve alt boyutları ele alındığında katılımcıların algı seviyeleri, sosyal sorumluluk kavramı ve bu kavram hakkında bilgi sahibi olanlara göre anlamlı bir farklılık göstermesinin birçok varsayım açısından kabul edildiği görülmüştür (Büyükdoğan, 2020). Bu bağlamda ise ortaya küresel sosyal sorumluluk kapsamında sosyal hizmet öğrencilerinin bilinç düzeylerini arttırmaya ve farkındalık kazandırmaya yardımcı olabilecek uygulamaların (seminer, konferans, eğitim, proje vb.) gerçekleştirilmesi önerisi çıkmıştır.

Bu incelemelere ek olarak ölçek genel puanı ve alt boyutlarının ilişkisi incelenmiş, tüm alt boyutlarının birbirini etkilediği ve aralarında pozitif yönlü anlamlı bir ilişki olduğu görülmüştür. Bu alt boyutların ise ölçek genel puanı arasında da benzer şekilde olumlu ve pozitif yönlü bir ilişki olduğu sonucuna ulaşılmıştır. Bu noktada araştırmanın alt problemlerinden olan sosyal hizmet öğrencilerinin küresel sosyal sorumluluk düzeyleri ile yaş, cinsiyet, sınıf, STK'lara üye olmaları ile eşitlik, sosyal hak ve adalet, tüm insanların refahını gözetme, dünya barışı, ekolojik dengeyi koruma, açık fikirlilik, küresel işbirliği, doğayla iç içe olmak gibi olguları içerisine alan sorumluluğun küresel alt boyutları ile küresel sosyal sorumluluk düzeyleri arasında anlamlı bir ilişki olduğu sonucuna ulaşılmıştır.



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## **Yetişkin Bireylerde Dijital İstifçilik, Duygusal Yeme ve Bağlanma Stilleri Arasındaki İlişkinin İncelenmesi**

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### **Özet**

Bu çalışmanın amacı 18-54 yaş arasındaki yetişkin bireylerin Dijital Biriktiricilik, Bağlanma Stilleri ve Duygusal yeme davranışları arasındaki ilişkisinin incelenmesidir. Bu araştırma (N=69) kadın ve (N=44) erkek olarak 113 kişiyle sürdürülmüştür. Veriler Google forms ile çevrimiçi olarak kartopu örnekleme modeliyle elde edilmiştir. Araştırmada demografik bilgi formu, dijital istifçilik ölçeği, üç boyutlu bağlanma stilleri ölçeği ve duygusal yeme ölçeği kullanılmıştır. Toplanan verileri SPSS 22. Programı ile analiz edilmiştir. Ölçeklerden elde edilen puanların normal dağılım gösterip göstermediğini belirlemek adına yapılan tek örneklem Kolmogorov-Smirnov testi sonucunda dağılımının normal olmadığı saptanmıştır. Buna bağlı olarak istatistiki değerlendirmelerde non-parametrik testler kullanılmıştır. Bunun için niceliksel verilerin karşılaştırılmasında iki grup arasındaki farkı belirlemek için Mann-Whitney U testi, ikiden fazla gruplar içinse gruplar arası karşılaştırmalarda Kruskal Wallis H testi kullanılmıştır. Araştırmanın bağımlı ve bağımsız değişkenleri arasındaki ilişki ise Spearman korelasyon ile test edilmiştir. Araştırma sonucunda elde edilen bulgularda katılımcıların bağlanma stilleri ve dijital istifçilik davranışları arasında anlamlı ve pozitif yönde bir ilişki olduğu sonucuna ulaşılmıştır. Yapılan analizler sonucunda duygusal yeme ve bağlanma stilleri arasında istatistiksel olarak anlamlı bir ilişki olduğu tespit edilmiştir. Diğer taraftan katılımcıların yaş, cinsiyet ve medeni durumları ile duygusal yeme puanları arasındaki farklılık için yapılan testler sonucunda söz konusu değişkenler arasında herhangi bir anlamlı ilişkinin var olmadığı sonucuna ulaşılmıştır. Araştırma sonucunda elde edilen bulgularda yaşanan yer değişkeni ile bağlanma stilleri arasında anlamlı bir farklılaşma olduğu sonucuna ulaşılmıştır. Aynı zamanda araştırma bulgularına göre Kıbrıs'ta yaşayan katılımcıların bağlanma düzeylerinin özellikle de

kaçıngan bağlanma stillerinin Türkiye ve diğer yerlerde yaşayan katılımcılara göre büyük oranda farklılaştığı görülmektedir. Aynı şekilde araştırma bulgularına göre yaşanan yer değişkeni ve duygusal yeme arasında anlamlı bir farklılaşma vardır. Sonuç olarak, gelecek çalışmalarda bağlanma stilleri değişkeni ile ilişkili olarak ebeveynlerin eğitim durumu demografik değişkenler arasında yer verilmesinin araştırmaya katkı sağlayacağı düşünülmektedir. Ayrıca, duygusal yeme, dijital biriktiricilik ve bağlanma stillerinin her birine etki edebilecek düzeyde olan göç değişkeni ile araştırma sürdürülebilir. Son olaraksa teknoloji kullanımının genç nesillerde daha yaygın olmasına bağlı olarak yalnızca üniversite öğrencilerinin daha büyük bir örneklem olarak seçilmesi önerilmektedir.

**Anahtar Sözcükler:** Dijital, Biriktirme, Bağlanma, Duygusal yeme, erken çocukluk

### **Abstract**

The study aims to examine the relationship between Digital Hoarding, Attachment Styles and Emotional eating behaviours of adult individuals between the ages of 18-54. This research was conducted with 113 people (N=69) women and (N=44) men. The data was obtained online using Google Forms with a snowball sampling model. Demographic information form, digital hoarding scale, three-dimensional attachment styles scale and emotional eating scale were used in the research. The collected data were analyzed with the SPSS 22 program. As a result of the single-sample Kolmogorov-Smirnov test performed to determine whether the scores obtained from the scales showed a normal distribution, it was determined that the distribution was not normal. Accordingly, non-parametric tests were used in statistical evaluations. For this purpose, the Mann-Whitney U test was used to determine the difference between two groups in comparing quantitative data, and the Kruskal Wallis H test was used to compare between groups for more than two groups. The relationship between the dependent and independent variables of the study was tested with Spearman correlation. The findings of the research concluded that there was a significant and positive relationship between the participants' attachment styles and digital hoarding behaviours. As a result of the analyses, it was determined that there was a statistically significant relationship between emotional eating and attachment styles. On the other hand, as a result of the tests conducted for the difference between the participant's age, gender, marital status and emotional eating scores, it was concluded that there was no significant relationship between the variables in question. As a result of the research, it was concluded that there was a significant difference between the variable of place of residence and attachment styles. At the same time, according to the research findings, it is seen that the attachment levels, especially the avoidant attachment styles, of the participants living in Cyprus

differ significantly compared to the participants living in Turkey and other places. Likewise, research findings show a significant difference between the place of residence variable and emotional eating. As a result, it is thought that including the parent education levels among the demographic variables about the attachment styles variable will contribute to the research. In addition, the research can be continued with the migration variable, which can affect emotional eating, digital hoarding and attachment styles. Finally, since technology use is more common in younger generations, it is recommended that only university students be selected as a larger sample.

**Keywords:** Digital, Hoarding, Attachment, Emotional eating, early childhood

### Giriş

Bir davranış olarak istifleme yüzyıllardır var olan bir durumdur. Tarihsel olarak ele alındığında istifleme davranışlarının aslında arkeolojik çalışmalarda dahi ortaya çıktığı ve kimi avcının, toplumun ya da savaşçının veya medeniyet olarak kendilerini koruyabilme amacıyla kimi aletleri veya gerekli olduğunu düşündükleri nesneleri saklamışlardır. Bu noktada, bir güdü olarak bilinçdışında yer alan saklama arzusu, nesneleri zamanı geldiğinde kullanabilmek adına biriktirme arzusunun olması, istifleme tanımlarının arasında yer aldığı ifade edilmektedir (Wallman, 2018). Biriktirmecilik hem kişiyi hem de kişinin beraber yaşadığı aile üyelerine etki eden önemli bir psikolojik bozukluktur (Tolin vd., 2008; Iervolino vd., 2009).

Biriktirme bozukluğu Ruhsal Bozuklukların Tanısal ve Sayımsal El Kitabında (DSM-5) obsesif kompulsif bozukluk çatısı altında bulunmakta ve faydalı olmayan, çok az değeri olan eşyaları biriktirme ve bunların biriktirilerek tutma ihtiyacı hissetmesi, eşyaları elden çıkarma konusunda zorluk yaşaması, istiflenmiş olan eşyaların yaşadıkları alanın her yerinin ve kullanım işlevlerinin kısıtlı hale gelmesine bağlı olarak bireylerin sosyal ve mesleki işlevselliğinde yetersizliğin ortaya çıkmasıyla meydana gelen bir bozukluk olarak ifade edilmektedir (Amerikan Psikiyatri Birliği, 2013). Diğer taraftan dijital biriktiricilik ise; geçmişte birey için bir anlam ifade etmesine rağmen artık herhangi bir değeri kalmamış olan aşırı derecede elektronik materyal edinmek ve bu materyalleri silme konusunda gönüllü olmama olarak ifade edilmektedir. İletişim ve teknolojinin dönüşümü ile birlikte dijitalleşme kültürel faktörleri de etki altında almaktadır (Önder, 2021). İstifçilik, psikanalitik olarak ele alındığında vedalaşamama durumu olarak değerlendirildiğinden dolayı obsesif kompulsif bozukluk ile ilişkili olarak değerlendirilmektedir.

Dijital açıdan istifleme davranışı aşırı derecede kolay olmasından dolayı teknoloji kullanımı artış göstermesine bağlı olarak istifçilik davranışı da dijitalle doğru bir evrim

geçirmiştir (Saxena, 2011). Hem kullanım hem de depolama konusunda fiziksele göre çok daha elverişli olan dijital ortamlarda çok sayıda görsel, evrak, dosya ve video küçük USB'ye sığdırılıp istiflenebilen bir yapıdadır. Fiziksel biriktirme davranışına göre, dijital olarak biriktirme davranışı bireylerde çok daha fazla stres yaratmasının yanında davranış bozukluğuna daha müsait ve negatif etkilere maruz kalma daha olası bir durumdur (Mataix-Cols, 2012). Dijital biriktiricilik, ucuz ya da ücretsiz olan çevrimiçi depolama kullanım alanları ve Google Drive, iCloudDrive, Dropbox gibi bulut sistemleri sınırsız düzeydeki dijital dosyanın istiflenmesi adına medya desteği sağlamaktadır. Aynı zamanda dijital biriktirme davranışı bireyleri fiziksel olarak biriktirmeye göre daha fazla etkilemektedir. Tıpkı tüm biriktirme davranışlarındakine benzer şekilde dijital depolama da bireylerde bilişsel, davranışsal veya duygusal olarak bozukluklara sebebiyet verebilmektedir. Böylelikle de bu durum kişilerin yaşam kalitesini negatif düzeyde etkilemektedir (Sinn, 2014:96). Bu noktada Frost ve Hartl (1996)'nın bilişsel davranışçı modeli, biriktiricilik bozukluğunun etiyolojisini açıklamada öne çıkan modellerden biri olduğu ifade edilebilmektedir (Clark, 2004; O'Connor ve ark., 2018; Kavalcı, 2019). Söz konusu modelde yürütücü işlev bozuklukları, duygusal bağlanma, davranışsal kaçınma ve nesnelere yönelik çarpık inançların biriktiricilik davranışını besleyen dört faktör olduğu ifade edilmektedir. Söz konusu model bağlamında gerçekleştirilen çalışmalarda hafıza (Hartl ve ark., 2004), kontrol etme (Timpano ve Schmidt, 2013) ve sahip olunanlara dair aşırı derecede sorumluluk hissetme (Frost ve ark., 1995) ve duygusal bağlanma (Kellett ve Holden, 2013) konularına dair sorunlar yaşadıkları sonucuna ulaştıkları araştırmacılar tarafından bildirilmektedir (Frost ve Skeeteke, 2014; Stekete ve Frost, 2003).

Literatür incelendiğinde ise biriktirme ile ilgili bilişlerinin nesneye bağlanma ile ilişkili olduğu araştırmacılar tarafından dile getirilmektedir (Tarman ve ark., 2022). Bağlanma ise bakım veren ile bebek arasında gerçekleşen, yakınlık kurma arzusunun öne çıktığı, kendi içerisinde hem tutarlı hem de süregelen olan duygusal bir bağ olarak değerlendirilmektedir. Yaşam içerisinde sahip olunan deneyimlerle ve bilgiler aracılığıyla bağlanmanın yönü değişim gösterebilmektedir. Bebek ve anne arasında kurulan bağ ilk temel ilişki olduğundan dolayı gelecek yaşam dönemleri içerisindeki bağlanmanın içerik, şiddet ve yönünü etkilemektedir (Kesebir, Kavzoğlu ve Üstündağ, 2011). Temel güven duygusunun gelişmesini sağlayan bağlanma, bebeğin bakım vereni ile arasında kurulmaktadır (Budak, 2005). Bebeğin özellikle annesi ile kurduğu iletişim önemli bir konumda yer almaktadır. Bebek ve bakım vereni arasındaki iletişim bireylerin hayata karşı bakış açılarını etkilemektedir (Field, 1996). Olumsuz bir ortam veya durum gerçekleştiğinde bebek için bağlanma figürü olan birey, bebeğin sakinleşmesini ve güvende hissetmesini sağlayacak olan kişidir. Bowlby, güvenli sığınak,

güvenli üs ve yakınlığı koruma kavramlarının bağlanmanın üç tanımlayıcı özelliği olduğunu ifade etmektedir (Hazan ve Shaver, 1994). Öte yandan Hazan ve Shaver (1987)'e göre yetişkinlikte, güvenli bağlanma, kaygılı-kararsız bağlanma ve kaçınmacı bağlanma olmak üzere üç tür bağlanma stili bulunmaktadır. İlk olarak, ilişkilerde dengenin yer aldığı, diğerleri ile yakınlık kurmaktan mutluluk duymanın var olduğu ve terk edilme kaygılarının yer almadığı bağlanma stiline güvenli bağlanma adı verilmektedir. Diğer taraftan sosyal çevreleri içerisinde yer alan kişileri kendine bağlayarak güvenli bir alan oluşturmaya çalışılıp, güven eksikliği ile ortaya çıkan bağlanma stiline kaygılı-kararsız bağlanma adı verilmektedir. Son olarak ise, bağlanmaktan kaçınan ve ilişkileri içerisinde diğerlerine zor güvenen bağlanma stiline kaçınmacı bağlanma adı verilmektedir. (Sümer ve Güngör, 1999). Öte yandan yapılan bir araştırmada bağlanma stilleri ve duygusal yeme arasında bir ilişki olduğu araştırmacılar tarafından ifade edilmektedir (Akoğlu, 2022). Duygusal yeme davranışı negatif duygular karşısında ortaya çıkan ve aşırı yeme eğilimini gösteren bir yeme bozukluğu olarak ifade edilmektedir. Negatif duygular bağlamında ortaya çıkan bu aşırı yeme davranışı, obez bireylerde, normal kilosunda olan ancak diyet yapan bireylerde ve yeme bozukluğuna sahip kadın bireylerde gözlemlendiği bildirilmektedir (Sevinçer, 2013). Duygusal yeme olarak ifade edilen bu yeme davranışı, bireylerin içerisinde bulunduğu ruh halini kontrol etmek adına gerçekleşen besin tüketiminin bir sonucu olarak değerlendirilmektedir (Konttinen, 2012). Aynı zamanda literatür incelendiğinde, insanların iştah ve besin tüketimlerinde duyguların %30 ile 48 oranında azalma ve artışa neden olabileceğine dikkat çekildiği görülmektedir. Yeme davranışları üzerinde duyguların etkisi büyük olmasına rağmen beslenme üzerinde ne düzeyde etkili olduğunu saptayabilmek oldukça güç olarak olduğu ifade edilmektedir. Konu üzerine yapılan kimi araştırmaların sonuçlarına göre, bireyler arasında farklılıklar olmasına rağmen kaygı, stres ve depresyon gibi negatif olarak değerlendirilen duyguların yeme davranışı üzerinde artırıcı etkiye sahip olduğu ve bireylerin yeme alışkanlıklarını bozduğu araştırmacılar tarafından bildirilmektedir (Match, 2008). Bunun tersine, özellikle mutluluk olmak üzere pozitif duyguların yiyecekten zevk alarak tüketmeyi, sağlıklı besin seçimi ve tüketimi arttırdığı ifade edilmektedir. (Macht, 1999; Match ve ark., 2002). Ancak diğer taraftan ise bu durumun yüksek yağ ve enerji içeren besinlerin bireyler tarafından daha da çok tüketilmekte başlanmasına bağlı olarak bireyler beden kitle indekslerinde (BKİ) artışa neden olduğu bildirilmektedir (Strien ve diğerleri, 2013). Kimi yeme davranışları üzerinde kişilerin duygu durumlarına bağlı olarak yeme davranışlarında gerçekleşen farklılaşmaların son yıllarda dikkat çekmeye başladığı söylenebilir (Özkan, 2018). Dolayısıyla bu çalışmada 18-54 yaş arası yetişkin bireylerin dijital biriktiricilik, bağlanma stilleri ve duygusal yeme davranışları

arasındaki ilişkisinin incelenmesi amaçlanmaktadır. Buna bağlı olarak, literatürde bağlanma stilleri, biriktirme davranışı ve duygusal yeme davranışının ayrı ayrı olarak birbirleri ile ilişkisi olduğu bildirilmesine rağmen özellikle dijital biriktiricilik üzerine herhangi bir nicel çalışmanın yer almaması ve konuya ilişkin çalışmaların yalnızca derleme çalışmalar ile sınırlı olmasına bağlı olarak bu araştırmanın literatüre katkı sağlayacağı düşünülmektedir. Bu durumda bu araştırmanın soruları şunlardır;

**S1:** *Yetişkin bireylerin dijital istifçilik, duygusal yeme ve bağlanma stilleri arasında bir ilişki var mıdır?*

**S2:** *Yetişkin bireylerin demografik özellikleri ile dijital istifçilik davranışlarına göre oluşan gruplar arasında herhangi bir farklılaşma var mıdır?*

**S3:** *Yetişkin bireylerin demografik özellikleri ile duygusal yeme davranışlarına göre oluşan gruplar arasında herhangi bir farklılaşma var mıdır?*

**S4:** *Yetişkin bireylerin demografik özellikleri ile bağlanma stilleri düzeylerine göre oluşan gruplar arasında herhangi bir farklılaşma var mıdır?*

## **Yöntem**

### **Araştırma Modeli**

Bir araştırma modeli olan betimsel araştırma modeli bu çalışmada kullanılmıştır. Bir konu üzerinde herhangi bir konuyu belirleme adına betimsel araştırma yöntemi nicel araştırma yöntemleri içerisinde kullanılmaktadır (Üngüren ve Ercan, 2015).

### **Araştırmanın Katılımcıları**

18-54 yaş arası yetişkin bireyler bu araştırmanın örneklemini oluşturmaktadır. Kartopu örnekleme bağlamında araştırmanın örneklemine uygun olacak şekilde gönüllülük esasına bağlı olarak çalışılmıştır. Araştırmanın konusu ile ilişkili olarak bir kişi saptayarak araştırmayı bir başka bireye aktarması kartopu örnekleme yöntemi olarak değerlendirilmektedir (Biernacki & Waldorf, 1981). Katılımcılar 69 kadın ve 44 erkek olarak 113 kişidir.

### **Veri Toplama Süreci**

Bu Araştırma katılımcılarına çevrimiçi bir şekilde olacak şekilde sosyal medya aracılığıyla ulaşılmıştır. Ayrıca araştırmacıların ölçeklerin yer aldığı bağlantıyı ulaştırdıkları bireyler ölçeği başkalarına ulaştırdığından dolayı veriler kartopu örnekleme modeli olarak elde edilmiştir. Araştırmaya katılan katılımcılarından 4 tanesinin yanıtları tutarlı olmadığı için araştırmadan dışlanmıştır. Araştırma katılımcılarından 1 kişinin 15 yaşında olması, 7 kişinin ise tutarlı yanıt vermemesi nedeniyle söz konusu 8 kişi araştırmadan dışlanmıştır.

### **Veri Toplama Araçları**

### **Demografik Bilgi Formu**



Araştırmacıların oluşturduğu demografik bilgi formunda katılımcıların demografik bilgilerini saptayabilmek adına cinsiyet, yaş, yaşanılan ülke, medeni durum ve eğitim düzeylerine dair sorular yer almaktadır.

### **Üç Boyutlu Bağlanma Stilleri Ölçeği**

2015 yılında Erzen'in kaçınan, kaygılı-kaygısız ve güvenli bağlanma alt boyutları ile bağlanma stillerini ölçmek adına geliştirdiği ölçek 18 maddeden oluşmaktadır. Ölçeğin güvenli bağlanma stili için iç tutarlılık katsayısı .69, kaygılı-kararsız bağlanma stili için .71 ve kaçınan bağlanma stili için iç tutarlılık katsayısının .80 olduğu bildirilmektedir (Erzen, 2015).

### **Dijital İstifçilik Ölçeği**

Neave ve arkadaşları (2019) tarafından geliştirilen ölçekte, silme zorluğu alt boyutunu değerlendiren altı madde ve biriktirme alt boyutunu değerlendiren dört madde olmak üzere toplam 10 madde bulunmaktadır. 7'li Likert tipi bir ölçek olan bu ölçekte, katılımcılar 1 (hiç) ile 7 (çok fazla) arasında puanlama yapmaktadır. Ölçeğin güvenirlik analizlerine göre, silme zorluğu alt boyutunun iç tutarlık katsayısı ( $\alpha$ ) .95, biriktirme alt boyutunun iç tutarlık katsayısı ise ( $\alpha$ ) .87 olarak bulunmuştur. Ayrıca, ölçeğin iki boyutu arasındaki korelasyonun ( $r = .76$ ) olarak tespit edildiği araştırmacılar tarafından ifade edilmektedir.

### **Duygusal Yeme Ölçeği**

Garaulet ve arkadaşları tarafından geliştirilen öz bildirim ölçeği, 10 maddeden ve 3 alt boyuttan oluşmaktadır: yeme isteğini engelleyememe, yemek türü ve suçluluk (34). Ölçüm aracı 4'lü Likert ölçeği ile değerlendirilmektedir. Ölçeğin Türkçe formunun iç tutarlık güvenirlik katsayıları, Akın ve arkadaşları tarafından belirlenmiştir (34). Yapılan araştırmada, ölçeğin ve alt boyutların güvenirlik analizleri sonucunda, Duygusal Yeme Ölçeği'nin toplam iç tutarlılığı 0.85 olarak bulunduğu araştırmacılar tarafından bildirilmektedir.

### **Veri Analizi**

Bu araştırmada 121 kişiye ulaşılsa da 1 kişinin 15 yaşında olması, 7 kişinin ise tutarlı yanıt vermemesi nedeniyle 8'i dışlanmış ve araştırma (N=69) kadın ve (N=44) erkek olarak 113 kişiyle sürdürülmüştür. Veriler Google forms ile çevrimiçi olarak elde edilmiştir. Toplanan verileri SPSS 22. Programı ile analiz edilmiştir. Ölçeklerden elde edilen puanların normal dağılım gösterip göstermediğini belirlemek adına yapılan tek örneklem Kolmogorov-Smirnov testi sonucunda dağılımının normal olmadığı saptanmıştır. Buna bağlı olarak istatistiki değerlendirmelerde non-parametrik testler kullanılmıştır. Bunun için niceliksel verilerin karşılaştırılmasında iki grup arasındaki farkı belirlemek için Mann-Whitney U testi, ikiden fazla gruplar içinse gruplar arası karşılaştırmalarda Kruskal Wallis H testi kullanılmıştır.

Araştırmanın bağımlı ve bağımsız değişkenleri arasındaki ilişki ise Spearman korelasyon ile test edilmiştir.

### Bulgular

Bu bölümde araştırma sonuçlarına ilişkin bilgilere yer verilmiştir.

**Tablo 1. Cinsiyet değişkeninin Dijital İstifçilik, duygusal yeme ile bağlanma stilleri ve alt boyutları arasındaki farklılığa ilişkin Mann Whitney U testi**

Tablo 1de yapılan Man Whitney U testine göre cinsiyet ile dijital istifçilik ve alt boyutları arasında ( $U= 1464, 50$ ;  $p< .05$ ) oluşan gruplarda herhangi bir farklılaşma yoktur. Aynı şekilde cinsiyet ile duygusal yeme ve alt boyutları ( $U= 1465, 50$ ;  $p< .05$ ) arasında oluşan gruplarda herhangi bir farklılaşma görülmemektedir. Ancak, cinsiyet ile bağlanma stilleri ( $U=1071,50$ ;  $p<.05$ )

	Cinsiyet	N	$\bar{x}$	ss	U	P
Dijital İstifçilik	Kadın	69	56,96	3873, 50	1464, 50	, 851
	Erkek	44	55,78	2454,50		
Silme Zorluğu Alt Boyutu	Kadın	69	57,76	3928,00	1410,00	, 607
	Erkek	44	54,55	2400,00		
Biriktirme Alt Boyutu	Kadın	69	55,61	3718,50	1435, 50	, 716
	Erkek	44	57,88	2546,50		
Bağlanma Stilleri	Kadın	69	62,74	4266,50	1071,50	,011
	Erkek	44	46,85	2061,50		
Kaçınan	Kadın	44	62,87	4275,00	1063,00	,010
	Erkek	56	46,66	2053,00		
Kaygılı	Kadın	69	61,56	4168,00	1152,00	,040
	Erkek	44	48,68	2142,00		
Güvenli	Kadın	69	62,97	4282,00	1056,00	,009
	Erkek	44	46,50	2.046,00		
Duygusal yeme	Kadın	69	56,05	3811, 50	1465,50	,855
	Erkek	44	57,19	2516,50		
Yeme isteğini engelleyememe	Kadın	44	55,46	3771,00	1.425,00	,669
	Erkek	56	58,11	2557,00		
Yiyecek türü	Kadın	69	54,74	3722,00	1376,00	,467
	Erkek	44	59,23	2606,00		
Suçluluk hissi	Kadın	69	56,62	3850,00	1488,00	,961
	Erkek	44	56,32	2.478,00		

arasında oluşan gruplarda anlamlı bir farklılaşma olduğu görülmektedir. Aynı şekilde bağlanma stilleri alt boyutu olan kaçınan bağlanma ( $U=1063,00$ ;  $p<.05$ ), kaygılı bağlanma ( $U=1152,00$ ;  $p<.05$ ) ve güvenli bağlanma ( $U=1056,00$ ;  $p<.05$ ) alt boyutlarının cinsiyette teşkilatına göre anlamlı düzeyde farklılaştığı görülmekte

**Tablo 2. Yaş değişkeninin Dijital İstifçilik ile bağlanma stilleri ve alt boyutları arasındaki farklılığa Kruskal Wallis H testi**

	Grup	N	$\bar{x}$	Sd	$X^2$	P
Dijital İstifçilik	18-25 yaş	82	57,60	4	3,156	,532
	26-33 yaş	16	54,84	4		
	34-41 yaş	8	69,69	4		
	42-49 yaş	5	38,60	4		
	50 ve üzeri	2	45,00	4		
Silme Zorluğu Alt Boyutu	18-25 yaş	82	57,03	4	2,984	,560
	26-33 yaş	16	59,38	4		
	34-41 yaş	8	67,00	4		
	42-49 yaş	5	36,30	4		
	50 ve üzeri	2	48,50	4		
Biriktirme alt boyutu	18-25 yaş	82	57,47	4	1,739	,784
	26-33 yaş	16	54,97	4		
	34-41 yaş	8	66,13	4		
	42-49 yaş	5	42,40	4		
	50 ve üzeri	2	54,00	4		
Bağlanma stilleri	18-25 yaş	82	59,31	4	5,775	,217
	26-33 yaş	16	57,38	4		
	34-41 yaş	8	39,56	4		
	42-49 yaş	5	36,20	4		
	50 ve üzeri	2	81,00	4		
Kaçınan	18-25 yaş	82	58,51	4	5,087	,278
	26-33 yaş	16	61,03	4		
	34-41 yaş	8	46,81	4		
	42-49 yaş	5	29,70	4		
	50 ve üzeri	2	71,75	4		
Kaygılı	18-25 yaş	82	59,65	4	6,812	,146
	26-33 yaş	16	56,50	4		
	34-41 yaş	8	35,00	4		
	42-49 yaş	5	39,90	4		
	50 ve üzeri	2	83,25	4		
Güvenli	18-25 yaş	82	59,46	4	4,765	,312
	26-33 yaş	16	54,66	4		
	34-41 yaş	8	45,56	4		
	42-49 yaş	5	34,20	4		
	50 ve üzeri	2	77,75	4		

Tablo 2 de yapılan Kruskal Wallis – H testine göre katılımcıların dijital biriktiricilik düzeyleri ve yaş değişkeni arasında anlamlı bir farklılık bulunmamaktadır.  $X^2$ (sd=4, n=113)=3,156, p<.05. Silme zorluğu  $\chi^2$ (sd=4, n=113)=2,984 p<.05., ve biriktirme alt boyutunda  $X^2$  (sd=4, n=113)=1,739, p<.05. yaş değişkenine göre anlamlı olarak farklılaşmamaktadır. Aynı şekilde bağlanma stilli düzeyleri  $X^2$ (sd=4, n=113)=5,775, p<.05 ile kaçınan  $X^2$ (sd=4, n=113)=5,087, p<.05, kaygılı  $X^2$ (sd=4, n=113)=6,812, p<.05 ve güvenli bağlanma alt boyutlarında  $X^2$ (sd=4, n=113)=4,765, p<.05 yaş değişkenine göre anlamlı olarak farklılaşma bulunmamaktadır.

**Tablo 2.1: Yaş Değişkeninin Duygusal Yeme ve Boyutları Arasındaki Farklılığa Kruskal Wallis H Testi**

	Grup	N	$\bar{x}$	Sd	$X^2$	P
Duygusal yeme	18-25 yaş	82	57,90	4	5,231	,264
	26-33 yaş	16	43,69	4		
	34-41 yaş	8	73,38	4		
	42-49 yaş	5	63,50	4		
	50 ve üzeri	2	45,00	4		
Yeme İsteğini Engelleyememe	18-25 yaş	82	57,49	4	5,457	,244
	26-33 yaş	16	45,19	4		
	34-41 yaş	8	73,44	4		
	42-49 yaş	5	68,00	4		
	50 ve üzeri	2	38,25	4		
Yeme Türü	18-25 yaş	82	58,02	4	5,457	,583
	26-33 yaş	16	53,03	4		
	34-41 yaş	8	65,44	4		
	42-49 yaş	5	51,90	4		
	50 ve üzeri	2	26,00	4		
Suçluluk Alt Boyutu	18-25 yaş	82	59,24	4	10,585	,032
	26-33 yaş	16	36,50	4		
	34-41 yaş	8	77,25	4		
	42-49 yaş	5	49,80	4		
	50 ve üzeri	2	66,25	4		

Tablo 2.1 de yapılan Kruskal Wallis – H testine göre katılımcıların duygusal yeme düzeyleri ve yaş değişkeni arasında anlamlı bir farklılık bulunmamaktadır.  $X^2$  (sd=4, n=113)= 5,231,  $p<.05$ . Benzer şekilde yeme isteğini engelleyememe  $X^2$  (sd=4, n=113)= 5,457,  $p<.05$ . ve yeme türü  $X^2$  (sd=4, n=113)= 5,457,  $p<.05$ . alt boyutlarında da anlamlı bir farklılık bulunmamaktadır. Ancak, suçluluk hissi alt boyutunda  $X^2$  (sd=4, n=113)= 10,585,  $p<.05$  anlamlı düzeyde bir farklılaşma olduğu görülmektedir. Burada 34-41 yaş katılımcıların 26-33 yaşa göre büyük oranda farklılaştığı görülmektedir.

**Tablo 3: Medeni Durum Değişkeninin Duygusal Yeme ve Alt Boyutları Arasındaki Farklılığa İlişkin Mann Whitney U Testi**

	Grup	N	$\bar{x}$	ss	U	p
Duygusal yeme	Evli	19	66,16	1257,00	719,000	,179
	Bekar	94	55,15	5184,00		
Yeme İsteğini Engelleyememe	Evli	19	61,68	1172,00	804,000	,489
	Bekar	94	56,05	5269,00		
Yemek türü Alt Boyutu	Evli	19	58,32	1108,00	868,000	,845
	Bekar	94	56,73	5333,00		
Suçluluk Hissi Alt Boyutu	Evli	19	65,34	1241,50	730,500	,213
	Bekar	94	55,31	5199,50		

Tablo 3. de yapılan Mann Whitney U testine göre katılımcıların duygusal yeme düzeyleri (U= 719,000;  $p<.05$ ) ile medeni durumları arasında istatistiksel olarak anlamlı bir ilişki bulunmamaktadır. Aynı şekilde yeme isteğini engelleyememe alt boyutu (U= 804,000;  $p<.05$ ), yeme türü (U= 868,000;  $p<.05$ ) ve suçluluk hissi alt boyutunun (U= 730,000;  $p<.05$  medeni durum değişkeni ile oluşan gruplarda anlamlı olarak farklılaşmadığı görülmektedir.

**Tablo 3.1: Medeni Durum Değişkeninin, Bağlanma Stilleri ile Dijital Biriktiricilik ve Alt Boyutları Arasındaki Farklılığa İlişkin Mann Whitney U Testi**

	Grup	N	$\bar{x}$	ss	U	p
<b>Dijital biriktiricilik</b>	Evli	69	60,63	1152,00	824,000	,595
	Bekar	44	56,27	5289,00		
Silme zorluğu	Evli	44	62,39	1185,50	790,500	,429
	Bekar	56	55,91	5255,50		
Biriktirme	Evli	69	58,11	s	872,000	,871
	Bekar	44	56,78	5337,00		
<b>Bağlanma</b>	Evli	69	54,63	1038,00	848,000	,730
	Bekar	44	57,48	5403,00		
Kaçınan	Evli	69	57,26	1088,00	888,000	,969
	Bekar	44	56,95	5353,00		
Kaygılı	Evli	44	52,82	1003, 50	813,500	,541
	Bekar	56	57,85	5437,50		
Güvenli	Evli	69	53,37	1014,00	824,000	,595
	Bekar	44	57,73	5427,00		

Tablo 3.1 de yapılan Mann Whitney U testine göre katılımcıların dijital biriktiricilik (U= 824,000;  $p<.05$ ) ile medeni durumları arasında istatistiksel olarak anlamlı bir ilişki bulunmamaktadır. Aynı şekilde silme zorluğu (U=790,500;  $p<.05$ ), ve biriktirme alt boyutunun (U=872,000;  $p<.05$  medeni durum değişkeni ile oluşan gruplarda anlamlı olarak farklılaşmadığı

görülmektedir. Benzer şekilde, katılımcıların bağlanma düzeyleri ( $U= 848,000$ ;  $p<.05$ ) ile medeni durumları arasında istatistiksel olarak anlamlı bir ilişki bulunmamaktadır. Kaçınan ( $U= 888,000$ ;  $p<.05$ ), kaygılı ( $U= 813,500$ ;  $p<.05$ ) ve güvenli bağlanma ( $U= 824,000$ ;  $p<.05$ ) alt boyutlarında da medeni durum değişkeni ile oluşan gruplarda anlamlı olarak farklılaşma yoktur.

**Tablo 4: Duygusal Yeme Davranışı ile Yaşanılan Yer Değişkeni Arasındaki Farklılığa İlişkin Kruskal Wallis-h Testi Sonuçları**

	Grup	N	$\bar{x}$	Sd	$X^2$	P
<b>Duygusal yeme</b>	Kıbrıs	50	49,98	2	6,598	,037
	Türkiye	60	61,14			
	Diğer	3	91,17			
<b>Yeme isteğini engelleyememe</b>	Kıbrıs	50	49,96	2	8,194	,017
	Türkiye	60	61,89			
	Diğer	3	93,17			
<b>Yeme türü</b>	Kıbrıs	50	50,76	2	2,314	,314
	Türkiye	60	57,53			
	Diğer	3	83,67			
<b>Suçluluk hissi</b>	Kıbrıs	50	50,30	2	4,872	,087
	Türkiye	60	61,44			
	Diğer	3	79,83			

Tablo 4. de yapılan Kruskal Wallis – H testine göre katılımcıların duygusal yeme davranış düzeyleri ve yaşanılan yer değişkeni arasında ististiksel olarak anlamlı bir fark olduğu görülmektedir.  $\chi^2(sd=2, n=113) = 6,598$ ,  $p<.05$ .

Katılımcıların duygusal yeme alt boyutlarından yeme isteğinin engellenememesi alt boyutu  $\chi^2(sd=2, n=113) = 8,194$ ,  $p<.05$ . ile yaş değişkenine göre anlamlı farklılaşma olduğu görülmektedir. Ancak, yiyecek türü  $\chi^2(sd=2, n=113) = 2,314$ ,  $p<.05$  ve suçluluk hissi  $\chi^2(sd=2, n=113) = 4,872$ ,  $p<.05$  alt boyutları ile yaşanılan yer değişkeni arasında istatistiksel olarak bir farklılaşma yoktur.

**Tablo 4.1: Yaşanılan Yer Değişkeni ile Dijital Biriktiricilik ve Bağlanma Stilleri Arasındaki Farklılığa İlişkin Kruskal Wallis-H Testi Sonuçları**

	Grup	N	$\bar{x}$	Sd	$X^2$	P
<b>Dijital biriktiricilik</b>	Kıbrıs	50	53,79	2	2,222	,329
	Türkiye	60	58,48			
	Diğer	3	81,00			
<b>Silme Zorluğu</b>	Kıbrıs	50	55,36	2	,373	,830
	Türkiye	60	57,95			
	Diğer	3	65,33			
<b>Biriktirme</b>	Kıbrıs	50	53,43	2	2,619	,270
	Türkiye	60	58,70			
	Diğer	3	82,50			
<b>Bağlanma</b>	Kıbrıs	50	64,46	2	6,246	,044

<b>Kaçınan</b>	Türkiye	60	52,24	2	6,711	,035
	Diğer	3	27,83			
	Kıbrıs	50	63,16			
<b>Kaygılı</b>	Türkiye	60	53,84	2	4,030	,113
	Diğer	3	17,50			
	Kıbrıs	50	63,40			
<b>Güvenli</b>	Türkiye	60	52,63	2	5,024	,081
	Diğer	3	37,67			
	Kıbrıs	50	64,57			
	Türkiye	60	51,42			
	Diğer	3	42,50			

Tablo 4.1. de yapılan Kruskal Wallis – H testine göre katılımcıların dijital biriktiricilik düzeyleri stilleri  $\chi^2(sd=2, n=113) = 2,222, p<.05$  ile silme zorluğu  $\chi^2(sd=2, n=113) = ,373, p<.05$  ve biriktirme  $\chi^2(sd=2, n=113) = 2,619, p<.05$  alt boyutları arasında oluşan gruplarda yaşanan yer değişkenine göre istatistiksel olarak anlamlı bir farklılık bulunmamaktadır.

Ancak, bağlanma stilleri  $\chi^2(sd=2, n=113) = 6,246, p<.05$  ve bağlanma stillerinin alt boyutlarından biri olan kaçınan bağlanma  $\chi^2(sd=2, n=113) = 6,711, p<.05$  ile yaşanan yer değişkeni arasında anlamlı bir farklılaşmanın var olduğu görülmektedir. Fakat, bağlanma stillerinin diğer alt boyutları olan kaygılı bağlanma  $\chi^2(sd=2, n=113) = 4,030, p<.05$  ve güvenli bağlanma  $\chi^2(sd=2, n=113) = 5,024, p<.05$  alt boyutları ile yaşanan yer değişkeni arasında anlamlı bir farklılaşma yoktur. Bu durumda yaşanan yer değişkenlerinden biri olan Kıbrıs'ın ( $\bar{x}= 64,46$ ), Türkiye ve diğer değişkenlerine göre büyük oranda farklılaşmaktadır.

**Tablo 5. Katılımcıların Eğitim Düzeyleri ile Dijital Biriktiricilik Arasındaki Farklılığa İlişkin Kruskal Wallis-H Testi Sonuçları**

	Grup	N	$\bar{x}$	Sd	X <sup>2</sup>	P
<b>Dijital biriktiricilik</b>	Okur-yazar				3.488	,322
	İlkokul Mezunu	1	101,00	3		
	Ortaokul Mezunu	2	70,50			
	Lise Mezunu	9	68,22			
	Üniversite ve üstü mezunu	101	55,30			
<b>Silme Zorluğu</b>	Okur-yazar				2.778	,427
	İlkokul Mezunu	1	96,50	3		
	Ortaokul Mezunu	2	78,50			
	Lise Mezunu	9	62,72			
	Üniversite ve üstü mezunu	101	55,67			
<b>Biriktirme</b>	Okur-yazar				3.617	,306
	İlkokul Mezunu	1	95,00			

Ortaokul Mezunu	2	54,00	3
Lise Mezunu	9	72,17	
Üniversite ve üstü mezunu	101	55,33	

Tablo 5. de yapılan Kruskal Wallis – H testine göre katılımcıların dijital biriktiricilik  $\chi^2(sd=2, n=113) = 3,488, p<.05$  ve dijital biriktiriciliğin alt boyutları olan silme zorluğu  $\chi^2(sd=3, n=113) = 2,7783, p<.05$  ve biriktirme  $\chi^2(sd=3, n=113) = 3,617, p<.05$  alt boyutları ile eğitim düzeyleri değişkeni arasında istatistiksel olarak herhangi bir farklılaşma bulunmamaktadır.

**Tablo 5.1: Katılımcıların bağlanma stilleri ile eğitim düzeyleri değişkeni arasındaki farklılığa ilişkin Kruskal Wallis-H testi sonuçları**

	Grup	N	$\bar{x}$	Sd	$X^2$	P
<b>Bağlanma stilleri</b>	Okur-yazar					
	İlkokul Mezunu	1	66,00			
	Ortaokul Mezunu	2	108,00	3	6,672	,083
	Lise Mezunu	9	42, 61			
	Üniversite ve üstü mezunu	101	57, 18			
<b>Kaçınan</b>	Okur-yazar					
	İlkokul Mezunu	1	71,00			
	Ortaokul Mezunu	2	108,00	3	8,207	,042
	Lise Mezunu	9	37,72			
	Üniversite ve üstü mezunu	101	57,57			
<b>Kaygılı</b>	Okur-yazar					
	İlkokul Mezunu	1	46,50			
	Ortaokul Mezunu	2	108,00	3	7,204	,066
	Lise Mezunu	9	40,78			
	Üniversite ve üstü mezunu	101	57,54			
<b>Güvenli</b>	Okur-yazar					
	İlkokul Mezunu	1	68,00			
	Ortaokul Mezunu	2	107,50	3	5,254	, 154
	Lise Mezunu	9	50,67			
	Üniversite ve üstü mezunu	101	56,46			

Tablo 5.1. da yapılan Kruskal Wallis – H testine göre katılımcıların bağlanma stilleri  $\chi^2(sd=2, n=113) = 6,672, p<.05$  ve bağlanma stillerinin alt boyutları olan kaygılı  $\chi^2(sd=3, n=113) = 7,204, p<.05$  ve güvenli bağlanma  $\chi^2(sd=3, n=113) = 5,254, p<.05$  alt boyutları ile eğitim düzeyleri değişkeni arasında herhangi bir farklılaşma olmamasına rağmen bağlanma stilleri alt boyutlarından kaçınan bağlanma  $\chi^2(sd=3, n=113) = 8,207, p<.05$  ile eğitim düzeyleri arasında



bir farklılaşma vardır. Kaçınan bağlanma alt boyutunda ortaokul mezunu ( $\bar{x}=108,00$ ) diğer gruplara göre büyük oranda farklılaşmaktadır.

**Tablo 5.2: Duygusal Yeme Davranışı ile Eğitim Düzeyleri Değişkeni Arasındaki Farklılığa İlişkin Kruskal Wallis-H Testi Sonuçları**

	Grup	N	$\bar{x}$	Sd	$\chi^2$	P
<b>Duygusal yeme</b>	Okur-yazar				2,008	, 571
	İlkokul Mezunu	1	65,50	3		
	Ortaokul Mezunu	2	44,00			
	Lise Mezunu	9	70,39			
	Üniversite ve üstü mezunu	101	55, 98			
<b>Yeme isteğini engelleyememe</b>	Okur-yazar				2,519	, 472
	İlkokul Mezunu	1	33,50	3		
	Ortaokul Mezunu	2	54,00			
	Lise Mezunu	9	71,78			
	Üniversite ve üstü mezunu	101	55,98			
<b>Yiyecek türü</b>	Okur-yazar				3,977	, 264
	İlkokul Mezunu	1	79,50	3		
	Ortaokul Mezunu	2	36,50			
	Lise Mezunu	9	74,00			
	Üniversite ve üstü mezunu	101	55,60			
<b>Suçluluk hissi</b>	Okur-yazar				1,176	, 759
	İlkokul Mezunu	1	79,00	3		
	Ortaokul Mezunu	2	54,50			
	Lise Mezunu	9	65,33			
	Üniversite ve üstü mezunu	101	56,09			

Tablo 5.2. de yapılan Kruskal Wallis – H testine göre katılımcıların duygusal yeme düzeyleri  $\chi^2(sd=2, n=113) = 2,008, p<.05$  ve duygusal yemenin alt boyutları olan yeme isteğini engelleyememe  $\chi^2(sd=3, n=113) = 2,519, p<.05$ , yiyecek türü  $\chi^2(sd=3, n=113) = 3,977, p<.05$  ve suçluluk hissi alt boyutu  $\chi^2(sd=3, n=113) 1,176, p<.05$  alt boyutları ile eğitim düzeyleri değişkeni arasında istatistiksel olarak herhangi bir farklılaşma bulunmamaktadır.

**Tablo 6: Dijital Biriktiricilik, Bağlanma Stilleri ve Duygusal Yeme Düzeylerinin İlişkisinin Spearmen Korelasyon Analiz Tablosu**

	1	2	3	4	5	6	7	8	9	10	11
<b>Dijital Biriktiricilik</b>	1										
<b>Silme zorluğu</b>	,00**	1									
<b>Biriktirme</b>	,00**	,00**	1								
<b>Bağlanma Stilleri</b>	,51	,01*	,53	1							
<b>Kaçınan</b>	,30	,07	,98	,00**	1						
<b>Kaygılı</b>	,00**	,00**	,25	,00**	,00**	1					
<b>Güvensiz</b>	,25	,21	,63	,00**	,00**	,00**	1				
<b>Duygusal Yeme</b>	,00**	,00**	,00**	,82	,65	,86	,72	1			
<b>Yeme engelleyememe</b>	,00**	,00**	,00**	,95	,66	,88	,90	,00**	1		
<b>Suçlulukhissi</b>	,00**	,00**	,00**	,95	,80	,66	,88	,00**	,00**	1	
<b>Yiyecek türü</b>	,00**	,02*	,00**	,41	,22	,68	,66	,00**	,00**	,00**	1

\* $p < 0.05$ ; \*\* $p < 0.01$ ; \*\*\* $p < 0.001$

Tablo 6 da Dijital biriktiricilik ölçeği ve alt boyutlarından silme zorluğu ve biriktirme, üç boyutlu bağlanma stilleri ölçeği ve alt boyutlarından güvenli bağlanma, kaçınan bağlanma ve kaygılı bağlanma alt boyutları ve duygusal yeme alt boyutu ve yemeyi durduramama, suçluluk hissi ve yiyecek türü alt boyutlarının ilişkilerinin incelendiği Spearman korelasyon analizi sonuçlarına göre; Dijital biriktiricilik ve bağlanma stilleri arasında ( $r = ,51$   $p < 0.05$ ) istatistiksel olarak anlamlı bir ilişki olmadığı tespit edilmesine rağmen kaygılı bağlanma alt boyutu ile dijital biriktiricilik arasında ( $r = ,000$ ,  $p < 0.05$ ) istatistiksel olarak anlamlı bir ilişki olduğu görülmektedir. Ancak Duygusal yeme ve alt boyutları ile dijital biriktiricilik arasında ( $r = ,000$ ,  $p < 0.05$ ) istatistiksel olarak anlamlı bir ilişki olduğu tespit edilmiştir. Aynı şekilde Duygusal yeme ve alt boyutları ile bağlanma stilleri ve alt boyutları arasında ( $r = ,000$ ,  $p < 0.05$ ) istatistiksel olarak anlamlı bir ilişki olduğu tespit edilmiştir.

### **Tartışma ve Sonuç**

Araştırmada gerçekleştirilen Spearmen korelasyon sonuçlarına göre, katılımcıların bağlanma stilleri ve dijital istifçilik davranışları arasında anlamlı ve pozitif yönde bir ilişki olduğu saptanmıştır. Literatürde yetişkin bağlanma stilleri ile dijital biriktiricilik üzerine yapılan bir araştırma olmaması nedeniyle biriktirme üzerine yapılan araştırmalar değerlendirilmiştir. Yetişkinlerin bağlanma stilleri ve istifleme davranışlarının incelendiği bir çalışmada katılımcıların, bağlanma stili ve istifleme davranışları arasında pozitif korelasyonlar bulunduğu araştırmacılar tarafından ifade edilmektedir (Tarman, Arasıl, Güler, 2022). Bu durumda dijital istifçilik ve istifleme davranışının altında yatan temel mekanizmaların benzer

olması aslında söz konusu araştırma sonuçlarının, gerçekleştirilen diğer araştırma sonuçlarını destekler nitelikte olduğu söylenilebilir.

Yapılan analizler sonucunda duygusal yeme ve bağlanma stilleri arasında istatistiksel olarak anlamlı bir ilişki olduğu tespit edilmiştir. Bu durumda güvenli, kaygılı ve kaçınma alt boyutlarındaki artışın duygusal yeme ile sonuçlandığı söylenebilir. Literatürde de bu sonucu destekler nitelikteki çalışmaların yabancı (Faber, Dube ve Knaeuper, 2018; Wilkinson, Rowe, Robinson ve Hardman, 2018) ve Türkçe kaynaklarda (Erdoğan ve İşiten, 2021) yer aldığı görülmüştür. Dolayısıyla özellikle kaygılı bağlanma gösteren bireylerin duygularını yönetme konusunda zorluk yaşadıklarını (Mikulincer, 1998), olumsuz durumlara karşı kendilerini sakinleştirmek adına da yiyeceğe yönelerinin olası olması (Maunder ve Hunter, 2001) kaygılı bağlanma ile duygusal yeme arasındaki anlamlılığı açıklar nitelikte olabilir.

Diğer taraftan katılımcıların yaş ve cinsiyetlerine göre duygusal yeme puanları arasındaki anlamlı farklılık tespit edilememiştir. Araştırma bulguları ile benzer şekilde Karlsson J. ve arkadaşlarının (2000) elde ettiği bulgularda, cinsiyet ve duygusal yeme davranışı arasında anlamlı bir farklılaşma bulunmamıştır. Buna benzer olarak Şahin, Aygöl ve Ünübol, (2023)'ün yaptığı bir çalışmada yaş değişkenlerinde gruplar arası anlamlı bir farklılaşmaya rastlanmadıklarını bildirmişlerdir. Bu durum kadın ve erkek bireylerin duygusal yeme konusunda benzer alışkanlıklara sahip olmasından dolayı kaynaklanabileceği düşünülmektedir. Eğitim düzeyi ve bağlanma stilleri arasındaki farklılaşmayı belirlemek adına yapılan analizler sonucunda kaçınan bağlanma alt boyutu ile eğitim düzeyi arasında anlamlı bir farklılaşma olduğu görülmektedir. Yapılan bir çalışmada ortaöğretim mezunlarının kaygılı bağlanma alt boyutunda diğer gruplara göre daha yüksek düzeyde farklılaştığı araştırmacı tarafından bildirilmektedir (Ateş, 2019).

Diğer taraftan bu araştırma sonucunda yaşanan yer değişkeni ile bağlanma stilleri arasında anlamlı bir farklılaşma olduğu sonucuna ulaşılmıştır. Buna benzer şekilde bir çalışmada yaşanan yer değişkeni ile bağlanma stilleri arasında anlamlı bir farklılaşma olduğu sonucuna ulaşıldığı araştırmacı tarafından ifade edilmektedir (Ayberk, 2011). Bu araştırma bulgularına göre Kıbrıs'ta yaşayan katılımcıların bağlanma düzeylerinin özellikle de kaçınan bağlanma stillerinin Türkiye ve diğer yerlerde yaşayan katılımcılara göre büyük oranda farklılaştığı görülmektedir. Aynı şekilde araştırma bulgularına göre yaşanan yer değişkeni ve duygusal yeme arasında anlamlı bir farklılaşma vardır. Literatürde yer alan bir çalışma bulgularına göre, kaçınan bağlanma stili ile duygu düzenleme güçlüğü arasında tüm alt boyutları kapsayan anlamlı ve pozitif bir ilişki bulunmaktadır. Dolayısıyla da kaçınan bağlanma stiline sahip bireylerin, duygularını düzenleme konusunda önemli zorluklar

yaşadıkları araştırmacılar tarafından ifade edilmektedir. Böylece Kıbrıs'ta aile yapısına baktığımızda çocuk büyüme konusunda yalnızca anne değil büyükanneler veya teyzeler çocuk büyüyüp yetişkin olana dek anne rolünü üstlenmektedirler. Buna bağlı olarak da birden fazla anne figürüne sahip olan çocuk problemlerle başa çıkma konusunda pek fazla şey öğrenemez (Volkan, 2008). Böylelikle Kıbrıs kültüründe anne figürünün birden fazla olması aslında psikolojik sağlamlıkları etkileyerek kişilerin duygu ve davranış düzenlemelerinde de sıkıntı yaşamalarına neden olabileceği düşünülmektedir. Bu da aslında Kıbrıs'taki kaçınan bağlanma düzeyinin daha fazla farklılaşmasını destekler nitelikte olabilmektedir. Bu noktada duygusal yeme davranışının da negatif duygular bağlamında ortaya çıktığı gerçeği göz önünde bulundurulduğunda yine aynı şekilde Kıbrıs kültüründeki çocuk yetiştirme tarzını bağlı olarak bireylerin duygu duygu ve davranış düzenleme konusunda sıkıntı yaşayarak aslında negatif durumlar karşısında bunlarla baş edemeyerek daha fazla yemek yeme eğilimi gösterdikleri düşünülmektedir. Diğer taraftan da literatüre bakıldığında Türkiye bağlamında yapılan araştırmalarda arkadaşı ile yaşayanların duygu durumuna göre yeme davranışına yönelme durumu en fazla iken aile ile birlikte yaşayanlarda en az olduğu gibi arkadaş ile birlikte yaşayanlarda dış uyaranlardan etkilenecek yeme davranışı artışı en fazla iken bu durum aile ile yaşayanlarda en azdır. Buna göre arkadaş ile birlikte yaşayanlarda duygular bastırılmayarak sonuç olarak yeme davranışına yönelebilmekte, bu da dış etkenlerden etkilenecek yeme davranışının artmasını açıklayabilmektedir (Jamshed, & Arslan, 2022).

Sonuç olarak istifleme davranışı, tarih boyunca eski toplumların kendilerini koruma amacıyla nesneleri sakladığını gösteren bir olgudur (Wallman, 2018). Dijital biriktiricilik ise değersiz elektronik materyalleri edinme ve silme konusunda gönülsüz olma olarak tanımlanır ve teknolojinin gelişmesiyle daha yaygın hale gelmiştir (Önder, 2021). Bu durum, bireylerde bilişsel, davranışsal veya duygusal bozukluklara yol açabilir (Sinn, 2014). Bağlanma ise, bakım veren ile bebek arasında kurulan duygusal bir bağıdır ve bireyin gelecekteki ilişki dinamiklerini etkiler (Kesebir, Kavzoğlu ve Üstündağ, 2011). Yetişkinlikte üç tür bağlanma stili vardır: güvenli, kaygılı-kararsız ve kaçınmacı (Hazan ve Shaver, 1987). Bu bağlanma stilleri, duygusal yeme davranışlarıyla ilişkilidir. Duygusal yeme, negatif duygular karşısında ortaya çıkan bir yeme bozukluğudur ve kaygı, stres gibi negatif duyguların etkisiyle artabilmektedir (Sevinçer, 2013; Macht, 2008). Pozitif duygular ise sağlıklı besin seçimi ve tüketimini artırabilir (Macht, 1999; Macht ve ark., 2002). Dolayısıyla bu çalışmanın amacı 18-54 yaş arasındaki yetişkin bireylerin Dijital Biriktiricilik, Bağlanma Stilleri ve Duygusal yeme davranışları arasındaki ilişkisinin incelenmesidir. Araştırmada yapılan analizler sonucunda dijital istifçilik, duygusal yeme ve bağlanma stilleri ve kimi alt boyutlar arasında istatistiksel olarak ilişki olduğu

saptanmıştır. Bu durumda bireylerin demografik değişkenlerinde madeni durum, yaş ve yaş gibi değişkenlerin söz konusu kavramlar ile anlamlı olarak farklılaşmamaktayken, yaşanılan yer ve cinsiyet değişkenleri farklılaşmaktadır. Yaşanılan yer değişkeni noktasında ebeveynlerin çocuk yetiştirme tarzlarının başa çıkma becerilerine etki edebileceğine bağlı olarak yetişkinlik yaşamlarında da duygusal yeme davranışlarını arttırabileceği düşünülmektedir. Dijital istifçilik kavramı hakkında literatür içerisinde nicel araştırma olmaması ve duygusal yeme ile bağlanma stilleri kavramlarıyla ilişkilendirilmediğinden dolayı bu araştırma önemlidir.

Ayrıca, gelecek çalışmalarda bağlanma stilleri değişkeni ile ilişkili olarak ebeveynlerin eğitim durumu demografik değişkenler arasında yer alabilir. Ayrıca, duygusal yeme, dijital biriktiricilik ve bağlanma stillerinin her birine etki edebilecek düzeyde olan göç değişkeni ile araştırma sürdürülebilir. Aynı zamanda teknoloji kullanımının genç nesillerde daha yaygın olmasına bağlı olarak yalnızca üniversite öğrencilerinin daha büyük bir örneklem olarak seçilmesi önerilmektedir.

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## **Çocuk Gelişimi Önlisans Programı Öğrencilerinin Çocuk Gelişimi Önlisans Bölümü ve Meslek Elemanlığı Hakkındaki Görüşlerinin İncelenmesi**

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### **Özet**

Araştırmamızda, çocuk gelişimi önlisans programı öğrencilerinin çocuk gelişimi bölümü ve meslek elemanlığı hakkındaki görüşlerinin tespit edilmesi amaçlanmıştır. Derinlemesine incelemenin yapılabilmesi amacıyla araştırma, nitel yöntemlerden durum desenine uygun olarak tasarlanmıştır. Çalışma grubu, amaçlı örnekleme yöntemlerinden ölçüt örneklemesine uygun olarak belirlenmiştir. Araştırmaya katılım ölçütü olarak, çocuk gelişimi önlisans bölümünde eğitime devam etme ve birinci sınıf olma koşulları esas alınmıştır. Mersin ilinde üniversitelerin ilgili yüksekokullarında, 2021-2022 eğitim öğretim döneminde çocuk gelişimi önlisans bölümüne başlayan ve araştırmaya katılmaya gönüllü 1. sınıf öğrencilerinden 10'u araştırmaya dahil edilmiştir. Araştırmacılar tarafından hazırlanan altı soruluk yarı yapılandırılmış görüşme formu ile veriler, ses kaydı alınarak toplanmıştır. Kayıtlar, araştırmacılar tarafından değiştirilmeden metin haline getirilerek deşifre edilmiş ve içerik analizinde MAXQDA (24.2.0) analiz programı kullanılmıştır. Araştırma sonuçlarına göre, görüşme yapılan öğrencilerin, program tercihlerinde belirleyici faktörler arasında sabırlı olma gibi kişisel özelliklerinin, çocuk sevgisi ve çocuklara faydalı olma isteğinin olduğu bulunmuştur. Ayrıca, öğrencilerin bölüm tercihi yaparken, bölümün imkanlarını ve kendi kişisel özelliklerini göz önünde bulundurdıkları görülmüş, aile üyelerinin ise bu tercihi etkilediğini ifade etmişlerdir. Önlisans çocuk gelişimi bölümünden mezun olunduktan sonra çalışılan alana göre unvanın ve çalışılan yaş gruplarının farklılaşacağını ifade ettikleri görülmüştür. Öğrenciler programla ilgili beklentilerini, akademik açıdan gelişim sağlaması, kişisel gelişime destek olması, mesleki anlamda gelişim sağlaması olarak ifade etmişlerdir. Programdan mezun olduktan sonra okul öncesi ve özel eğitim gibi eğitim kurumlarında çalışma, bölümü dört yıllık bir bölüme tamamlama gibi hedefleri olan öğrencilerin



olduğu saptanmıştır. Öğrencilerin, mezun sayısının fazla olmasından dolayı sorun yaşayabilme endişesi olmasına rağmen bir iş bulup çalışarak alanda kalma isteklerinin olduğu belirlenmiştir.

**Anahtar kelimeler:** Çocuk gelişimi, önlisans programı, meslek elemanlığı, öğrenci görüşleri

## **Investigation of Child Development Associate Degree Program Students' Views on Child Development Associate Degree Department and Vocational Staff**

### **Abstract**

In our research, it was aimed to determine the opinions of the students of the associate degree program in child development about the child development department and vocational staff. In order to enable in-depth examination, the study was designed in accordance with the case design from qualitative methods. The study group was determined in accordance with criterion sampling from purposeful sampling methods. The criteria for participation in the study were based on the conditions of continuing education in the associate degree department of child development and being a first-year student. In the relevant colleges of universities in Mersin province, 10 first-year students who started the associate degree program in child development in the 2021-2022 academic year and volunteered to participate in the study were included in the study. The data were collected using a six-question semi-structured interview form prepared by the researchers and audio-recorded. The recordings were transcribed and transcribed by the researchers and MAXQDA (24.2.0) analysis program was used for content analysis. According to the results of the study, it was found that personal characteristics such as patience, love of children and the desire to be useful to children were among the determining factors in the program preferences of the interviewed students. In addition, it was seen that the students considered the opportunities of the department and their own personal characteristics when choosing a department, and they stated that family members influenced this choice. It was seen that after graduating from the associate degree child development department, the title and age groups will differ according to the field of study. Students expressed their expectations about the program as providing academic development, supporting personal development, and providing professional development. It was determined that there are students who have goals such as working in educational institutions such as pre-school and special education after graduating from the program and completing the department to a four-year department. Although the students were worried about having problems due to the high number of graduates, it was determined that they wanted to stay in the field by finding a job and working.

**Keywords:** Child development, associate degree program, vocational staff, student views

### **Giriş**

Çocukluk kavramı ve çocuğun nasıl en iyi şekilde yetiştirilebileceği düşüncesinin temelini 18. yüzyılda J. Locke (1632-1704) ve J.J. Rousseau (1712-1778)'nin görüşleri oluşturmuştur (Berk, 2006). Çocuk gelişimine yönelik ilgi 18. yüzyıl boyunca büyümüşür ve 19. yüzyılın sonlarına doğru Sigmund Freud (1856-1939), Alfred Binet (1857-1911), Jean Piaget (1896-1980) ve diğer bilim insanları, çocuklar üzerinde çalışmalarını yoğunlaştırarak günümüz çocukluk kavramına bakışın temelini oluşturmuşlardır (Bayraktar, 2019; San Bayhan & Artan, 2012). Çocukluğun, her yaş aralığı ve gelişim dönemleri özelliklerinin bilinmesi, bireysel farklılıkları konusunda bilgi sahibi olunması, bu alanda çalışan eğitimcilerin, uzmanların işlerini kolaylaştırmakta, ebeveynlere de çocuklarının gelişimlerini destekleyebilmeleri noktasına yardımcı olmaktadır (Aral & Baran, 2011; Boyd & Bee, 2014). Bu özelliklerin bütünsel bir çerçevede ele alınarak çocuk gelişimi olarak adlandırıldığı bilinmektedir (Gülen & Dönmez, 2020). Ülkemizde çocuk gelişimine yönelik ilginin arttığı ve bu alanda eğitim veren fakülte ve yüksekokulların sıklıkla tercih edildiği göze çarpmaktadır.

Çocuk Gelişimi ve Eğitimcileri Derneği (2019) çocuk gelişimciyi; “Çocuk gelişimi alanında eğitim veren fakülte ve yüksekokullardan sağlık lisansiyeri olarak mezun olan; çocukların sağlıklı bir ortamda yaşayabilmelerinin sağlanması ve yaşam kalitelerinin artırılabilmesi için; doğumdan itibaren ergenlik dönemi sonuna kadar zihinsel, dil, motor, öz bakım, sosyal ve duygusal gelişim alanlarında, çocuğu gelişimsel açıdan değerlendirerek, çocuk sağlığı izleminde rol alan, destekleyici, gelişimsel programlar ile çocuğa, aileye, profesyonellere ve topluma hizmet sunan, sağlık, eğitim ve sosyal hizmetler alanlarında çalışan meslek mensubu.” olarak tanımlamaktadır. Çeşitli meslek yüksekokullarının çocuk gelişimi önlisans programı mezunları “çocuk gelişimi meslek elemanı” olarak tanımlandığında, alanda bulunan unvan karışıklığının önüne geçilmekte, bununla beraber çocuk gelişimi meslek elemanının görev ve yetkilerinin de alınan eğitime paralel olması beklenmektedir. Çocuk gelişimi meslek elemanı; gerekli araç ve gereçleri kullanarak; okul öncesi eğitim kurumlarında, özel eğitim kurumlarında, çocuk kliniklerindeki oyun odalarında; drama, müzik, resim, bedensel gelişim çalışmalarıyla, öz bakım ihtiyaçlarının karşılanmasında yardımcı olarak, gerekli etkinlikler için materyal hazırlığı yaparak, çocuklara destek verir (Anadolu Üniversitesi, 2021).

Çocuğun gelişimi, insanlığın gelişimi ve toplumsal kalkınmanın temeli olduğu pek çok araştırma ile kanıtlanmıştır (Kerigan vd., 2021). Çocukluk yılları, çocuğun gelişimsel potansiyeline erişmesinde kritik bir öneme sahip olmakla beraber (San Bayhan & Artan, 2012; Umansky, 2004) yetişkinlikteki sosyal, duygusal, sağlık ve hatta ekonomik sorunlarımızın temelinde de bu dönemdeki deneyimlerimiz yatmaktadır. Çocuğun temel haklarından birisi “gelişim”dir. Çocuk gelişimciler, çocuk gelişimi meslek elemanları gelişim hakkının en iyi şekilde uygulanmasında rol oynayabilecek bir mesleğin mensuplarıdır ve sahip oldukları bireysel, sosyal ve kültürel özelliklerin çocuklar üzerinde önemli etkileri olduğu bilinmektedir. Mesleki gelişim, kişilik ve toplumsal uyum bakımından

çok önemlidir, çocuk gelişimi alanının özellikleri göz önüne alındığında, çocuk gelişimcinin kişilik özelliği, mesleğe yatkınlığı ve bu mesleği isteyerek seçme durumu gibi konular hem üniversitedeki öğrenim sürecini hem de meslek içindeki başarıyı etkileyen önemli faktörler olarak karşımıza çıkmaktadır (Kerigan vd., 2021). Meslek gruplarının tümünde olduğu gibi çocuk gelişimi alanında çalışanlar da çalıştıkları kurumlarda ne kadar doyum sağlarsa ve mutlu olursa, mesleklerindeki başarı ve üretkenlik düzeyleri de o derece artacaktır (Cesur & Köksal Akyol, 2018).

Bu doğrultuda araştırmamızda, çocuk gelişimi önlisans programı öğrencilerinin çocuk gelişimi bölümü ve meslek elemanlığı hakkındaki görüşlerinin tespit edilmesi amaçlanmıştır. Bu amaç doğrultusunda, çocuk gelişimi önlisans programına başlayan öğrencilerin bu programa başlama nedenleri, bu programa yönlendiren birinin olup olmadığı, çocuk gelişimi önlisans programı ve meslek elemanlığı hakkında yeterli bilgiye sahip olup olmama durumları, önlisans çocuk gelişimi programıyla ilgili beklentileri ve meslek elemanlığına ilişkin görüşleri incelenmiştir.

## **Yöntem**

### ***Araştırmanın Modeli***

Çocuk gelişimi önlisans programına başlayan öğrencilerin, çocuk gelişimi önlisans bölümü ve çocuk gelişimi meslek elemanlığı hakkındaki görüşlerinin incelenmesinin amaçlandığı bu araştırma, derinlemesine incelemenin yapılabilmesi için nitel araştırma yöntemlerinden biri olan durum çalışması desenine uygun olarak tasarlanmıştır. Durum çalışması Creswell (2007)'e göre, araştırmacının çoklu kaynakları içeren veri toplama araçlarıyla zaman içerisinde sınırlandırılmış bir veya birkaç durumu derinlemesine incelediği, duruma bağlı temaların tanımlandığı bir yaklaşımdır. Durum çalışmalarında veriler sistematik bir şekilde toplanmakta ve gerçek ortamda neler olduğuna bakılmaktadır (Creswell, 2007). Sınırlı bir sistemin derinlemesine incelenmesini içeren durum çalışmaları sayesinde, güncel olgular gerçek hayattaki bağlantısıyla ilişkilendirilmektedir (Merriam, 2015). Bu çalışmada üzerinde durulan durum, çocuk gelişimi önlisans bölümünde okuyan öğrencilerin çocuk gelişimi önlisans bölümü ve çocuk gelişimi meslek elemanlığı hakkındaki görüşlerini içermektedir.

### ***Çalışma Grubu***

Çalışma grubu, amaçlı örnekleme yöntemlerinden ölçüt örneklemesine uygun olarak belirlenmiştir. Araştırmaya katılım ölçütü olarak, bir yüksekokulda çocuk gelişimi önlisans bölümünde öğrenim görme ve birinci sınıf olma koşulları esas alınmıştır. Amaçlı örnekleme, nitel araştırmada aktarılabilişliliğin artırılmasında önemli bir önlem olmakta; ölçüt örneklemede ise, önceden belirlenmiş bir dizi ölçütü karşılayan durumların çalışılması esas alınmaktadır (Yıldırım & Şimşek, 2012). Bu doğrultuda çalışma grubunu, Mersin ilinde üniversitelerin ilgili yüksekokullarında, 2021-2022 eğitim öğretim döneminde çocuk gelişimi önlisans bölümüne başlayan ve araştırmaya katılmaya gönüllü olan 1. sınıf öğrencilerinden 10 katılımcı oluşturmaktadır.

**Tablo 1.** Çalışma Grubuna İlişkin Bilgiler

Değişkenler	Gruplar	Sayı
Yaş	18 yaş	2
	19 yaş	4
	20 yaş	1
	21 yaş	1
	22 yaş	1
	33 yaş	1
Cinsiyet	Kız	10
		Sayı: 3
Mezun olunan lise türü/bölümü	Meslek lisesi	Bölümü Çocuk gelişimi: 3
		Anadolu lisesi
		Sayı: 7

Tablo 1’de çocuk gelişimi önlisans öğrencilerine ilişkin demografik özellikler incelendiğinde, 18 yaşında 2 öğrencinin, 19 yaşında 4 öğrencinin, 20, 21, 22 ve 33 yaşlarında birer öğrencinin katıldığı, bu öğrencilerin hepsinin kız öğrenciler olduğu (n: 10) görülmektedir. Mezun oldukları lise türü ve bölümü incelendiğinde ise meslek lisesi çocuk gelişimi bölümünden mezun 3 öğrencinin olduğu ve diğer 7 öğrencinin anadolu liselerinden mezun olduğu görülmektedir.

#### ***Veri Toplama Aracı***

Araştırmada, içeriği araştırmacılar tarafından hazırlanan yarı yapılandırılmış görüşme formu kullanılmıştır. İlk olarak katılımcıların yaş, cinsiyet ve mezun oldukları lise türü/bölümü gibi kişisel özelliklerini belirlemek amacıyla üç soru sorulmaktadır. Formun ilerleyen bölümünde, çocuk gelişimi önlisans bölümüne başlayan öğrencilerin çocuk gelişimi bölümü ve meslek elemanlığı hakkındaki görüşlerinin belirlenmesi için hazırlanmış toplam 10 soruya yer verilmiştir. Uzman yorumu ile kapsam ve görünüm geçerliği değerlendirilmektedir (Çağatan & Akat, 2013), bu doğrultuda yarı yapılandırılmış görüşme formunun görünüş geçerliğine ilişkin, üniversitelerin çocuk gelişimi bölümünde görev yapan üç öğretim elemanından görüş alınmış, uygun kelimelerin seçilmesi, açık uçlu soruların amaca uygunluğu, açık ve net olması açısından son düzenlemeler iki araştırmacı tarafından fikir birliği ile yapılarak formun son halini alması sağlanmıştır.

#### ***Veri Toplama Süreci***

İlk olarak veri toplama sürecine başlamadan önce çalışmanın gerçekleştirilmesi için Toplantı Tarihi: 10.12.2021 ve Karar No: 112 olmak üzere Toros Üniversitesi Bilimsel Araştırma ve Yayın Etik Kurulu’ndan gerekli etik kurul onayı alınmıştır. Çalışmada yarı yapılandırılmış görüşme tekniğine uygun olarak, uygun öğrencilerle yüz yüze görüşmeler yapılmış, görüşmeler öğrencilerin de bilgilendirilmesi ve onamının alınması ile ses kaydına alınmıştır. Ancak bazı öğrencilerin farklı ilçelerde olması sebebiyle yüz yüze gelinemediği durumlarda internet üzerinden sesli görüşme yapılmış ve görüşmeler yine öğrenci onamı doğrultusunda kaydedilmiştir. Yıldırım ve Şimşek (2016),

bilginin ölçülmediği, var olan durumların sorgulandığı, daha çok algı ve görüşlere yönelik araştırmaların çevrimiçi yöntemlerle yapılmasının geleneksel yüz yüze görüşmelerle karşılaştırıldığında önemli bir zayıflık doğurmayacağını savunmaktadır. Öğrencilerin tespit edilmesi için ilgili öğretim üyeleri ile iletişime geçilmiştir, bu öğretim üyelerinin duyuruları sonrasında gönüllü öğrenciler tespit edilmiştir, ardından öğrencilerle iletişime geçilmiş ve görüşme için randevular oluşturulmuştur. Her iki araştırmacı tarafından görüşmeler gerçekleştirilmiş, ortalama 8-10 dakika kadar görüşmeler sürmüştür.

### ***Verilerin Analizi***

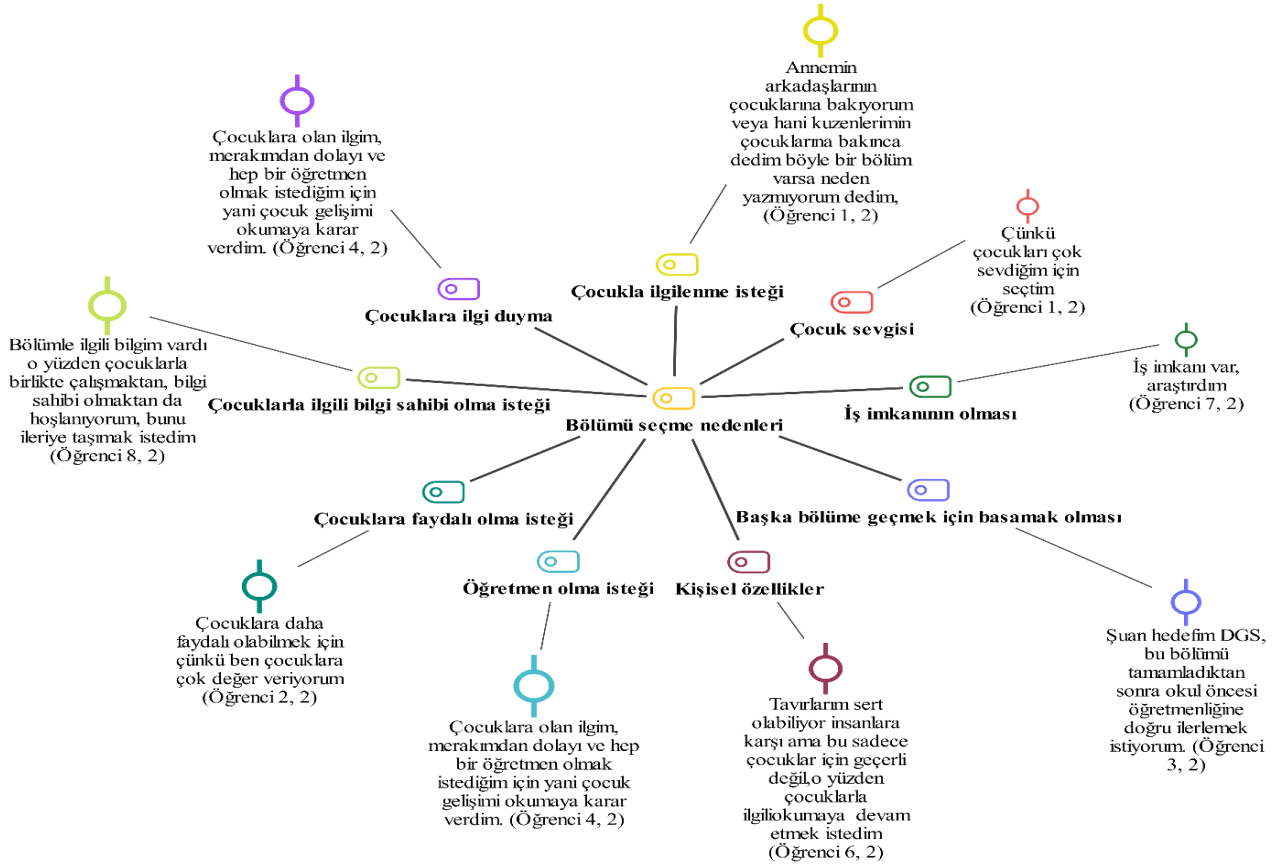
Elde edilen ses kayıtları, araştırmacılar tarafından değiştirilmeden metin haline getirilerek Microsoft Word programında her öğrenci için ayrı dosyada olacak şekilde hazırlanan tabloya işlenmiş ve deşifre edildikten sonra içerik analizinde MAXQDA (24.2.0.) nitel analiz programı kullanılmıştır. Çocuk gelişimi önlisans öğrencilerinin ifadeleri, içerik analizi doğrultusunda uygun kodlar ve alt kodlar oluşturularak incelenmiştir. Ayrıca öğrencilerin verdikleri cevaplardan doğrudan alıntılara da yer verilmiş, bu sayede araştırmanın geçerliğinin artırılması amaçlanmıştır (Yıldırım & Şimşek, 2012).

### **Bulgular**

Görüşmeler sonucu katılımcı öğrencilerin çocuk gelişimi bölümüne ilişkin görüşlerinin incelenmesi ile elde edilen bulgular alıntılarla desteklenerek bu bölümde sunulmuştur.

## Katılımcı Öğrencilerin Çocuk Gelişimi Önlisans Bölümünü Seçme Nedenlerine İlişkin Bulgular

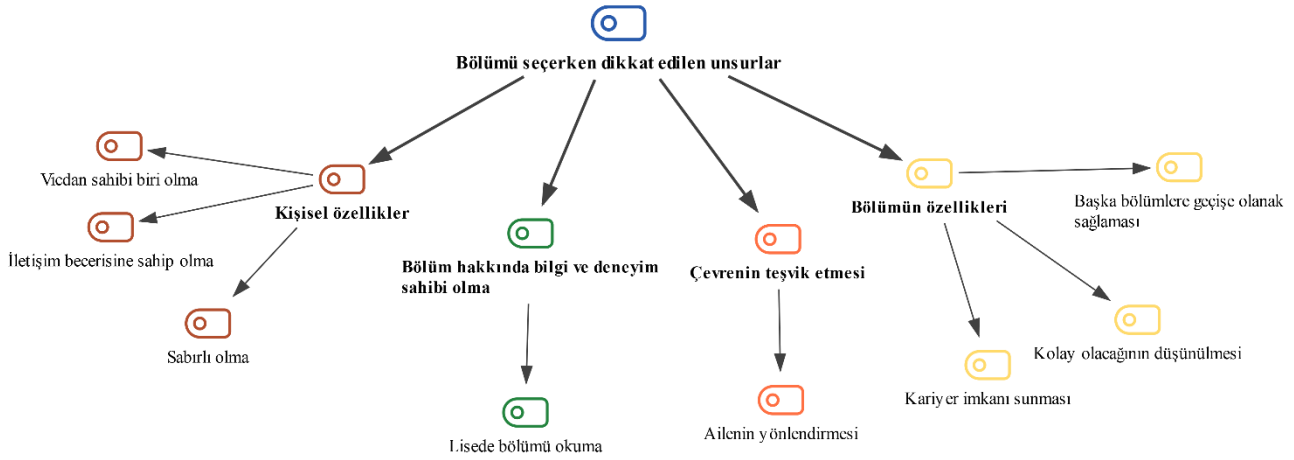
Şekil 1: Katılımcı Öğrencilerin Çocuk Gelişimi Önlisans Bölümünü Seçme Nedenleri



Şekil 1’de katılımcı öğrencilerin çocuk gelişimi bölümünü seçme nedenleri incelenmiş, bu nedenler arasında; çocuk gelişiminin başka bölümlere geçiş için basamak olması, mezuniyet sonrası iş imkânının olması, öğrencilerin öğretmen olma isteğinin olması, kişisel özelliklerini bölüme uygun görmesi, çocuklara faydalı olma isteği, çocuklara ilgi duyması, çocukla ilgili bilgiye sahip olma isteği ve çocuklarla ilgilenme isteğinin olduğu tespit edilmiştir.

Öğrenci 4, bölümü seçme nedenine ilişkin görüşünü, “Çocuklara olan ilgim, merakımdan dolayı ve hep bir öğretmen olmak istediğim için yani çocuk gelişimi okumaya karar verdim.” şeklinde ifade etmiştir.

## Çocuk Gelişimi Önlisans Programı Öğrencilerinin Bölümü Seçerken Dikkat Ettikleri Unsurlara İlişkin Bulgular

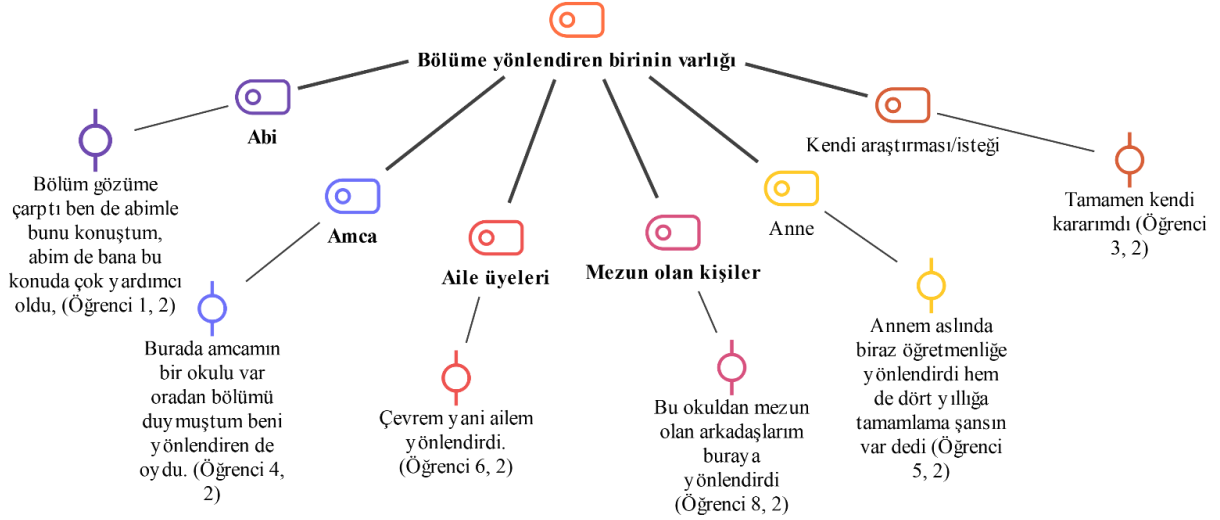


Şekil 2: Katılımcı Öğrencilerin Çocuk Gelişimi Önlisans Bölümünü Seçerken Dikkat Ettikleri Unsurlar

Şekil 2’de katılımcı öğrencilerin, çocuk gelişimi önlisans bölümünü seçerken dikkat ettikleri unsurlara ilişkin yanıtları ele alınmıştır. Sabırlı olma, iletişim becerisine sahip olma, vicdan sahibi biri olma gibi öğrencilerin kişisel özellikleri, lisede bu bölümü okumalarından dolayı bölüm hakkında bilgi ve deneyim sahibi olmaları, çevrelerindeki insanlar tarafından teşvik edilmeleri ve başka bölümlere geçişe olanak sağlanması, bölümün kolay olacağının düşünülmesi, kariyer imkânı sunulması gibi unsurlar, bu bölümün seçilmesinde göz önünde bulundurulmuş unsurlar olarak tespit edilmiştir.

Öğrenci 5, çocuk gelişimi önlisans bölümünü seçerken dikkat ettiği unsurları şu şekilde ifade etmiştir: “Annem aslında biraz öğretmenliğe yönlendirdi hem de dört yıllığa tamamlama şansın var dedi. Aslında acil tıp teknisyenliği istiyordum ama onu dört yıllığa tamamlayamayacağım, iş imkânı az olduğu için bunu DGS’yle tamamlayabileceğim için de bunu seçtim.”

## Çocuk Gelişimi Önlisans Programı Öğrencilerinin Bölümü Seçerken Rehberlik Eden Birinin Varlığına İlişkin Bulgular



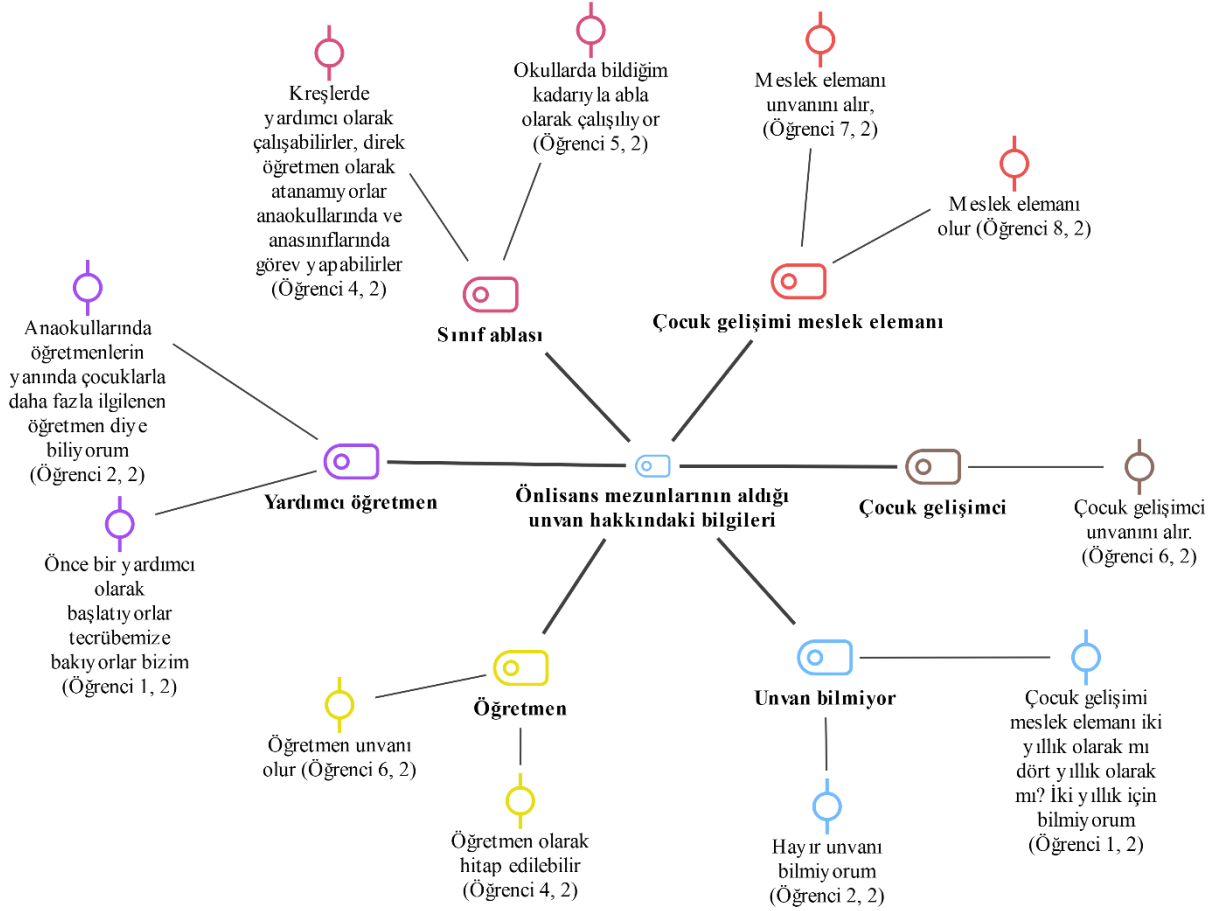
**Şekil 3:** Katılımcı Öğrencilere Bölümü Seçerken Rehberlik Eden Bir Kişinin Varlığına İlişkin Bulgular

Şekil 3’te katılımcı öğrencilerin bölümü seçerken onları yönlendiren bir kişinin varlığına ilişkin cevapları sunulmuş, aile üyelerinden abi, amca, annenin bu yönlendirmede rol oynadığı, bu bölümden mezun kişilerin öğrencilerin yönlendirilmesinde rol oynadığını ifade etmişlerdir. Diğer öğrenciler ise herhangi bir yönlendirmenin yapılmadığını ve kendi araştırmaları/istekleri doğrultusunda bu bölümü tercih ettiklerini ifade etmişlerdir.

Öğrenci 1, bölümü seçerken ona rehberlik eden, onu yönlendiren bir kişinin varlığı ile ilgili soruya şu şekilde cevap vermiştir: “*Abim dedi ki başta iki yıllık bölümlere bak dedi, çocuk gelişimi olarak ben de bu bölüm göze çarptı ben de abimle bunu konuştum, abim de bana bu konuda çok yardımcı oldu, arkadaşlarından okuyan vardı onlarla iletişime geçirdi.*”



## Katılımcı Öğrencilerin Çocuk Gelişimi Önlisans Mezununun Aldığı Unvan Hakkındaki Bilgisine İlişkin Bulgular

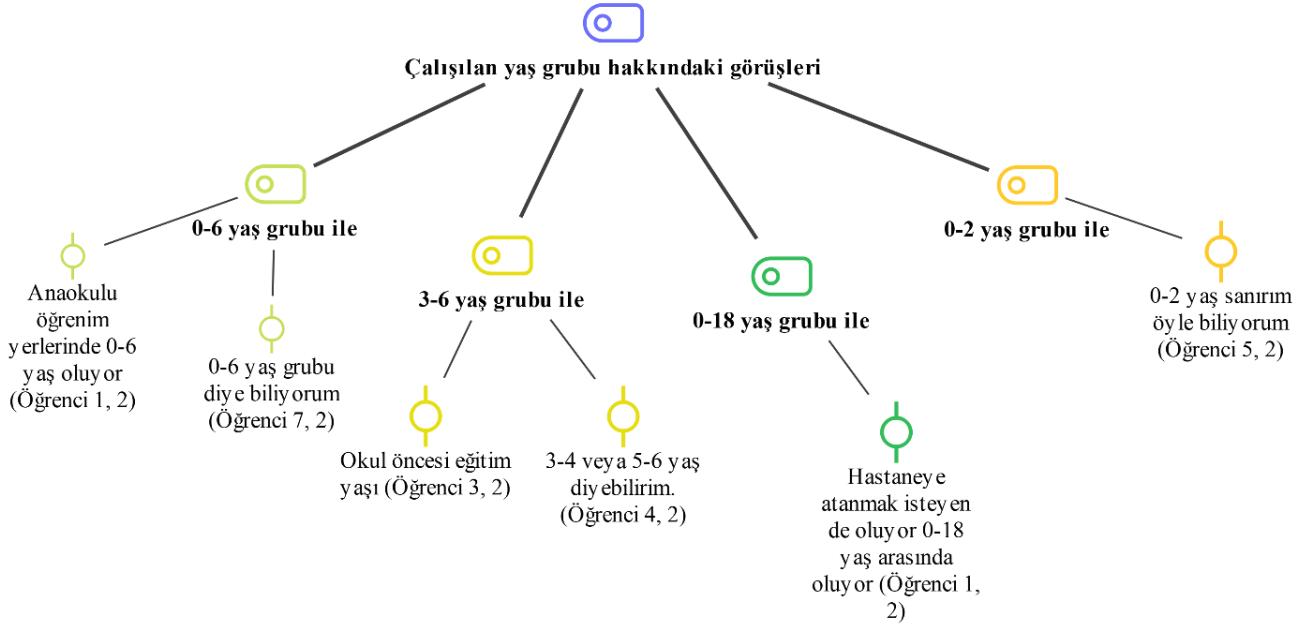


Şekil 4: Katılımcı Öğrencilerin Çocuk Gelişimi Önlisans Mezununun Aldığı Unvan Hakkındaki Bilgisi

Katılımcı öğrencilerin çocuk gelişimi önlisans programından mezun olunduktan sonra alınan unvan hakkındaki bilgisi Şekil 4’te sunulmuş, bu cevaplar arasında; sınıf ablası, çocuk gelişimi meslek elemanı, yardımcı öğretmen, öğretmen ve çocuk gelişimci unvanlarının olduğu görülmüştür. Mezuniyet sonrası alınan unvanla ilgili bilgisi olmayan öğrencilerin de olduğu tespit edilmiştir.

Öğrenci 6, alınan unvan hakkındaki bilgisini: “Çocuk gelişimci unvanını alır. Öğretmen unvanı olur. Devlet anaokullarında olmasa da bazı kolejlerde özel okullarda çalışma fırsatı bulabilirler diyebilirim.” şeklinde ifade etmiştir.

## Çocuk Gelişimi Önlisans Programı Mezunlarının Çalıştığı Yaş Grubu Bilgisine İlişkin Bulgular



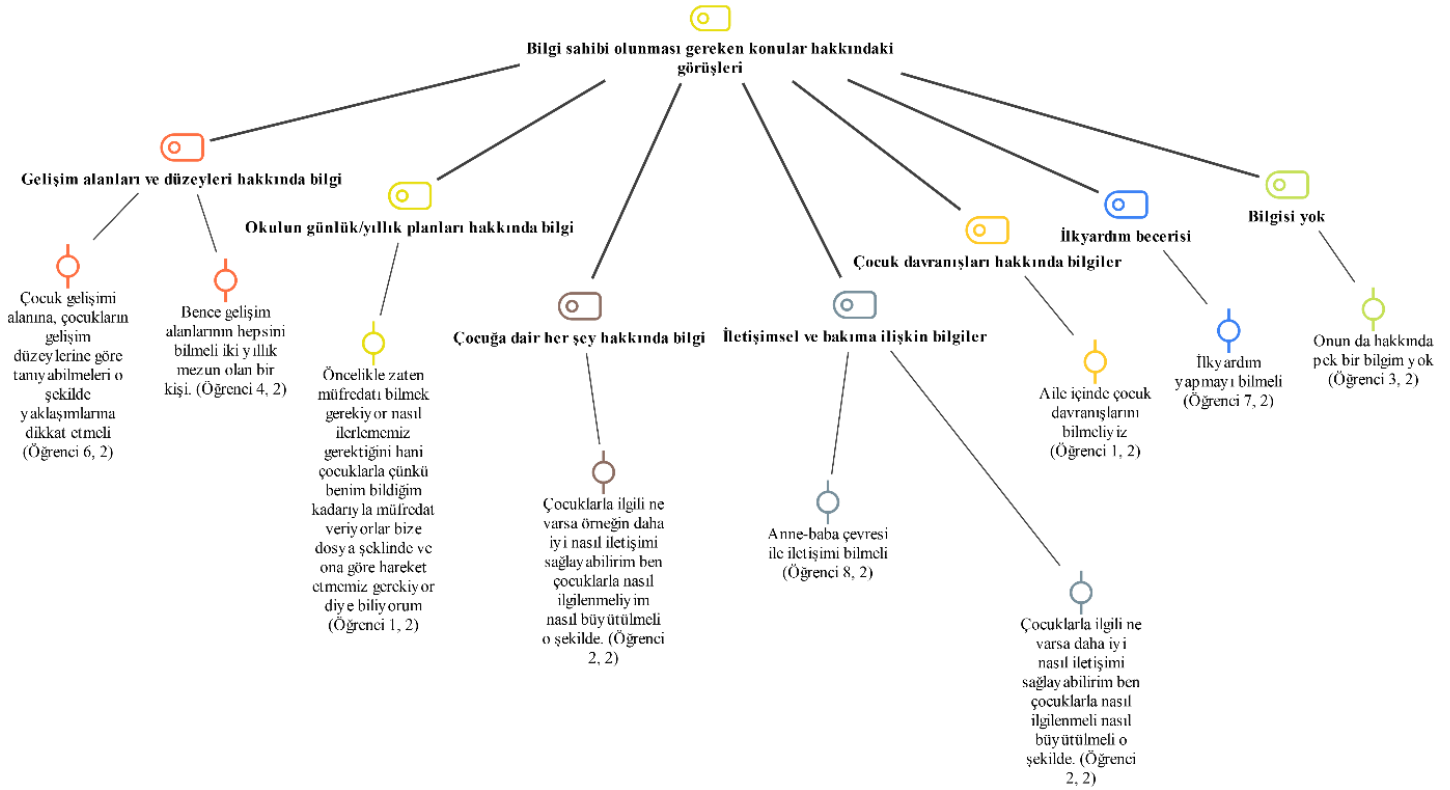
**Şekil 5:** Katılımcı Öğrencilerin Çocuk Gelişimi Önlisans Mezununun Çalıştığı Yaş Grubu Hakkındaki Görüşleri

Şekil 5’te katılımcı öğrencilerin önlisans mezunlarının alanda çalıştığı yaş grupları hakkındaki görüşleri ele alınmıştır, buna göre, 0-6 yaş grubu, 3-6 yaş grubu, 0-18 yaş grubu ve 0-2 yaş grubu ile çalışıldığını ifade ettikleri görülmüştür.

Öğrenci 7, önlisans mezunlarının çalıştığı yaş grupları hakkındaki bilgisini: “0-6 yaş grubu diye biliyorum.” şeklinde ifade ettiği görülmektedir.

## Çocuk Gelişimi Meslek Elemanlarının Bilgi Sahibi Olması Gereken Konulara İlişkin Bulgular

Şekil 6: Katılımcı Öğrencilerin Meslek Elemanlarının Bilgi Sahibi Olması Gereken Konulara İlişkin Görüşleri

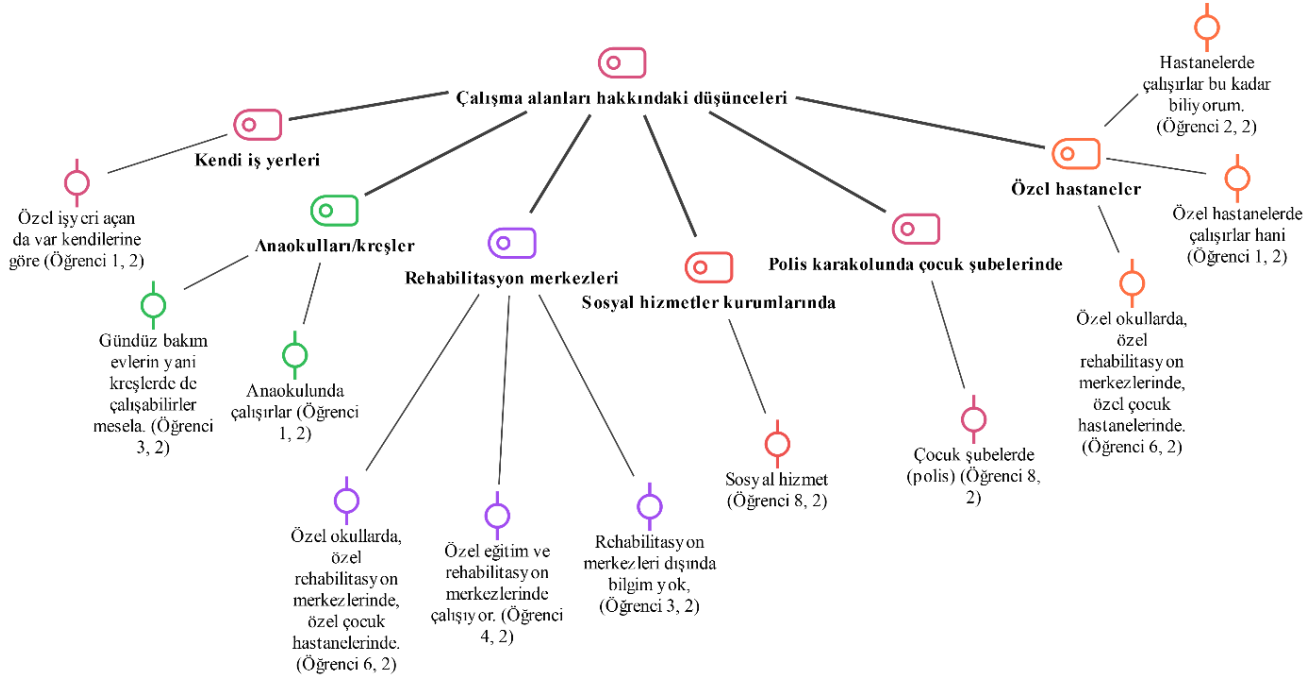


Şekil 6’da katılımcı öğrencilerin çocuk gelişimi meslek elemanlarının bilgi sahibi olması gereken konulara ilişkin görüşleri sunulmuş, gelişim alanları ve düzeyleri hakkında, okulun günlük-yıllık planları hakkında, çocuğa dair her şey hakkında, iletişim ve bakım hakkında, çocuk davranışları hakkında ve ilk yardım hakkında bilgileri olması gerektiğini belirttikleri görülmüştür. Verilen cevaplar arasında, çocuk gelişimi meslek elemanlarının bilgi sahibi olması gereken konularla ilgili bilgisi olmadığını belirten bir öğrencinin de olduğu görülmüştür.

Öğrenci 2, çocuk gelişimi meslek elemanlarının bilgi sahibi olması gereken konulara ilişkin görüşünü şu şekilde ifade etmiştir: “Çocuklarla ilgili ne varsa örneğin daha iyi nasıl iletişimi sağlayabilirim ben çocuklarla nasıl ilgilenmeliyim nasıl büyütülmeli o şekilde.”

## Çocuk Gelişimi Önlisans Programı Mezunlarının Çalışma Alanları Bilgisine İlişkin Bulgular

Şekil 7: Katılımcı Öğrencilerin Çocuk Gelişimi Önlisans Mezunlarının Çalışma Alanları Hakkındaki Bilgisi

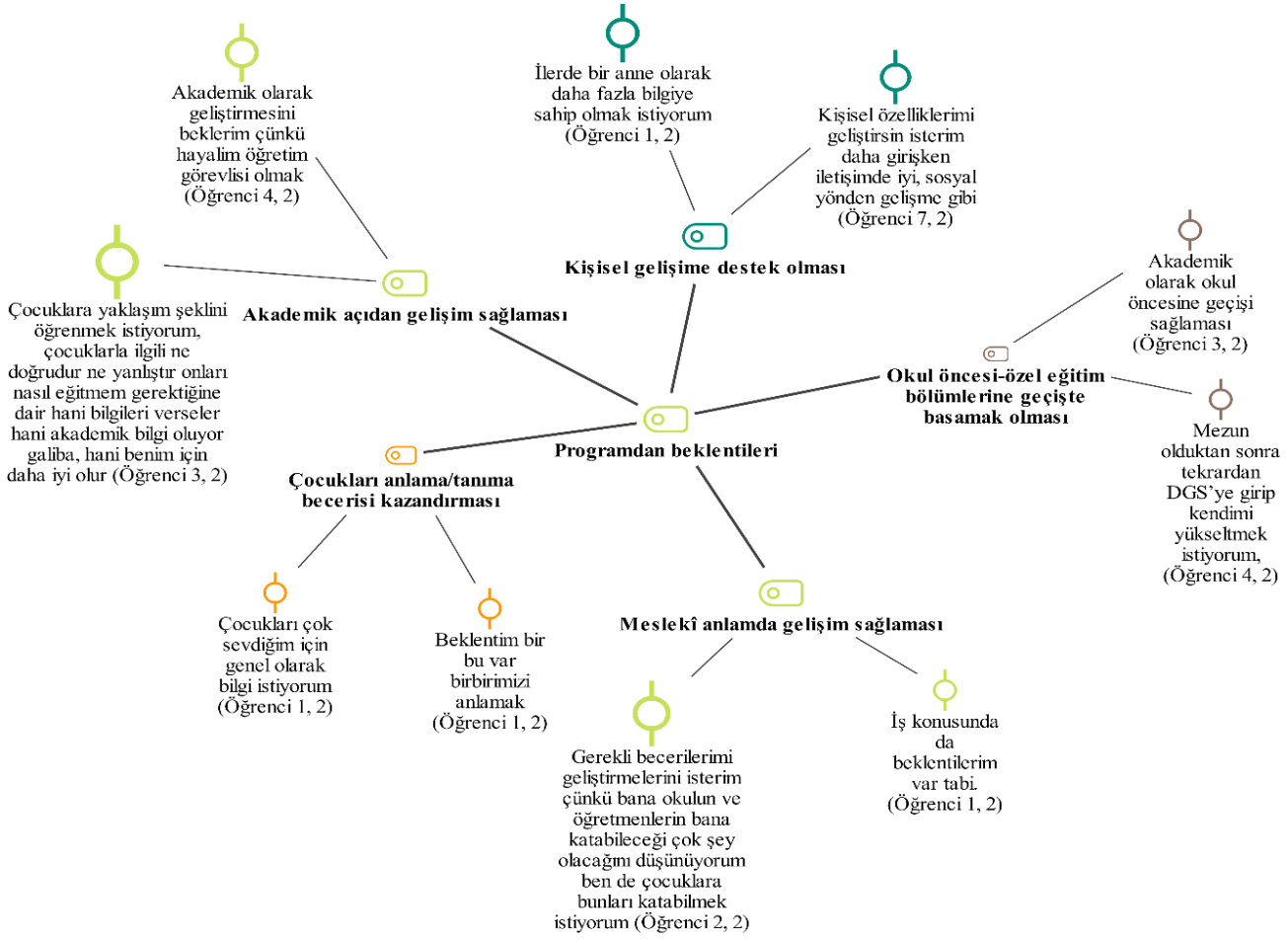


Şekil 7’de katılımcı öğrencilerin çocuk gelişimi önlisans mezunlarının çalışma alanları hakkındaki bilgileri sunulmuştur, verilen yanıtlar, kendi işyerleri, anaokulları-kreşler, rehabilitasyon merkezleri, sosyal hizmetler kurumları, polis karakolunda çocuk şube ve özel hastaneler kategorilerinde ortaya konmuştur.

Öğrenci 3’ün, önlisans mezunlarının çalışma alanları hakkındaki bilgisini şu şekilde ifade ettiği görülmüştür: “Gündüz bakım evleri yani kreşlerde de çalışabilirler mesela.”

## Katılımcı Öğrencilerin Çocuk Gelişimi Önlisans Programından Beklentilerine İlişkin Bulgular

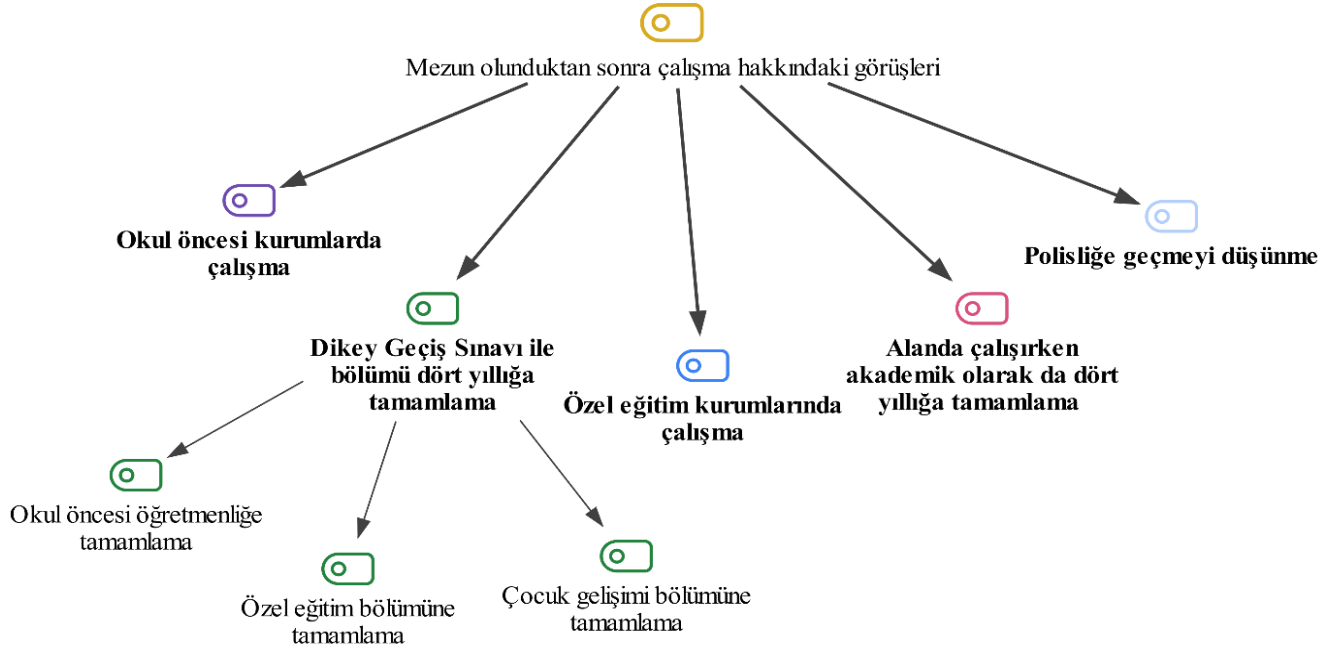
Şekil 8: Katılımcı Öğrencilerin Çocuk Gelişimi Önlisans Programından Beklentilerine İlişkin Görüşleri



Şekil 8’de katılımcı öğrencilerin çocuk gelişimi önlisans programından beklentilerine ilişkin görüşlerine yer verilmiştir. Buna göre öğrencilerin programdan, kişisel gelişimlerine destek olması, okul öncesi ve özel eğitim bölümlerine geçişte basamak olması, meslekî anlamda gelişim sağlama, çocukları anlama/tanuma becerisi kazandırması ve akademik açıdan gelişim sağlama gibi beklentilerinin olduğu tespit edilmiştir.

Öğrenci 3, programdan beklentilerini şu şekilde ifade etmiştir: “*Akademik olarak okul öncesine geçiş. Beni bilgilendirmesi benim için daha avantajlı olur çünkü çocuklara yaklaşım şeklini öğrenmek istiyorum, çocuklarla ilgili ne doğrudur ne yanlıştır onları nasıl eğitmek gerektiğine dair hani bilgileri verseler hani akademik bilgi oluyor galiba, hani benim için daha iyi olur.*”

## Katılımcı Öğrencilerin Önlisans Programından Mezun Olduktan Sonra Meslek Elemanı Olarak Çalışmaya İlişkin Görüşleri

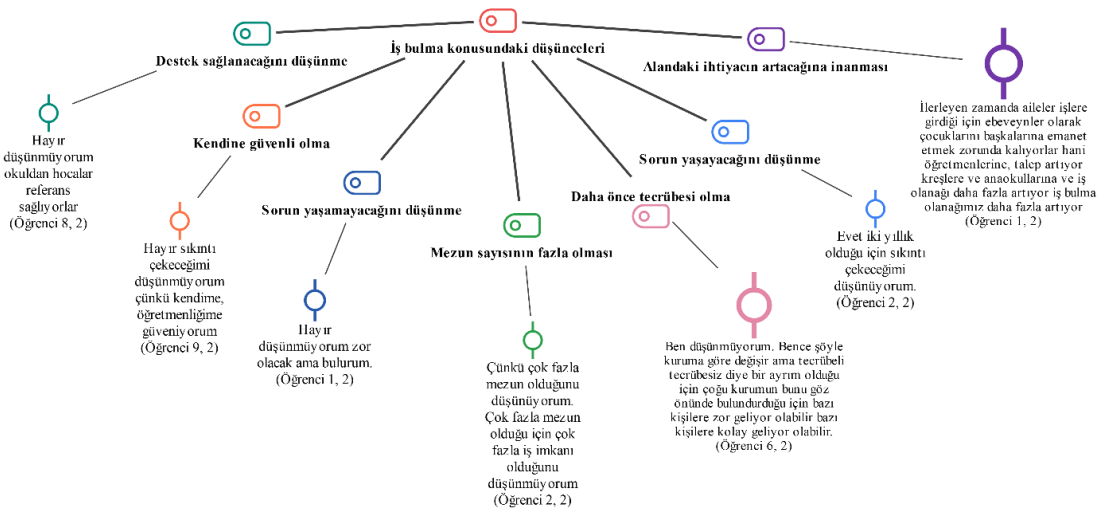


Şekil 9: Katılımcı Öğrencilerin Meslek Elemanı Olarak Çalışmaya İlişkin Görüşleri

Şekil 9’da katılımcı öğrencilerin çocuk gelişimi önlisans programından mezun olduktan sonra meslek elemanı olarak çalışmaya ilişkin görüşleri verilmiş, okul öncesi kurumda çalışma, dikey geçiş sınavı ile dört yıllık eğitime tamamlama, özel eğitim kurumlarında çalışma, alanda çalışırken aynı anda dört yıllık eğitime de tamamlama ve polisliğe geçme cevaplarının verildiği görülmüştür.

Öğrenci 10, mezun olduktan sonra meslek elemanı olarak çalışmaya ilişkin görüşlerini şu şekilde ifade etmiştir: “*Anaokullarında, buradaki (Mersin’deki) kurumlarda çalışabilirim.*”

## Katılımcı Öğrencilerin Çocuk Gelişimi Önlisans Programından Mezuniyet Sonrası İş Bulmaya İlişkin Görüşleri



Şekil 10: Katılımcı Öğrencilerin Bir İşe Yerleşmeye İlişkin Görüşleri

Şekil 10’da katılımcı öğrencilerin önlisans programından mezun olduktan sonra bir iş bulma konusundaki görüşleri kategorilerle sunulmuştur, destek sağlanacağını düşündüğü için, kendine güveni olduğuna inandığı için, alandaki ihtiyacın artacağına inancı olduğu için ve daha önceki tecrübesine güvendiği için sorun yaşamayacağını ifade eden öğrencilerin yanında, mezun sayısının çok olmasından ve iki yıllık mezun olma durumundan sebep sorun yaşayacağını ifade eden öğrencilerin olduğu da görülmüştür.

Öğrenci 9, çocuk gelişimi önlisans programından mezun olduktan sonra bir işe yerleşmeye ilişkin görüşünü şu şekilde belirtmiştir: *“Sıkıntı çekeceğimi düşünmüyorum çünkü kendime, öğretmenliğime güveniyorum.”*

### **Tartışma ve Sonuç**

Çocuk gelişimi önlisans programı öğrencilerinin çocuk gelişimi bölümü ve meslek elemanlığı hakkındaki görüşlerinin tespit edilmesi amaçlanan bu çalışmada elde edilen bulgular bu bölümde alanyazındaki araştırmalarla tartışılmış, ilgili kurum ve kişilere öneriler sunulmuştur.

İlk olarak katılımcı öğrencilere, çocuk gelişimi bölümünü seçme nedenleri sorulmuş, bu soruya verilen yanıtlar kategoriler altında incelendiğinde ise başka bölümlere geçiş için basamak olması, mezuniyet sonrası iş imkânının olması gibi bölümün özelliklerine ilişkin nedenlerin yanında, öğrencilerin öğretmen olma isteğinin olması, çocuklara faydalı olma isteği, çocuklarla ilgilenme isteği ve çeşitli kişisel özelliklerini bölüme uygun görmesi gibi kişisel nedenler de ortaya koydukları görülmüştür. Dikmen ve Özdemir Şahin (2021) araştırmasında, üniversite öğrencilerinin kişisel özelliklerinin farkında olma durumlarının kariyer planlaması yapma eğilimini arttırdığını bulmuştur. Benzer şekilde Bayram’ın (2022) Z kuşağı bireyleri üzerine yürüttüğü araştırmasında kişilik özelliklerinin kariyer değerleri üzerindeki etkisini ortaya koymuştur. Gülen (2020) araştırmasında çocuk gelişimi okuyan bireylerin tercih etmek istedikleri meslek ve nedenlerini ele almış, hayalindeki mesleğe puanı yetmemesi nedeniyle çocuk gelişimini tercih eden bireylerin çoğunluğunun, çocuk sevgisi, ilgisi ve gelecek nesillerin yetiştirilmesinde katkı sağlama isteğinden dolayı bu bölüme yöneldiklerini ortaya koymuştur.

Katılımcı öğrencilere çocuk gelişimini seçerken dikkat ettikleri unsurlar sorulmuş ve öğrencilerin kendilerini sabırlı biri olarak görmeleri, bu meslek için gerekli iletişim becerisine sahip olduklarını düşünmeleri, kendilerini vicdan sahibi biri olarak görmeleri gibi unsurlar ön plana çıkmıştır. Bunlarla birlikte lisede bu bölümü okumalarından dolayı bölüm hakkında bilgi ve deneyim sahibi olmaları, bölüme teşvik edilmeleri ve başka bölümlere geçişe olanak sağlanması gibi unsurlar bu bölümün seçilmesinde göz önünde bulundurulmaktadır. Ayrıca bölümü seçerken öğrencilerin kendi araştırmaları ve tercihlerinin yanında onları yönlendiren abi, amca ve anne gibi aile üyelerinin rol oynadığı tespit edilmiştir. Meslek seçimi sürecinde sağlıklı ve doğru kararlar almada zorluk yaşayan öğrenciler çevresel etkilere daha duyarlı hale gelmekte, bu süreçte önemli olan pek çok

unsurla birlikte aile rol model olma ve sözel telkinlerle bu süreçte etkili bir rol üstlenmektedir (İbrahimoglu, 2017).

Çocuk gelişiminden mezun olunduktan sonra alınan unvan, çalışılan yaş aralıkları, mezun kişilerin bilgi sahibi olması gereken konular ve çalışılan alanlarla ilgili sorular sorularak, katılımcı öğrencilerin bölümü tanıma durumlarının tespit edilmesi amaçlanmıştır. Mezuniyet sonrasında, sınıf ablası, çocuk gelişimi meslek elemanı, yardımcı öğretmen, öğretmen ve çocuk gelişimci gibi unvanların alındığını, 0-6 yaş, 3-6 yaş, 0-18 yaş ve 0-2 yaş grubu ile çalışıldığını, okulun günlük-yıllık planları hakkında, çocuğa ilişkin her şey hakkında ve ilk yardım hakkında bilgileri olması gerektiğini ve önlisans mezunlarının çalışma alanlarının anaokulları-kreşler, rehabilitasyon merkezleri, sosyal hizmetler kurumları, polis karakolunda çocuk şube ve özel hastaneler olduğunu ifade etmişlerdir. Bunların yanında unvan, çalışılan yaş grubu, önlisans çocuk gelişimi mezunlarının bilgi sahibi olması gereken konular ve çalıştıkları alanlarla ilgili bilgi sahibi olmadığını ifade eden öğrenciler azınlıktadır. Çiftçi ve diğerlerinin (2011) lisans öğrencileriyle yaptığı araştırmasında çocuk gelişimi bölümü ve mezuniyet sonrası iş olanakları hakkında yeterli düzeyde bilgiye sahip olduklarını ortaya koyduğu görülmektedir. Meslek seçiminin doğru yapılması, bireylerin mutlu ve başarılı çalışma hayatına sahip olabilmesi açısından önemli görülmekte, aynı zamanda mesleklerin nitelikli ve etkili bir şekilde sürdürülmesinde gerekli görülmektedir (İbrahimoglu, 2017). Bu nedenle öğrencilerin, okumayı tercih ettiği bölümlerin genel özellikleri, iş imkânları ve mesleğin gerekliliklerini iyi tanıyarak bu doğrultuda ilerlemesi büyük önem arz etmektedir.

Katılımcı öğrencilerin çocuk gelişimi önlisans programından beklentilerinin, kişisel gelişimlerine katkı sağlaması, çocuk gelişiminin yanında okul öncesi ve özel eğitim bölümlerine geçişte basamak olması, meslekî ve akademik anlamda gelişim sağlaması ve çocukları anlama/tanıma becerisi kazandırması olduğunu ifade ettikleri görülmüştür. Mezun olduktan sonra okul öncesi kurumda çalışma, dikey geçiş sınavı ile dört yıllık eğitime tamamlama, özel eğitim kurumlarında çalışma, alanda çalışırken aynı anda dört yıllık eğitime de tamamlama ve polisliğe geçme hedefleriyle yukarıda verilen beklentilerin paralel olduğu göze çarpmaktadır.

Katılımcı öğrencilerin bazılarının mezun olduktan sonra iş bulma konusunda sorun yaşayacağını ifade ettiğini ve bunun nedeni olarak mezun sayısının fazla olması ve bölümün dört yıllık bir bölüm olarak okunmasını gösterdikleri tespit edilmiştir. Destek sağlanacağını düşündüğü için, kendine güveni olduğuna inandığı için, alandaki ihtiyacın artacağına inancı olduğu için ve daha önceki tecrübesine güvendiği için sorun yaşamayacağını ifade eden öğrenciler olduğu da görülmüştür. Gülen (2020) araştırmasında gelecekte iş bulma kaygısı yaşamamak adına çocuk gelişimini tercih eden katılımcıların olduğunu ortaya koymuştur. Ayrıca seçtiği mesleği tanıyan öğrencilerin mezun olduktan sonra iş bulma konusunda endişe duymadığı Narin ve diğerlerinin (2018) araştırmasında değerlendirilmiştir.



Araştırmamızda bazı sınırlılıkları bulunmaktadır, bunlardan biri, araştırma verilerinin yalnızca Mersin ilinde öğrenime devam eden öğrencilerden elde edilmesi olarak sayılabilir. Bu doğrultuda farklı illerde öğrenim gören öğrencilerle geniş kapsamlı araştırma planlanarak bölümle ilgili değerlendirmelere ulaşılabilir. Bir diğeri ise, araştırmaya gönüllü katılım sağlamak isteyen öğrencilerin kız öğrencilerden oluşması olarak sayılabilir. Çocuk gelişimi programını kız öğrencilerin daha fazla tercih ettiği bilinmekte ve cinsiyet oranlarına bakıldığında kız öğrencilerin çoğunlukta olduğu görülmektedir. Ancak ilerleyen araştırmalarda erkek öğrenciler araştırmalara katılım için desteklenebilir ve gönüllü katılımları sağlanabilir.

Araştırma sonuçlarına göre bir bölüm seçimi yapmadan önce öğrencilerin, çocuk gelişimi önlisans programı hakkında daha bilinçli ve kapsamlı bilgiye sahip olmalarını sağlamak gerektiği görülmektedir. Ayrıca önlisans programının lisans çocuk gelişiminden farklı olan hususlarına değinilerek bölümle ilgili beklentilerini bu doğrultuda oluşturmaları ve kariyer planlamalarını doğru bir şekilde yapmaları sağlanmalıdır. Bu sayede doğru bölüm ve meslek seçimi yapmalarında yardımcı olunmalıdır. Araştırma sonuçlarına paralel olarak aşağıdaki önerilere de yer verilmiştir.

1. Lise düzeyindeki öğrenciler için üniversiteler, çocuk gelişimi önlisans bölümü ile ilgili öğrencilere detaylı bilgi sunmak amacıyla bilgilendirici seminerler ve konferanslar düzenlemeli, güncel bilgiler için çevrimiçi bilgilendirme platformlarına yönlendirilmelidir.
2. Üniversitelerin ilgili birimlerinde üniversiteye yeni başlayacak öğrenciler ile çocuk gelişimi önlisans programından mezun öğrenciler arasında danışmanlık programları planlanmalıdır.
3. Son olarak ileri araştırmalarda, araştırmacıların farklı illerdeki üniversitelerin çocuk gelişimi bölümlerinde öğrenim gören öğrencilerle çalışarak, onların görüş ve önerilerini toplamak amacıyla çalışmayı genişletmesi önerilmektedir. Bu genişletme, önlisans öğrencilerinin bölüme ve mesleğe dair deneyimlerini ve bakış açılarını daha kapsamlı bir şekilde ortaya koyarak, bölgesel farklılıkların da değerlendirilmesine imkân sağlayacaktır.

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Bilgilerinize arz ederim.

Saygılarımla.

Prof. Dr. Lale Ayşegül BÜYÜKGÖNENÇ  
Rektör

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Unvan: Sekreter





KUZEY KIBRIS TRK CUMHUR YET  
M LL E T M BAKANLI I

Sayı : GO.0.00-011/01-24/E.7549

8 Mayıs 2024

Konu : II. Uluslararası Pozitif Okullar ve İyi Oluş  
Kongresi Akademisyen Temsilcisi  
Atanması hk.

Genel Ortaretim Dairesi Mdrlğ

KKTC Milli Eđitim Bakanlığı ev sahipliđinde Genel Orta đretim Dairesi İřbirliđinde 29-31 Mayıs 2024 tarihleri arasında Acapulco Hotel/Girne'de dzenlenecek olan "II. Uluslararası Pozitif Okullar ve İyi Oluş Kongresi"nde ekli olan listede yer alan kurullar oluřturulmuř olup ismi yazanlar ilgili kurullara akademisyen temsilcileri olarak atanmıřtır.

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Cengiz Topel UZUN

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Prof. Dr. hab Mařorzata PRZYBYSZ-ZAREMBA - National Academy of Applied Sciences Ignacy Mořcicki in Ciechanw /Poland

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Do. Dr.Arsim SUSURİ - University of Prizren "Ukshin Hoti"/ Kosova

**Not: 93/2007 sayılı Elektronik İmza Yasası 'nın 6.maddesi gere i bu belge elektronik imza ile imzalanmı tır.**

Do rulama Kodu: 7E9BA000-8844-4202-A52B-BBB2BF772A51

Do rulama Adresi: <https://edevlet.gov.ct.tr/kktc-dogrulama-ebys>

HT. MEHMET HASAN TUNA SOK. NO.5 YEN EH R 99010 Lefko a  
2288745

Bilgi iin: Sonay YAMAN  
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**Not: 93/2007 sayılı Elektronik mza Yasası 'nın 6.maddesi gere i bu belge elektronik imza ile imzalanmı tır.**

Do rulama Kodu: 7E9BA000-8844-4202-A52B-BBB2BF772A51

Do rulama Adresi: <https://edevlet.gov.ct.tr/kktc-dogrulama-ebys>

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2288745

Bilgi için: Sonay YAMAN  
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Not: 93/2007 sayılı Elektronik İmza Yasası'nın 6.maddesi gereği bu belge elektronik imza ile imzalanmıştır.

Doğrulama Kodu: 7E9BA000-8844-4202-A52B-BBB2BF772A51

Doğrulama Adresi: <https://edevlet.gov.ct.tr/kktc-dogrulama-ebys>

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Bilgi için: Sonay YAMAN  
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Nazım ÇAVUŞOĞLU  
Bakan

Not: 93/2007 sayılı Elektronik İmza Yasası'nın 6.maddesi gereğince bu belge elektronik imza ile imzalanmıştır.

Doğrulama Kodu: 7E9BA000-8844-4202-A52B-BBB2BF772A51

Doğrulama Adresi: <https://edevlet.gov.ct.tr/kktc-dogrulama-ebys>

HT. MEHMET HASAN TUNA SOK. NO.5 YENİEH R 99010 Lefkoşa  
2288745

Bilgi için: Sonay YAMAN  
4.Derece Katip Yardımcısı



KUZEY KIBRIS TRK CUMHUR YET  
M LL E T M BAKANLI I

Sayı : GO.0.00-011/01-24/E.7550

8 Mayıs 2024

Konu : Akademisyen Temsilcisi Atanması hk.

Genel Ortaretim Dairesi Mdrlg

KKTC Milli Eđitim Bakanlıđı ev sahipliđinde Genel Orta Dairesi Mdrlg iřbirliđinde 29-31 Mayıs 2024 tarihleri arasında Acapulco Hotel/Girne'de dzenlenecek olan "II. Uluslararası Pozitif Okullar ve İyi Oluř Kongresi"nde Prof. Dr. ađla Gr akademisyen temsilcisi olarak atanmıřtır.

 e-imzalıdır

Nazım AVUőOđLU  
Bakan

Not: 93/2007 sayılı Elektronik mza Yasası 'nın 6.maddesi gere i bu belge elektronik imza ile imzalanmı tır.

Do rulama Kodu: 044F203B-364E-431D-8A40-3103EF846B31

Do rulama Adresi: <https://edevlet.gov.ct.tr/kktc-dogrulama-ebys>

HT. MEHMET HASAN TUNA SOK. NO.5 YEN EH R 99010 Lefko a  
2288745

Bilgi iin: Sonay YAMAN  
4.Derece Katip Yardımcısı



KUZEY KIBRIS TRK CUMHUR YET  
M LL E T M BAKANLI I

Sayı : GO.0.00-011/01-24/E.7551

8 Mayıs 2024

Konu : Akademisyen Temsilcisi Atanması hk.

Genel Ortaretim Dairesi Mdrlg

KKTC Milli Eēitim Bakanlıēı ev sahipliēinde Genel Orta Dairesi Mdrlg iēbirliēinde 29-31 Mayıs 2024 tarihleri arasında Acapulco Hotel/Girne'de dzenlenecek olan "II. Uluslararası Pozitif Okullar ve İyi Oluē Kongresi"nde Uzm. Baēak Eser akademisyen temsilcisi olarak atanmıētır.

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Nazım AVUēOēLU  
Bakan

Not: 93/2007 sayılı Elektronik mza Yasası 'nın 6.maddesi gere i bu belge elektronik imza ile imzalanmı tır.

Do rulama Kodu: 01AD9D7A-9B4C-4121-BA79-93B0E83911DF

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HT. MEHMET HASAN TUNA SOK. NO.5 YEN EH R 99010 Lefko a  
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4.Derece Katip Yardımcısı



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M LL E T M BAKANLI I

Sayı : GO.0.00-011/01-24/E.7552  
Konu : Akademisyen Temsilcisi Atanması hk.

8 Mayıs 2024

Genel Ortaretim Dairesi Mdrlg

KKTC Milli Eitim Bakanlıęı ev sahiplięinde Genel Orta Dairesi Mdrlg iřbirlięinde 29-31 Mayıs 2024 tarihleri arasında Acapulco Hotel/Girne'de dzenlenecek olan "II. Uluslararası Pozitif Okullar ve İyi Oluř Kongresi"nde Doę. Dr. Mehtap Kse Ulukk akademisyen temsilcisi olarak atanmıřtır.

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Nazım AVUőLU  
Bakan

Not: 93/2007 sayılı Elektronik İmza Yasası'nın 6.maddesi gere i bu belge elektronik imza ile imzalanmı tır.

Do rulama Kodu: 594AB8D4-EDAE-4564-85DC-924C238BA08A

Do rulama Adresi: <https://edevlet.gov.ct.tr/kktc-dogrulama-ebys>

HT. MEHMET HASAN TUNA SOK. NO.5 YEN EH R 99010 Lefko a  
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Bilgi iin: Sonay YAMAN  
4.Derece Katip Yardımcısı



KUZEY KIBRIS TRK CUMHUR YET  
M LL E T M BAKANLI I

Sayı : GO.0.00-011/01-24/E.7553  
Konu : Akademisyen Temsilcisi Atanması hk.

8 Mayıs 2024

Genel Ortaretim Dairesi Mdrlg

KKTC Milli Eđitim Bakanlıđı ev sahipliđinde Genel Orta Dairesi Mdrlg iřbirliđinde 29-31 Mayıs 2024 tarihleri arasında Acapulco Hotel/Girne'de dzenlenecek olan "II. Uluslararası Pozitif Okullar ve İyi Oluř Kongresi"nde Dr. İim ađıner Kavuklu akademisyen temsilcisi olarak atanmıřtır.

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Nazım AVUőOđLU  
Bakan

Not: 93/2007 sayılı Elektronik İmza Yasası'nın 6.maddesi geređi bu belge elektronik imza ile imzalanmıřtır.

Doğrulama Kodu: 3FA97253-3664-4AA3-95C2-804D95A63BD8

Doğrulama Adresi: <https://edevlet.gov.ct.tr/kktc-dogrulama-ebys>

HT. MEHMET HASAN TUNA SOK. NO.5 YENİEHİR 99010 Lefkoia  
2288745

Bilgi için: Sonay YAMAN  
4.Derece Katip Yardımcısı



KUZEY KIBRIS TRK CUMHUR YET  
M LL E T M BAKANLI I

Sayı : GO.0.00-011/01-24/E.7554  
Konu : Akademisyen Temsilcisi Atanması hk.

8 Mayıs 2024

Genel Ortaretim Dairesi Mdrlg

KKTC Milli Eēitim Bakanlıēı ev sahipliēinde Genel Orta Dairesi Mdrlg iēbirliēinde 29-31 Mayıs 2024 tarihleri arasında Acapulco Hotel/Girne'de dzenlenecek olan "II. Uluslararası Pozitif Okullar ve İyi Oluē Kongresi"nde Uzm. İrfan Sarıyıldız akademisyen temsilcisi olarak atanmıētır.

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Nazım AVUēOēLU  
Bakan

Not: 93/2007 sayılı Elektronik İmza Yasası 'nın 6.maddesi gere i bu belge elektronik imza ile imzalanmı tır.

Do rulama Kodu: 2B5D434E-D030-4ADA-9D40-08FCFE5E0CB9

Do rulama Adresi: <https://edevlet.gov.ct.tr/kktc-dogrulama-ebys>

HT. MEHMET HASAN TUNA SOK. NO.5 YEN EH R 99010 Lefko a  
2288745

Bilgi iēin: Sonay YAMAN  
4.Derece Katip Yardımcısı



KUZEY KIBRIS TRK CUMHUR YET  
M LL E T M BAKANLI I

Sayı : GO.0.00-011/01-24/E.7555  
Konu : Akademisyen Temsilcisi Atanması hk.

8 Mayıs 2024

Genel Ortaretim Dairesi Mdrlg

KKTC Milli Eitim Bakanlıęı ev sahiplięinde Genel Orta Dairesi Mdrlg iřbirlięinde 29-31 Mayıs 2024 tarihleri arasında Acapulco Hotel/Girne'de dzenlenecek olan "II. Uluslararası Pozitif Okullar ve İyi Oluř Kongresi"nde Prof. Dr. Mentor Hamiti akademisyen temsilcisi olarak atanmıřtır.

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Nazım AVUřOęLU  
Bakan

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Do rulama Kodu: E7023C99-994A-46A3-A865-9EA3F26123B6

Do rulama Adresi: <https://edevlet.gov.ct.tr/kktc-dogrulama-ebys>

HT. MEHMET HASAN TUNA SOK. NO.5 YEN EH R 99010 Lefko a  
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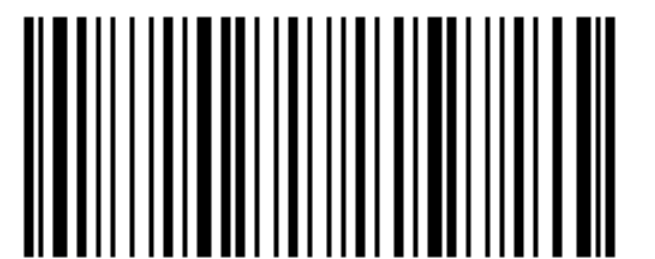
Cilt 1 / Volume 1

II. ULUSLARARASI

POZİTİF OKULLAR VE İYİ OLUŞ KONGRESİ

DIJİTALLEŞEN DÜNYADA YAŞAM BOYU ÖĞRENME VE İYİ OLUŞ

  
IŞIK KİTABEVİ



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