CONFERENCE BOOK

AICHSS
ULUSLARARASI
SOSYAL VE BEŞERİ BİLİMLER KONGRESİ
MUŞ
10 - 12 Kasım 2023

www.aichss.org

AICHSS INTERNATIONAL CONFERENCE ON HUMANITY AND SOCIAL SCIENCES
SCIENCES
NOVEMBER 10-12, 2023
MUŞ

Edited By
ASSIS. PROF. DR. GULTEKIN GURCAY

CONFERENCE ORGANIZING BOARD
Head of Organizing Board: Dr Gültekin Gürçay
Organizing Committee Member: Prof. Dr. Naile Bilgili
Organizing Committee Member: Prof. Dr. Ali Bilgili
Organizing Committee Member: Prof. Dr. Başak Hanedan
Organizing Committee Member: Prof. Dr. Hülya Çiçek Kanbur
Organizing Committee Member: Prof. Dr. Dwi SULISWORO
Organizing Committee Member: Prof. Dr. Həcər Hüseynova
Organizing Committee Member: Assoc. Prof. Dr. Dini Yuniarti
Organizing Committee Member: Assoc. Prof. Dr. Elif Akpınar Külekçi
Organizing Committee Member: Assoc. Prof. Ivaylo Staykov
Organizing Committee Member: Dr. Öğr. Üyesi Naci Büyükkaracığan
Organizing Committee Member: Dr. Öğr. Üyesi Mehdi Meskini Heydarlou
Organizing Committee Member: Aynurə Əliyeva
Organizing Committee Member: Amaneh Manafidizaji

CONFERENCE ID

AICHSS INTERNATIONAL CONFERENCE ON HUMANITY AND SOCIAL SCIENCES

DATE – PLACE
NOVEMBER 10-12, 2023
MUŞ

ORGANIIZATION
ACADEMY GLOBAL CONFERENCES & JOURNALS

EVALUATION PROCESS
All applications have undergone a double-blind peer review process.

PARTICIPATING COUNTRIES
Turkey – Oman – Georgi – Canada – Latvia – India – Egypt - Germany. – Japan – Belarus – Palestine – Algeria – Colombia - South Afriac - Czech Republic – Australia – Hungary – Thailand – Cyprus - Sout Korea – Brazil – Kazakhstan – Bulgaria - Republic of Kore - , Spain – Iran

PRESENTATION
Oral presentation

PERCENTAGE OF PARTICIPATION
More than 55% of the papers were presented by foreign participants.

Members of the organizing committees of the conference perform their duties with an "official assignment letter"

LANGUAGES

Turkish, English, Russian, Persian, Arabic

Scientific & Review Committee

Prof. Dr. Ali BILGILI – Turkiye
Prof. Dr. Naile BİLGİLİ – Türkiye
Prof. Dr. Başak HANEDAN – Türkiye
Prof. Dr. Hülya Çiçek KANBUR – Turkiye
Prof. Dr. Emine KOCA – Turkiye
Prof. Dr. Fatma KOÇ – Turkiye
Prof. Dr. Hajar HUSEYNOVA – Azerbaijan
Prof. Dr. Dwi SULISWORO – Indonesia
Prof. Dr. Natalia LATYGINA – Ukraina
Prof. Dr. Yunir ABDRAHIMOV – Russia
Prof. Muntazir MEHDI – Pakistan
Prof. Dr. Raihan YUSOPH – Philippines
Prof. Dr. Akbar VALADBIGI – Iran
Prof. Dr. F. Oben ÜRÜ – Turkiye
Prof. Dr. T.Venkat Narayana RAO – India
Prof. Dr. İzzet GÜMÜŞ – Turkiye
Prof. Dr. Mustafa BAYRAM – Turkiye
Prof. Dr. Saim Zeki BOSTAN – Turkiye
Prof. Dr. Hyeonjin LEE – China
Assoc. Prof. Dr. Abdulsemet AYDIN – Turkiye
Assoc. Prof. Dr. Mehmet Fırat BARAN - Turkiye
Assoc. Prof. Dr. Dilorom HAMROEVA - Ozbekstan
Assoc. Prof. Dr. Abbas GHAFFARI – Iran
Assoc. Prof. Dr. Yeliz ÇAKIR SAHİLLİ - Turkiye
Assoc. Prof. Ivaylo STAYKOV - Bulgaria
Assoc. Prof. Dr. Dini Yuniarti – Indonesia
Assoc. Prof. Dr. Ümit AYATA – Turkiye
Assoc. Prof. Dr. Okan SARIGÖZ – Turkiye
Assoc. Prof. Dr. Eda BOZKURT – Turkiye
Assoc. Prof. Dr. Ahmet TOPAL – Turkiye
Assoc. Prof. Dr. Abdulkadir Kırbaş – Turkiye
Assoc. Prof. Dr. Mesut Bulut – Turkiye
Assoc. Prof. Dr. Fahriye Emgili – Turkiye
Assoc. Prof. Dr. Sandeep GUPTA – India
Assoc. Prof. Dr. Veysel PARLAK – Turkiye
Assoc. Prof. Dr. Mahmut İSLAMOĞLU – Turkiye
Assoc. Prof. Dr. Nazile ABDULLAZADE – Azerbaijan
Assoc. Prof. Dr. Aysel ARSLAN – Turkiye
Assoc. Prof. Dr. Bekir GÜRBULAK – Turkiye
Assoc. Prof. Dr. Erkan EFILTI - Kirgizhstan
Assist. Prof. Dr. Göksel ULAY – Turkiye
Assist. Prof. K. R. PADMA – India
Assist. Prof. Dr. Omid AFGHAN - Afghanistan
Assist. Prof. Dr. Maha Hamdan ALANAZİ - Saudi Arabia

AICHSS INTERNATIONAL CONFERENCE ON HUMANITY AND SOCIAL SCIENCES
AICHEAS INTERNATIONAL CONFERENCE ON HEALTH, ENGINEERING AND APPLIED SCIENCES

Join Zoom Meeting
https://us02web.zoom.us/j/88193707664?pwd=MEZBL3M0SlArNWVsMjV0YUJkR3lIQ
T09

Meeting ID: 881 9370 7664
Passcode: 123456

ÖNEMLİ AÇIKLAMA (Lütfen okuyunuz)

- ZOOM bağlantısı için yukarıda verilen bağlantıyı veya yine yukarıda verilen giriş bilgilerini kullanabilirsiniz.
- Oturum içerisinde en KIDEMLİ olan moderator olarak seçilir. Moderatörün oturum düzenini gözetmesi, akademisyen adaylarını yönlendirmesi beklenmektedir.
- Oturuma bağlanmadan önce Salon numaranızı adınızın önüne aşağıdaki gibi ekleyiniz. Bu sayede kongre açılışında beklemeden oturumlarınıza gönderilebileceksiniz. Ör. 5 Ahmet Ahmetoglu
- Sunum süresi 10 dakikadır. Bu sürenin aşılmamasını moderatörler temin edecektir.
- Sunum sonrası 5 dakikayı geçmeyen soru-cevap, tartışma süresi verilmektedir.
- Sunumlar TÜRKÇE veya İNGİLİZCE yapılabilmektedir.
- Kameralar, oturum süresince toplam % 70 oranında açık olmak zorundadır.
- Sunum yapan katılımcının kamerası açık olmak zorundadır.
- Sunum yapmak zorunludur. Herhangi bir nedenle sunum yapmamış olan katılımcıya sertifika verilmesi ve çalışmasının yayınlanması sözkonusu olamaz.
- Katılımcı, kendi oturumda, oturum bitene kadar bulunmak zorundadır.
- Katılımcıların kendi oturumları dışındaki oturumlara katılma zorunluluğu yoktur.
- ZOOM platformunun kapasite sınırı nedeniyle, DİNLEYİCİ, sadece kapasite izin verdiği sürece kabul edilebilmektedir.

IMPORTANT, PLEASE READ CAREFULLY

- To be able to make a meeting online, login via https://zoom.us/join site, enter ID instead of "Meeting ID
- or Personal Link Name" and solidify the session.
- The Zoom application is free and no need to create an account.
- The Zoom application can be used without registration.
- The application works on tablets, phones and PCs.
- Speakers must be connected to the session **10 minutes before** the presentation time.
- All congress participants can connect live and listen to all sessions.
- During the session, your camera should be turned on **at least %70** of session period
- Moderator is responsible for the presentation and scientific discussion (question-answer) section of the session.

TECHNICAL INFORMATION

- Make sure your computer has a microphone and is working.
- You should be able to use screen sharing feature in Zoom.
- Attendance certificates will be sent to you as pdf at the end of the congress.
- Moderator is responsible for the presentation and scientific discussion (question-answer) section of the session.
- Before you login to Zoom please indicate your name surname and hall number,

AICHSS INTERNATIONAL CONFERENCE ON HUMANITY AND SOCIAL SCIENCES AICHEAS INTERNATIONAL CONFERENCE ON HEALTH, ENGINEERING AND APPLIED SCIENCES Meeting ID: 881 9370 7664 Passcode: 123456				
11 Kasım/ November 11, 2023 / 15:00 – 17:00 Time zone in Turkey (GMT+3)				
Salon	Moderator		Bildiri No ve Başlığı / Paper ID and Title	Authors
SALON 6	**Doç. Dr. Ejder ULUTAŞ**	1	NEEDS ANALYSIS IN ENGLISH FOR MOROCCAN APPLIED MATHEMATICS GRADUATE STUDENTS AT IBN ZOHR UNIVERSITY	Abdelmomen KHALIL
		2	CLASSROOM MOTIVATIONAL STRATEGIES IN MOROCCAN EFL CONTEXT	Abdelmomen KHALIL
		3	MUŞ KÖYLERİNDE DEMOGRAFİK YAPI VE GELENEKSEL BİLGİ HAFIZASI	Doç. Dr. Ejder ULUTAŞ
		4	GENÇLİK EDEBİYATI İLE İLGİLİ LİSANSÜSTÜ ÇALIŞMALARDAKİ EĞİLİMLER	Doç. Dr., Bünyamin SARİKAYA
		5	TÜRKÇE DERS KİTAPLARINDAKİ SERBEST OKUMA METİNLERİNDE YER ALAN KÖK DEĞERLER: TÜRKÇE 5. SINIF DERS KİTABI ÖRNEĞİ	Doç. Dr., Bünyamin SARİKAYA
		6	THE ROLE of EDUCATION EXPENDITURES on NORWAY'S EMPLOYMENT	Özgür Özaydın Anıl Dağdemir
		7	DO HEALTH EXPENDITURES DRIVE ECONOMIC GROWTH in SWITZERLAND?	Özgür Özaydın Anıl Dağdemir
		8	ANALYZING THE CHILDREN'S LITERARY WORK NAMED AYVAYI YEDİK MÜZESİ IN TERMS OF THE PRINCIPLE OF RELATIVITY TO THE CHILD	Yüksek Lisans Öğrencisi Furkan CAN, Doç. Dr. Mehmet Nuri KARDAŞ
		9	A STUDY ON THE ACTIVITIES IN SPECIAL EDUCATION 1ST, 2ND AND 3RD GRADE TURKISH TEXTBOOKS	Yüksek Lisans Öğrencisi Furkan CAN, Doç. Dr. Mehmet Nuri KARDAŞ
		10	A PERSPECTIVE TOWARDS ARTIFICIAL INTELLIGENCE-SUPPORTED QUALITATIVE DATA ANALYSIS	Barış Ayaz
		11	AN EVALUATION OF TEACHERS' MOTIVATION FOR USING DIGITAL TECHNOLOGIES IN CLASS	Barış Ayaz

AICHSS INTERNATIONAL CONFERENCE ON HUMANITY AND SOCIAL SCIENCES
AICHEAS INTERNATIONAL CONFERENCE ON HEALTH, ENGINEERING AND APPLIED SCIENCES
Meeting ID: 881 9370 7664   Passcode: 123456

11 Kasım/ November 11, 2023 / 15:00 – 17:00 Time zone in Turkey (GMT+3)

Salon	Moderator		Bildiri No ve Başlığı / Paper ID and Title	Authors
SALON 7	Dr. Öğr. Üyesi AHMET ALKAN	1	A New Topical Treatment for Scalp Damage and Hair Infection with Allium Cepa and its Potential Health Benefits	Assist. Prof. K.R.Padma K.R.Don
		2	PLOT PRODUCTION ACCORDING TO THE RATIO BETWEEN ARTICLES 15. AND 18. IN PLANNING	Selim Taşkaya
		3	PELL AND PELL-LUCAS NUMBERS WHICH ARE DIFFERENCE OF TWO REPDIGITS	Asst. Prof. Dr. MERVE GÜNEY DUMAN Dr. FATİH ERDUVAN
		4	WATER SUPPLY IN THE CITIES OF THE IONIA REGION IN ANATOLIA	Dr. Öğr. Üyesi AHMET ALKAN
		5	DEMAND FORECASTING IN A BUSINESS THAT PRODUCES FOOD MACHINES USING ARTIFICIAL NEURAL NETWORKS	Seher ARSLANKAYA
		6	LEAN MANUFACTURING APPLICATION IN THE WORKSHOP PRODUCING SURGICAL MASKS	Seher ARSLANKAYA
		7	ÇEVRE ŞARTLARININ MAKARNALIK BUĞDAY ÇEŞİTLERİNE AİT SARI RENK DEĞERLERİ ÜZERİNDEKİ ETKİSİNİNİN AMMI ANALİZ YÖNTEMİ İLE BELİRLENMESİ	Enver KENDAL
		8	ÇEVRE ŞARTLARININ MAKARNALIK BUĞDAY ÇEŞİTLERİNE AİT ROTEİN ORANI ÜZERİNDEKİ ETKİSİNİNİN AMMI ANALİZ YÖNTEMİ İLE BELİRLENMESİ	Doç. Dr. Enver KENDAL
		9	SLAJLIK SOYA ÇEŞİTLERİNE AİT KURU OT VERİMLERİNİN BIPLOT ANALİZ YÖNTEMİ İLE DEĞERLENDİRİLMESİ	Mehmet SEZGİN Doç. Dr. Enver KENDAL

AICHSS INTERNATIONAL CONFERENCE ON HUMANITY AND SOCIAL SCIENCES AICHEAS INTERNATIONAL CONFERENCE ON HEALTH, ENGINEERING AND APPLIED SCIENCES Meeting ID: 881 9370 7664 Passcode: 123456				
11 Kasım/ November 11, 2023 / 15:30 – 17:30 Time zone in Turkey (GMT+3)				
Salon	Moderator		Bildiri No ve Başlığı / Paper ID and Title	Authors
SALON 8	**Assoc. Prof. Dr. Suman Sharma**	1	SHED SNAKE SKINS: A NATURAL RESOURCE FOR BIOMIMETIC MEMBRANES – ADVANCING PERMEATION STUDIES AND DRUG DELIVERY APPLICATIONS	Emma Grigoryan, Ashot Khachatryan, Karapet Flora Avjyan Savchenko,
		2	PRECISION DRUG DELIVERY OF GLIBENCLAMIDE: EXPLORING THE IMPACT OF POLYVINYL PYRROLIDONE AND ETHYL CELLULOSE CONCENTRATION ON RELEASE PROFILES AND KINETICS	Dr. Stepan Arakelova, Assis. Prof. Dr. Lilia Arsenyan
		3	INVESTIGATING THE EFFECTS OF AMINOPOLYETHER ON 18F-FDG PROPERTIES AND ITS IMPLICATIONS FOR PET IMAGING APPLICATIONS	Dr. Sunil Kamboj, Dr. Vipin Saini, Lecture GauravBala,
		4	ENDOPHYTES AS A NEW SOURCE OF BIOACTIVE COMPOUNDS: ISOLATION AND IDENTIFICATION OF FIBRINOLYTIC PROTEASE-PRODUCING FUNGI FROM HIBISCUS LEAVES	Assoc. Prof. Dr. Suman Sharma
		5	FROM CONCEPT TO REALITY: THE DESIGN AND DEVELOPMENT OF A MECHANICAL FORCE GAUGE FOR SQUARE WATERMELON MOLDING	Dr. Bedi Neayti Singh Phd. Candidate Balvinder Thakur,
		6	THE ROLE OF EXERCISE IN IMPROVING SEXUAL PERFORMANCE AND SEMEN QUALITY OF SAHIWAL BULLS: A PRACTICAL GUIDE FOR BREEDERS	Assis. Prof. Dr. Rathapon Dr.Sorrachaitawatwong, Nardauma Pouthai
		7	INVESTIGATING THE IMPACT OF DIETARY HERBAL SEED SUPPLEMENTATION ON CARCASS CHARACTERISTICS, IMMUNE RESPONSE, AND ANTIOXIDANT STATUS OF BROILER CHICKENS	Sirijit Tipchuwong, Chayanid Asasutjarit

			AICHSS INTERNATIONAL CONFERENCE ON HUMANITY AND SOCIAL SCIENCES AICHEAS INTERNATIONAL CONFERENCE ON HEALTH, ENGINEERING AND APPLIED SCIENCES Meeting ID: 881 9370 7664 Passcode: 123456	
			11 Kasım/ November 11, 2023 / 15:30 – 17:30 Time zone in Turkey (GMT+3)	
Salon	Moderator		Bildiri No ve Başlığı / Paper ID and Title	Authors
SALON 9	**Assis. Prof. Dr. Beate Niemann**	1	EVALUATION OF URBAN LAND DEVELOPMENT DIRECTION İN KABUL CITY, AFGHANISTAN	Ahmad Sharif Ahmadi Yoshitaka Kajita
		2	INFLUENCE OF PLACE IDENTITY ON WALKABILITY: A COMPARATIVE STUDY BETWEEN TWO MIXED USED STREETS CHAHARBAGH ST. ISFAHAN, IRAN AND DEREBOYU ST. LEFKOSA, NORTH CYPRUS	Assis. Prof. Dr. R. Rafiemanzelat
		3	RENEWED URBAN WATERFRONT: SPATIAL CONDITIONS OF A CONTEMPORARY URBAN SPACE TYPOLOGY	Assis. Prof. Dr. Beate Niemann, Fabian Pramel
		4	URBAN ECOLOGICAL INTERACTION: AIR, WATER, LIGHT AND NEW TRANSIT AT THE HUMAN SCALE OF BARCELONA'S SUPERILLES	Philip Speranza
		5	PERFORMANCE EVALUATION OF A 'PRIORITY-CONTROLLED' INTERSECTION CONVERTED TO SIGNAL-CONTROLLED INTERSECTION	Prof. Dr. Ezenwa Chinenye Amanamba
		6	DISCUSSION ABOUT FREQUENT ADJUSTMENT OF URBAN MASTER PLANNING İN CHINA: A CASE STUDY OF CHANGSHOU DISTRICT, CHONGQING CITY	Sun Ailu Zhao Wanmin
		7	HYBRID LIVING: EMERGING OUT OF THE CRISES AND DIVISIONS	Yiorgos Hadjichristou

AICHSS INTERNATIONAL CONFERENCE ON HUMANITY AND SOCIAL SCIENCES
AICHEAS INTERNATIONAL CONFERENCE ON HEALTH, ENGINEERING AND APPLIED SCIENCES
Meeting ID: 881 9370 7664   Passcode: 123456

11 Kasım/ November 11, 2023 / 15:30 – 17:30 Time zone in Turkey (GMT+3)

Salon	Moderator		Bildiri No ve Başlığı / Paper ID and Title	Authors
SALON 10	Assis. Prof. Dr. N. Namviriyachote	1	DEVELOPMENT OF MOLECULAR IMPRINTED POLYMERS (MIPS) FOR THE SELECTIVE REMOVAL OF CARBAMAZEPINE FROM AQUEOUS SOLUTION	Bianca Schweiger, Lucile Bahnweg, Barbara Palm, Ute Steinfeld
		2	PENTACHLOROPHENOL REMOVAL VIA ADSORPTION AND BIODEGRADATION	Assis. Prof. Dr. Rakmi Abd.-Rahman Assis. Prof. Dr. Nurina Anuar
		3	FORMULATION AND EVALUATION OF VAGINAL SUPPOSITORIES CONTAINING LACTOBACILLUS	Lecture Sanae Kaewnopparat Dr. Nattha Kaewnopparat
		4	ASAD ULLAH MADNI, MAHMOOD AHMAD, NAVEED AKHTAR, MUHAMMAD USMAN	Asad Ullah Madni Mahmood Ahmad, Naveed Akhtar, Muhammad Usman
		5	SERICIN FILM: INFLUENCE OF CONCENTRATION ON ITS PHYSICAL PROPERTIES	Assis. Prof. Dr. N. Namviriyachote N. Bang, P. Aramwit
		6	VALIDATION AND APPLICATION OF A NEW OPTIMIZED RP-HPLC-FLUORESCENT DETECTION METHOD FOR NORFLOXACIN	Mahmood Ahmad Ghulam Murtaza Sonia Khiljee Dr. Muhammad Asadullah Madni
		7	ANTIBACTERIAL CAPACITY OF PLUMERIA ALBA PETALS	Assis. Prof. Dr. M. H. Syakira Dr. L. Brenda

Salon	Moderator		Bildiri No ve Başlığı / Paper ID and Title	Authors

AICHSS INTERNATIONAL CONFERENCE ON HUMANITY AND SOCIAL SCIENCES
AICHEAS INTERNATIONAL CONFERENCE ON HEALTH, ENGINEERING AND APPLIED SCIENCES
Meeting ID: 881 9370 7664   Passcode: 123456

11 Kasım/ November 11, 2023 / 15:30 – 17:30 Time zone in Turkey (GMT+3)

Salon	Moderator		Bildiri No ve Başlığı / Paper ID and Title	Authors
SALON 11	**Assoc. Prof. Dr. Salima Hassas**	1	DEMYSTIFYING THE PROBLEM-SOLVING PROCESS: UNVEILING THE NATURAL MECHANICS OF THE MIND	Dr. Amina Farkhonde
		2	AUTOMATING SCREEN-RECORDED VIDEO PRODUCTION: AN ALGORITHMIC APPROACH TO E-CONTENT CREATION	Dr. Darsareh Nikafrooz
		3	ONTOLOGICAL FOUNDATIONS FOR SMART LEARNING ENVIRONMENTS IN MUSIC EDUCATION: A COMPREHENSIVE FRAMEWORK FOR KNOWLEDGE REPRESENTATION AND APPLICATION	Prof. Dr. Konstantinos Stefanidakis, Dr. Michail Sofianos
		4	TRANSFORMING CIVIL ENGINEERING LABORATORY EDUCATION WITH FLIPPED LEARNING: A COMPREHENSIVE APPROACH TO DEVELOPING ESSENTIAL CAPABILITIES	Hector García-Georgia García-Rodríguez, Gerardo - Shashi Kant
		5	AUTONOMOUS AGENT LEARNING THROUGH CONSTRUCTIVIST PRINCIPLES: A BOTTOM-UP SEQUENTIAL LEARNING APPROACH AND TOOL	Piña Barrios-, Salvador Arellano, Bocanegra García,
		6	EMPOWERING ASSEMBLY LINES WITH DEEP LEARNING: A PARADIGM SHIFT IN PRODUCT IDENTIFICATION	Assoc. Prof. Dr. Salima Hassas
		7	ASSESSING THE ECONOMIC RETURNS OF HUMANITIES AND EDUCATION PROGRAMS IN PUBLIC UNIVERSITIES OF OSUN STATE, NIGERIA	Adelokun Gambo

AICHSS INTERNATIONAL CONFERENCE ON HUMANITY AND SOCIAL SCIENCES AICHEAS INTERNATIONAL CONFERENCE ON HEALTH, ENGINEERING AND APPLIED SCIENCES Meeting ID: 881 9370 7664 Passcode: 123456				
11 Kasım/ November 11, 2023 / 15:30 – 17:30 Time zone in Turkey (GMT+3)				
Salon	Moderator		Bildiri No ve Başlığı / Paper ID and Title	Authors
SALON 12	**D Assis. Prof. Dr. Amanda Jones**	1	EMPOWERING INDUSTRY 4.0 WITH DEEP LEARNING: ENHANCING ASSEMBLY LINE EFFICIENCY THROUGH AI-POWERED PRODUCT IDENTIFICATION	Adegboye Moguel
		2	EVALUATING THE PRIVATE MONETARY BENEFITS OF HUMANITIES AND EDUCATION PROGRAMS IN OSUN STATE'S PUBLIC UNIVERSITIES: A FIELD OF STUDY ANALYSIS	Angel Muñoz Daniel Guzmán
		3	NAVIGATING THE E-LEARNING LANDSCAPE: AN EXPLORATION OF STUDENT LEARNING EXPERIENCES WITH DIVERSE E-TOOLS	Assis. Prof. Dr. Amanda Jones
		4	UNVEILING THE HIDDEN STRUGGLE: A QUANTITATIVE EXPLORATION OF ANXIETY PREVALENCE AMONG DYSLEXIC STUDENTS IN HIGHER EDUCATION	C. Barzen Annika Victoria
		5	NAVIGATING THE MAZE OF UNIVERSITY CURRICULUM POLICYMAKING IN CHILE: A CASE STUDY OF CHANGE AND REFORM	Joanna Lee Dillon- Peksa,
		6	THE TRANSFORMATIVE POWER OF COLLABORATION: MIDDLE GRADE TEACHERS EMBRACING A CULTURE OF SHARED LEARNING	Vasiliki Kontzinos, Panagiotis Markaki, Vagelis Karakolis, John Psarras
		7	HARNESSING THE POWER OF CHATBOTS: A GLIMPSE INTO THEIR POTENTIAL IN HIGHER EDUCATION	Christos Vlachou, Ourania Kokkinakos,

AICHSS INTERNATIONAL CONFERENCE ON HUMANITY AND SOCIAL SCIENCES AICHEAS INTERNATIONAL CONFERENCE ON HEALTH, ENGINEERING AND APPLIED SCIENCES Meeting ID: 881 9370 7664 Passcode: 123456				
11 Kasım/ November 11, 2023 / 15:30 – 17:30 Time zone in Turkey (GMT+3)				
Salon	Moderator		Bildiri No ve Başlığı / Paper ID and Title	Authors
SALON 13	**Assoc. Prof. Kyoko Tominaga**	1	MODELS OF COPYRIGHTS SYSTEM	A. G. Matveev
		2	MODERN PROBLEMS OF RUSSIAN SPORT LEGISLATION	Dr. Yurlov Sergey
		3	HOW TO MODERNISE THE EUROPEAN COMPETITION NETWORK (ECN)	Dr. Dorota Galeza
		4	WOMEN'S RIGHTS IN CONFLICT WITH PEOPLE'S CULTURAL AUTONOMY: PROBLEMS OF CULTURAL ACCOMMODATION	Assis. Prof. Dr. Nazia Khan
		5	SOCIAL MOVEMENTS AND THE DIFFUSION OF TACTICS AND REPERTOIRES: ACTIVISTS' NETWORK IN ANTI-GLOBALISM MOVEMENT	Assoc. Prof. Kyoko Tominaga
		6	EMPLOYMENT DISCRIMINATION ON CIVIL SERVANT RECRUITMENT	Li Lei Jia Jidong
		7	DEPENDENCY THEORY ON EXAMINING THE RELATIONSHIP BETWEEN THE UNITED STATES AND THE MIDDLE EAST: IN THE CASE OF IRAN, SAUDI ARABIA, AND TURKEY	Assis. Prof. Dr. Abdelhafez Abdel Hafez
		8	SELECTION STANDARDS FOR NATIONAL TEAMS: THEORY AND PRACTICE	Alexey Kulik

AICHSS INTERNATIONAL CONFERENCE ON HUMANITY AND SOCIAL SCIENCES
AICHEAS INTERNATIONAL CONFERENCE ON HEALTH, ENGINEERING AND APPLIED SCIENCES
Meeting ID: 881 9370 7664   Passcode: 123456

11 Kasım/ November 11, 2023 / 15:30 – 17:30 Time zone in Turkey (GMT+3)

Salon	Moderator		Bildiri No ve Başlığı / Paper ID and Title	Authors
SALON 14	**Assis. Prof. Dr. Suwit Sadsunk**	1	THE DESIGN INSPIRED BY PHRA MAHA CHEDI OF KING RAMA I-IV AT WAT PHRA CHETUPHON VIMOLMANGKLARAM RAJWARAMAHAVIHARN	Assis. Prof. Dr. Taechit Cheuypoung
		2	A COMPARATIVE STUDY OF COSTUMES FOR RELIGIOUS FESTIVALS IN ASEAN COUNTRIES	Jaruphan Supprung
		3	LOAN GUARANTEE SCHEMES: PRIVATE AND PUBLIC EXAMPLES	Assis. Prof. Dr. Simeon Karafolas Maciej Woźniak
		4	THE APPLICATION OF RHIZOPHORA WOOD TO DESIGN: A WALKING STICK FOR ELDERLY	Noppadon Sangwalpetch
		5	PROPERTIES OF RHIZOPHORA CHARCOAL FOR PRODUCT DESIGN	Tanutpong Phriwanrat
		6	FABRIC PRINTING DESIGN: AN INSPIRATION FROM THAI KITES	Assis. Prof. Dr. Suwit Sadsunk
		7	THE DESIGN OF ENGLISH MATERIALS TO COMMUNICATE THE IDENTITY OF MUEANG DISTRICT, SAMUT SONGKRAM FOR ECOTOURISM	Ress. Assis. Kitda Praraththajariya

AICHSS INTERNATIONAL CONFERENCE ON HUMANITY AND SOCIAL SCIENCES
AICHEAS INTERNATIONAL CONFERENCE ON HEALTH, ENGINEERING AND APPLIED SCIENCES
Meeting ID: 881 9370 7664   Passcode: 123456

11 Kasım/ November 11, 2023 / 15:30 – 17:30 Time zone in Turkey (GMT+3)

Salon	Moderator		Bildiri No ve Başlığı / Paper ID and Title	Authors
SALON 15	**Prof. Dr. Mohammad Mohammad**	1	MEDIA PEDAGOGY - THE MEDIUM IS THE MESSAGE	Dr. Syed Sultan Ahmed
		2	STUDENTS' ACCEPTANCE OF INCORPORATING EMERGING COMMUNICATION TECHNOLOGIES IN HIGHER EDUCATION IN KUWAIT	Assis. Prof. Dr. Bashaiar Alsanaa
		3	USING CRITICAL SYSTEMS THINKING TO IMPROVE STUDENT PERFORMANCE IN NETWORKING	Albertus G. Joubert Roelien Goede
		4	THE FUTURE OF BLENDED LEARNING	Reem A. Alebaikan
		5	THE IMPACT OF E-LEARNING AND E-TEACHING	Prof. Dr. Mohammad Mohammad
		6	USING TECHNOLOGY WITH A NEW MODEL OF MANAGEMENT DEVELOPMENT BY SIMULATION OF NEURAL NETWORK AND ITS APPLICATION ON INTELLIGENT SCHOOLS	Ahmad Ghayoumi Mehdi Ghayoumi
		7	DEVELOPING OF INTELLIGENT SCHOOLS WITH A NEW MODEL OF STRATEGIC MANAGEMENT SYSTEM	Ahmad Ghayoumi Mehdi Ghayoumi

AICHSS INTERNATIONAL CONFERENCE ON HUMANITY AND SOCIAL SCIENCES
AICHEAS INTERNATIONAL CONFERENCE ON HEALTH, ENGINEERING AND APPLIED SCIENCES
Meeting ID: 881 9370 7664   Passcode: 123456

11 Kasım/ November 11, 2023 / 15:30 – 17:30 Time zone in Turkey (GMT+3)

Salon	Moderator			Bildiri No ve Başlığı / Paper ID and Title	Authors
SALON 16	**Dr. Yogesh Seetharaman Sharma,**		1	UNVEILING THE NUANCES OF CHINESE CONSUMER BEHAVIOR IN EUROPE: A CROSS-CULTURAL ANALYSIS	Nomataru Joseph Lavanithum Gontse,
			2	FOSTERING OPEN COMMUNICATION IN HEARING FAMILIES WITH DEAF CHILDREN: A PRACTICAL GUIDE	Chalise Tianny
			3	THE PREVALENCE OF CONFORMITY IN HEALTHCARE: UNDERSTANDING ITS IMPACT ON CLINICAL DECISIONS AND PATIENT OUTCOMES	Tanya N. Beran, Michelle A. Drefs, Ghazwan Altabbaa, Nouf Al Harbi, Noof Al Baz, Elizabeth Oddone Paolucci
			4	EYEWITNESS TESTIMONY IN FIRE AND EXPLOSION INVESTIGATIONS: ASSESSING RELIABILITY AND IMPLICATIONS FOR CASE RESOLUTION	Jeff Knox. Benjamin Colwell,
			5	NAVIGATING THE AI-POWERED WORKPLACE: UNDERSTANDING THE IMPACT OF AI ON EMPLOYEE DECISION-MAKING	Dr. Yogesh Seetharaman Sharma,
			6	NAVIGATING UNCERTAINTY AND ADVERSITY: THE PSYCHOLOGICAL IMPACT OF COVID-19 ON MIGRANT CONSTRUCTION WORKERS IN SAUDI ARABIA	Ress. Assis . Viviane Mehmod Dania Nascimento,
			7	EMBRACING AI INTEGRATION: ADAPTING EMPLOYEE DECISION-MAKING PROCESSES IN AN AI-ENHANCED WORKPLACE	Dr. Elena Lyakso, Lecture Yuri Frolova, Olga Matveev

		AICHSS INTERNATIONAL CONFERENCE ON HUMANITY AND SOCIAL SCIENCES AICHEAS INTERNATIONAL CONFERENCE ON HEALTH, ENGINEERING AND APPLIED SCIENCES Meeting ID: 881 9370 7664 Passcode: 123456			
11 Kasım/ November 11, 2023 / 15:30 – 17:30 Time zone in Turkey (GMT+3)				
Salon	Moderator		Bildiri No ve Başlığı / Paper ID and Title	Authors
SALON 17	**Assoc. Prof. Dr. Botshelo Bandara**	1	GRATITUDE AND RELATIONSHIP SATISFACTION: EXPLORING THE ROLE OF PERCEIVED SUPERIORITY	Anomi Goodyear, LectureAlicia Khan
		2	NURTURING WELL-BEING THROUGH PROSOCIAL ENGAGEMENT: A QUALITATIVE EXPLORATION OF YOUTH PERSPECTIVES	Dr. Brooke Bearden,
		3	NAVIGATING THE EMOTIONAL LANDSCAPE: CULTURAL PRACTICES AS A COPING MECHANISM FOR WOMEN WHO TERMINATED A PREGNANCY IN ADOLESCENCE	Emmanuela Hirani, Nilanga Aki Sebola
		4	THE ROLE OF EMOTIONS IN SHAPING INFORMED CITIZENS AND EFFECTIVE SCIENTISTS	Assis. Prof. Dr. Saima Ojukwu,
		5	NAVIGATING THE CULTURAL CROSSROADS: UNVEILING THE NUANCES OF CHINESE CONSUMER BEHAVIOR IN EUROPE	Assoc. Prof. Dr. Botshelo Bandara
		6	BUILDING COMMUNICATION BRIDGES: A PRACTICAL GUIDE FOR ENHANCING COMMUNICATION IN HEARING FAMILIES WITH DEAF CHILDREN	Yongsheng Zhu, Mandella Bonsu
		7	UNDERSTANDING AND SUPPORTING CHILDREN WITH LEARNING DIFFICULTIES: A GUIDE FOR PARENTS, EDUCATORS, AND PROFESSIONALS	Xiaoxian Guo, Osei-Assibey

Contents

CLASSROOM MOTIVATIONAL STRATEGIES IN MOROCCAN EFL CONTEXT

Abdelmomen KHALIL

Faculty of Arts and Humanities, University Chouaib Doukali, Morocco

Abstract

Classroom motivational strategies play a vital role in enhancing students' achievement. Teachers should be familiar with motivational processes that influence outcomes. The focus should be on both intrinsic and extrinsic motivation. This study aims at investigating EFL classroom motivational strategies. To answer the research questions, a quantitative method was adopted. As a research instrument, an online questionnaire was administered to EFL Moroccan teachers. 40 females and 55 males answered the questionnaire. With respect to the results, the research reviled that there is a positive correlation between teachers' use of motivational strategies and students' achievements   .

Key words: Motivation, students' achievements, strategies.

1. Introduction

Motivation is a key difficulty for ELT teachers, including a variety of interconnected aspects in order to maintain the flow of learning in the classroom. When a pupil feels motivated, it signifies that learning is going well and that the teacher is working hard to inspire and engage them in activities. Effective teaching requires techniques and methods for increasing student motivation. This action research emphasizes the importance of motivation in ensuring that students learn English efficiently, based on the teacher's concern, love for the profession, and approaches that allow students to concentrate in the class.

1.1 The Research rationale

The purpose of this study is to better understand the impact of classroom motivational tactics on student accomplishment. Motivation is essential in the teaching process and the success rate of second and foreign language learning, especially in classroom language learning. The majority of academic research focuses on offering the best motivating tactics, however there is a dearth of focus on effective approaches for EFL teachers to motivate their students. In Moroccan schools, a prominent factor contributing to low performance and failure is a lack

of motivation. As a result, the study intends to investigate the most effective motivational tactics for EFL teachers.

1.2 Significance of the study

The purpose of this study is to investigate the influence of motivation and motivating tactics in student accomplishment. It covers motivation and its various aspects, as well as explores motivational tactics in the classroom. The paper emphasizes the significance of motivation in English language education and how it engages students. The study's goal is to uncover effective ways for Moroccan EFL high school teachers to enhance students' motivation and, as a result, improve their learning experience.

1.3 Research objective and question

The aim of this study is to explore the motivation strategies that are used by Moroccan high school EFL teachers to motivate students to learn English as a foreign language. In this respect, this paper seeks to answer the following research question:

- What are the strategies that Moroccan high school EFL teachers use to motivate their students to learn English as a foreign language in the classroom?

1.4 The concept of motivation

The book Motivation and Emotion by Edward J. Murray (1986) emphasizes two fundamental components: impulse and motive. The psychological process that incites an action is known as impulse, whereas motive generates behavior and aids in the achievement of goals. Objectives are the reward for satisfying internal desires. Motivation is also defined as the self-motivation that drives action to attain specified goals or their physical and moral significance. These aspects are motivated by the individual's requirements, features, preferences, and interests, as well as the psychological or physical environment in which they live.

Gardner and Masgoret (2003) and Ryan and Deci (2000) distinguish between motivated and unmotivated persons. The former is motivated to act, whereas the latter is lacking in excitement or aspiration. People differ in terms of motivation and orientation, which influences their attitude and ambitions. Gardner and Masgoret contend that effort, persistence, goals, enjoyment, reinforcement from success and failure, attributions, arousedness, and strategy utilization may all be used to assess motivation. The motivated individual exhibits more behavior, sentiments, and cognitions than the unmotivated individual, whereas the unmotivated

individual lacks these characteristics. Both studies emphasize the necessity of knowing and addressing individual motivation to achieve their goals.

1.5 Types of motivation

According to Covington and Mueller (2001), intrinsic drive is a critical aspect in improving students' propensity to study. This internal drive encourages pupils to participate in activities for the sake of enjoyment, pleasure, or curiosity, which leads to active participation and a desire to master new academic concepts. Intrinsic motivation is of essential importance and has a tremendous impact on the learning lives of students. When pupils are intrinsically motivated, they are willing to complete assignments and learn language for the sake of knowing rather than for extrinsic considerations. As a result, intrinsic motivation is an essential component of a student's learning experience.

Extrinsic motivation is an important sort of incentive for students' learning. It involves the urge to participate in activities for external considerations such as praise, recognition, or reward, according to Maarten vansteenkiste (2006). Extrinsically motivated students may strive to study or complete activities in order to acquire teacher approval or parental favor. This sort of motivation is distinct from the activity itself, and it influences students' learning results. As a result, extrinsic motivation is an important part of student motivation and can have a substantial impact on their learning outcomes.

Extrinsically driven conduct, on the other hand, is defined by Noel, Pelletier, and Clement (2003) as behaviors performed to attain some instrumental goal, such as receiving rewards or avoiding punishment. Extrinsic motivation, according to Ryan and Edward (2000), differs from intrinsic motivation in that extrinsically driven persons expect rewards. Their definition is as follows: "extrinsic motivation is a contract that pertains whenever an activity is done in order to attain some separable outcome" (p.60).

1.6 The importance of motivation in second language learning

Motivation is a crucial factor that significantly impacts the success and rate of learning English as a foreign language. It is considered one of the key factors influencing the rate and success of second language learning. Gardner and Masgoret (2003) assert that motivation is responsible for achievement in the second language, while Dörnyei (2001) maintains that 99% of language learners who truly want to learn a foreign language can master a reasonable working knowledge of it.

Mahdi and Jafari (2012) argue that motivation impacts both the quality of language learning, affecting learning methods, skills, and practice, and the quantity of language learning, as it determines the amount of learning. Motivation also influences language teaching by developing desired levels such as reading, comprehension, speaking, and writing.

Abdussalim (2008) emphasizes the importance of motivation in English learning, stating that every learner must have motivation to achieve long-term goals. Without motivation, learning goals are difficult to achieve. For instance, a student in Australia who is motivated to communicate in English may struggle to learn the language to survive in Australia, as English is the national language. Therefore, motivation is a vital factor determining foreign language achievement and deserves more attention from researchers and teachers at the practical level.

2. Methodology

2.1 Participants

Since this research aims to investigate teachers' strategies to motivate students, the data were collected from Moroccan high school EFL teachers as a representative sample of a large population. Concerning the teachers, they were 40 females and 55 males of different ages who teach in different Moroccan public high schools.

2.2 Data collection method

To answer the study question, a questionnaire was utilized as a quantitative data gathering method. Questionnaires are surveys that can swiftly collect a great quantity of information and are delivered on paper or electronically. Because of their ease of creation, variety, and capacity to acquire big volumes of information fast in a readily processible form, they are excellent in gathering significant amounts of information from a large number of individuals. According to Dornyei (2007), questionnaires are popular for acquiring significant volumes of information from a big number of people.

The questionnaire aims to assess the motivation strategies of Moroccan EFL high school teachers in their classrooms for their students to learn English as a foreign language. It includes nine closed-form questions and one open-ended question. The first question focuses on whether teachers make learning stimulating and enjoyable by involving students as active participants, creating specific roles and personalizing assignments, and making tasks attractive by introducing various interesting topics.

The second question evaluates if teachers promote group cohesiveness and norms by encouraging students to share personal experiences and thoughts, asking them to work toward

achieving the same goal. The third question examines whether teachers familiarize learners with L2-related values and encourages them to use English outside the classroom and familiarize them with the cultural background of the target language.

The fourth question investigates if teachers promote learners' autonomy by involving learners in designing and running the English course and encouraging questions and contributions from students. The fifth question investigates if teachers increase students' expectations of success in a particular success and in learning in general. Teachers must answer two complementary statements to determine if they make the curriculum and teaching materials relevant to students' interests and if they use needs analysis techniques to consider their needs, goals, and interest in the curriculum.

The seventh question tests if teachers create a pleasant classroom climate by assessing if they create a supportive classroom climate that promotes risk-taking, humor, and short, interesting open activities to start each class. The final question checks whether teachers promote learner self-confidence by providing positive feedback, teaching learning techniques, and designing tasks within students' abilities.

In summary, the questionnaire aims to gather information about the strategies used by Moroccan EFL high school teachers to motivate their students to learn English as a foreign language. By understanding these strategies, teachers can better support their students and improve their overall learning experience.

3. Presentation and Discussion of Results

3.1 Presentation of the data

The study's findings will be presented in this part in accordance with the research question. The findings of the questionnaire items will be depicted in diagrams.

The first question is if you make learning engaging and pleasurable for students by including them in active task participation. The results in the graph below show that all teachers make learning engaging and pleasurable for students by including them in active task participation.

Figure: 1 Motivation makes learning stimulating and enjoyable by enlisting students as active task participants.

Making learning stimulating and enjoyable by enlisting students as active task participants

Often 0%   Sometimes 0%   Seldom 0%   Never 0%

Always 100%
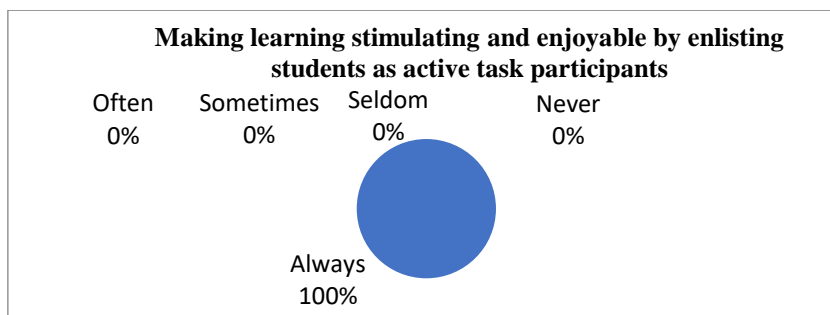
The pie chart below shows that 50% of the participants always make tasks challenging, 30% sometimes do so, 3% often do so, but only 7% never do that.

Figure: 2 Teachers make tasks more challenging for students.

Make tasks more challenging for students

■ Always ■ Sometimes ■ Often ■ Seldom ■ Never

10% 3% 7% 50% 30%
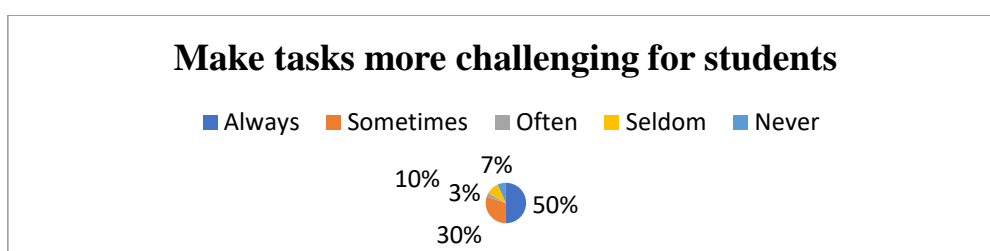
The second: You create specific roles and personalize assignment for every student. According to the chart in figure (3), 47% of the participants' answers with "always"; whereas 40% of their answers are sometimes; only 7% disagree.

Figure3: Creating specific roles and personalize assignment for every student

Creating specific roles and personalize assignment for every student

■ Always ■ Sometimes ■ Often ■ Seldom ■ Never

7% 3% 3% 47% 40%
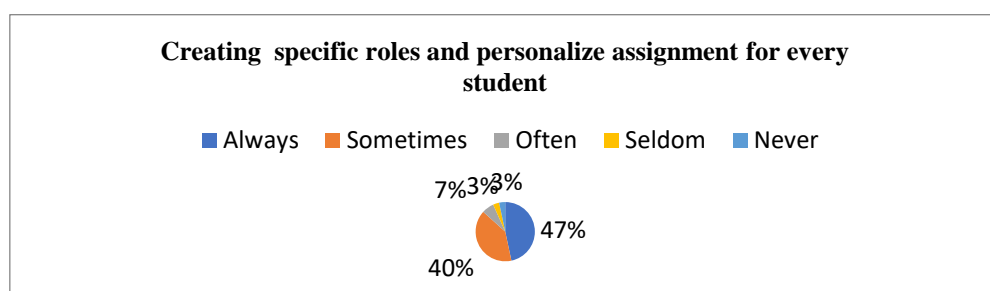
The third is: You make tasks attractive by introducing various interesting topics.

As presented in the chart below, 47% of the participants always create specific roles and personalize assignment for every student, 33% opted for" sometimes", 7% for "seldom" and 3% for "never".

Figure 3: Teachers make tasks attractive by introducing various interesting topics.

Making tasks attractive by introducing various interesting topics

Always ■ Sometimes ■ Often ■ Seldom ■ Never

10% 7% 3%

47%

33%
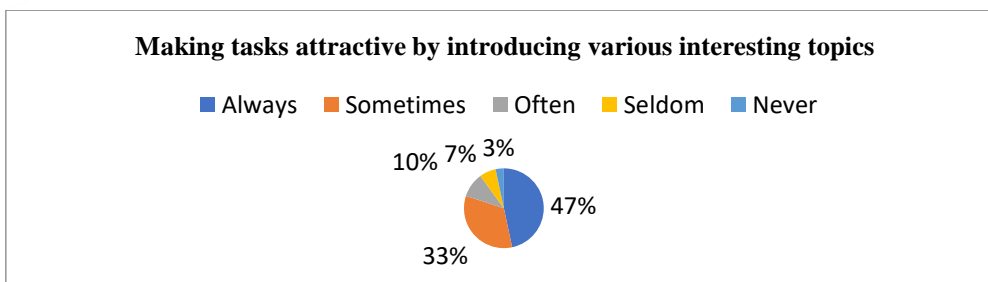
The second one is: You ask students to work toward achieving the same goals.

The pie chart below shows that 50% of teachers' answers are "Always", 30% of teachers 'answers are "sometimes", 10% of teachers" answers are "seldom" and 7% of teachers" answers are never.

Figure 4: Teachers ask students to work toward achieving the same goals.

Ask students to work toward achieving the same goals

■ Always ■ Sometimes ■ Often ■ Seldom ■ Never

10% 7%

3%

50%

30%
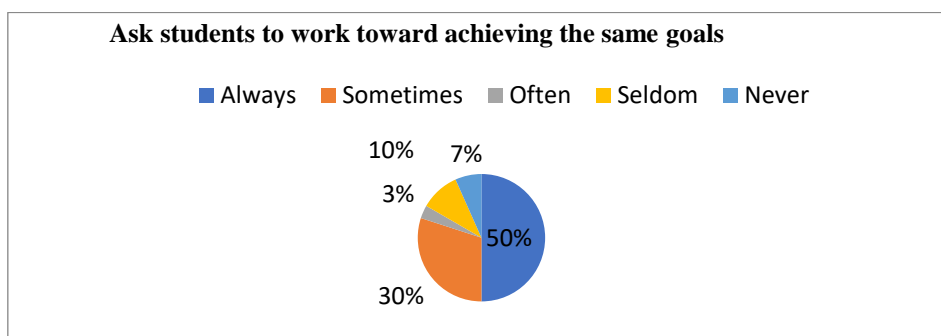
The third question is: Do you promote integrative value by encouraging positive position toward L2 community? This question is supported by three statements. The first question is: You invite English foreigners to the classroom. As revealed in the next chart, a total of 53% of teachers who promote integrative value by inviting English-speaking foreigners to the classroom, while only 3 % of teachers who opted for never.

Figure 5: teachers invite English-speaking foreigners to the classroom.

Inviting English-speaking foreigners to the classroom

■ Always ■ Sometimes ■ Often ■ Seldom ■ Never

6% 3%

16%

53%

22%
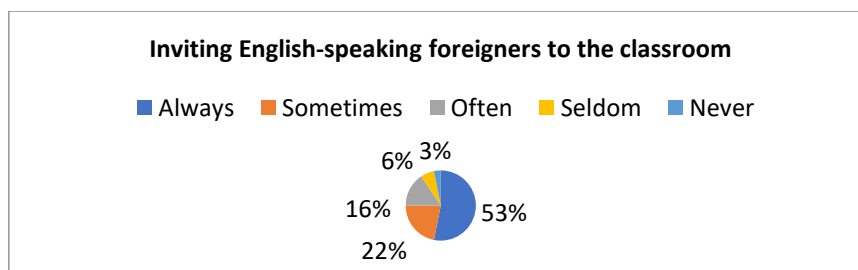
The second statement is: You establish some opportunities for students to know each other. As indicated in the following chart, a total of 53% of the participants who promote

integrative value encourage their learners to encourage students to use English language outside the classroom, but only 7% of them seldom do so.

Figure 6: Teachers encourage students to use English language outside the classroom.
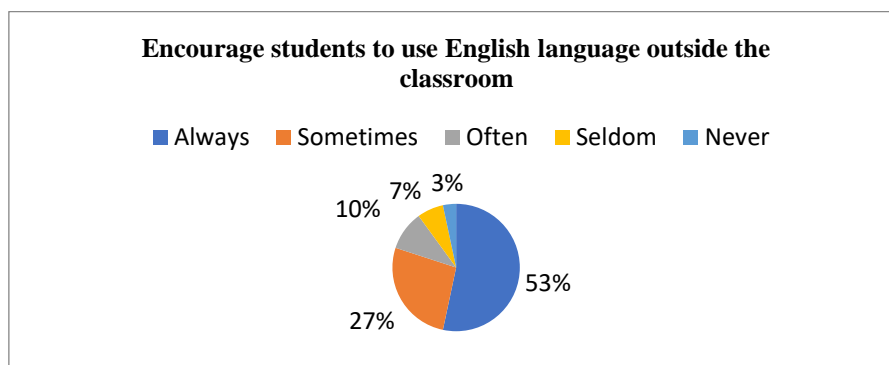
The third statement is: You familiarize students with the cultural background of the target language. The findings from the next chart show that 50% of teachers that promote integrative value promote contact with English cultural background of the target language; whereas 3% do not.

Figure 7: Teachers familiarize students with the cultural background of the target language.
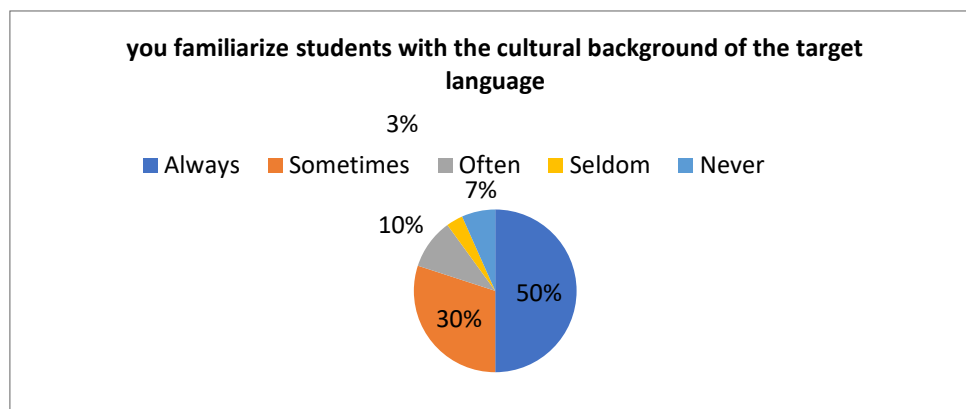
The fourth item is a question which is: you increase your students' goals-orientedness by formulating explicit class goals accepted by them. The next pie chart indicates that 60% of teachers increase their students' goals-orientedness by engaging students in engaging in negotiating individual goals and outlining a common purpose; whereas 27% do not.

Figure 8: Teachers engage students in negotiating individual goals and outlining a common purpose.

You engage students in negotiating individual goals and outlining a common purpose.

■ Always ■ Sometimes ■ Often ■ Seldom ■ Never

7% 3% 3%

27%

60%
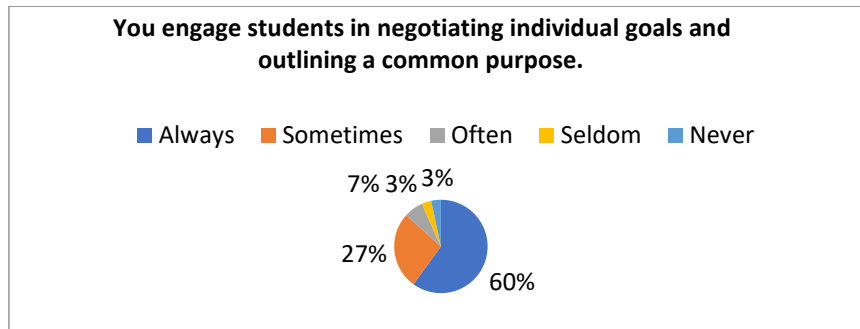
The second is: Do you draw attention from time to time to class goals and how particular activities help to attain them? It is clear from the pie chart below that all teachers who increase their students' goals-orientedness by formulating explicit class goals accepted by them draw attention from time to time to class goals and to how particular activities help to attain them with a percentage of 56%. Whereas 20% opted for "sometimes".

Figure 9: Teachers draw attention from time to time to class goals and how particular activities help to attain them.

Drawing attention from time to time to the class goals and how particular activities help to attain them

■ Always ■ Sometimes ■ Often ■ Seldom ■ Never

7% 7%

10%

20% 56%
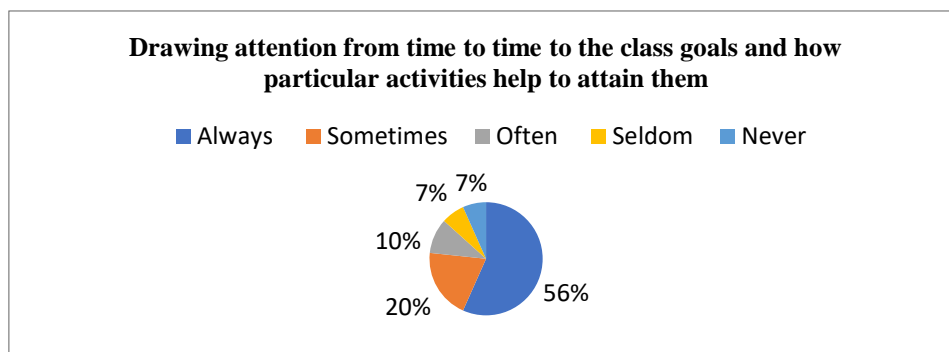
The fifth question is: do you increase students' expectation of success in a particular task and in learning in general? The majority of teachers, as stated in the next chart, with a percentage of 67% increase students' expectation of success in a particular task and in learning in general; as for the teachers who do not, they only represent the minority (33%).

Figure 10: Teachers increase students' expectation of success in a particular task and in learning in general.

Increasing students'expectation of success in tasks and in learning in general

■ Always ■ Sometimes ■ Often ■ Seldom ■ Never

0%
33%
0%
0%
67%
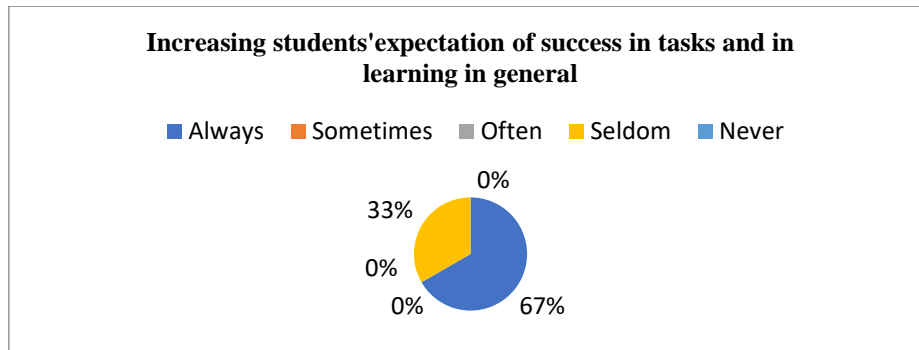
This question is supplied with two statements. The first statement is: You make sure they receive sufficient preparation and assistance. As shown in the pie chart, most of the teachers who increase students' expectation of success definitely make sure that their students receive sufficient preparation and assistance with a rate of 60%, and 27% of them opted for sometimes; while just 3% do not.

Figure 11: Teachers make sure they receive sufficient preparation and assistance.

Students receive sufficient preparation and assistance

■ Always ■ Sometimes ■ Often ■ Seldom ■ Never

7% 3% 3%
27%
60%
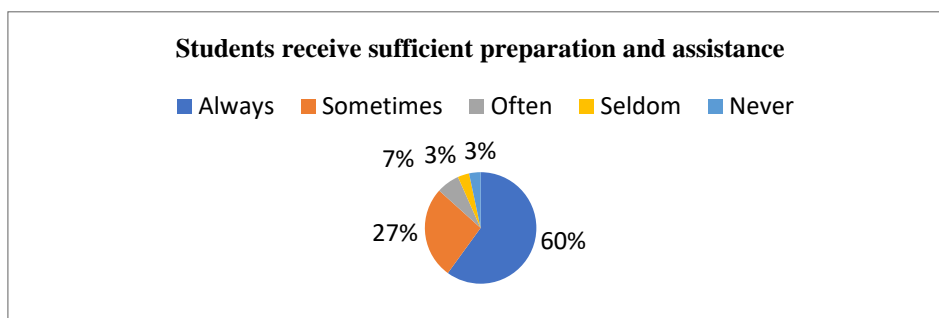
The second statement is: You make sure they know what success in a task involves

The results in the following chart show that 70% of the participants who always increase students' expectation of success in learning definitely make sure their students know what success in a task involves, but only 10% seldom do this.

Figure 12: Teachers make sure they know what success in a task involves.

Making sure students know what success in a task involves

■ Always ■ Sometimes ■ Often ■ Seldom ■ Never

10% 7%
10%
40%
33%
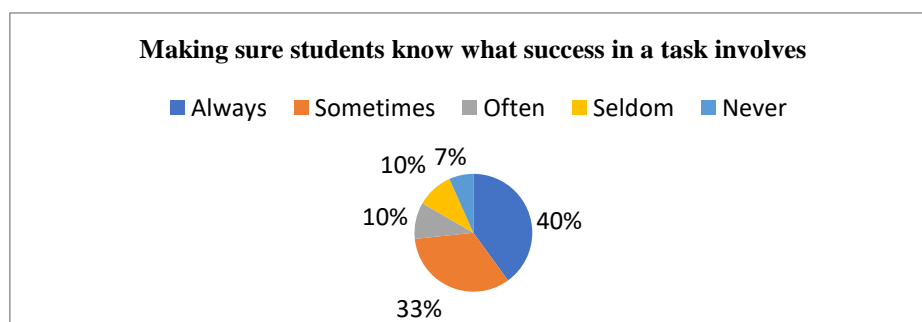
The sixth question is: Do you make the curriculum and the teaching materials relevant to the students? The results indicated in the figure show clearly that all teachers make the curriculum and the teaching materials relevant to the students with a percentage of 100%.

Figure 13: Teachers make the curriculum and the teaching materials relevant to the students.
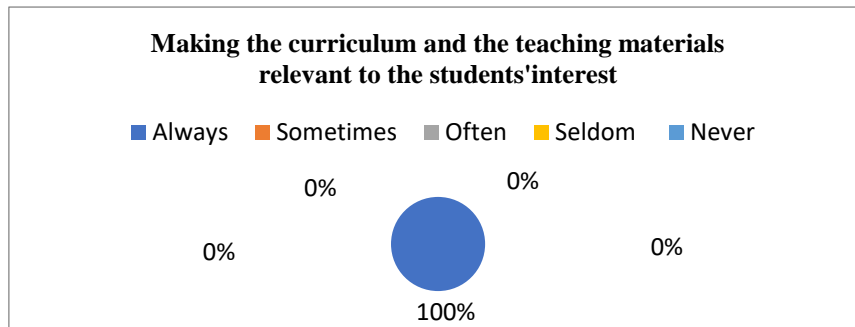
This statement is followed by three complementary statements. The first is: You use needs analysis techniques to find out about your students' needs, goals and interests and build this into the curriculum as much as possible. The findings from the following pie chart point out that a proportion of 37% of teachers said always, 36% said always, 22, 5% said sometimes while just 7% said "seldom"

Figure 14: Teachers use needs analysis techniques to find out about your students' needs, goals and interests and build this into the curriculum as much as possible.
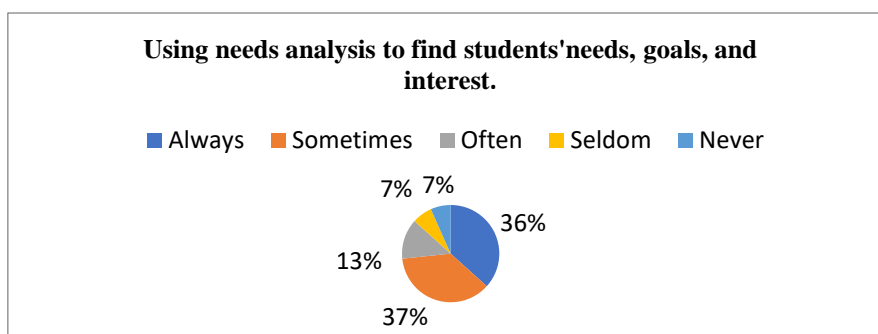
The second complementary statement is: You relate the content of the courses to students' everyday experience. The pie chart below shows that 40% of teachers' answers are "often", 50% of teachers' answers are "always". 30% of teachers' answers are "sometimes" and 7% of teachers' answers are seldom.

Figure15: Teachers relate the content of the courses to students' everyday experience.

Relating the content of the course to students' every day experience

Always Sometimes Often Seldom Never

7% 3%
10%
50%
30%
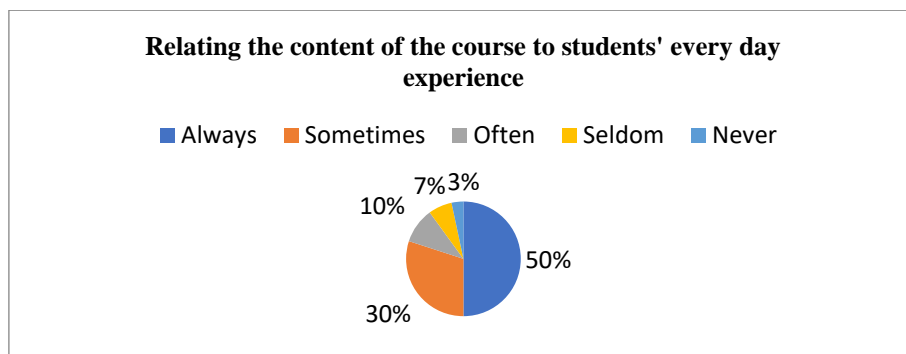
The seventh question is: Do you create a pleasant classroom climate? The results indicated in the figure show clearly that all teachers create a pleasant classroom climate make with a percentage of 100%.

Figure 16: Teachers create a pleasant classroom climate.

Creating a pleasant classroom climate

Always Sometimes Often Seldom Never

0% 0% 0% 0%

100%
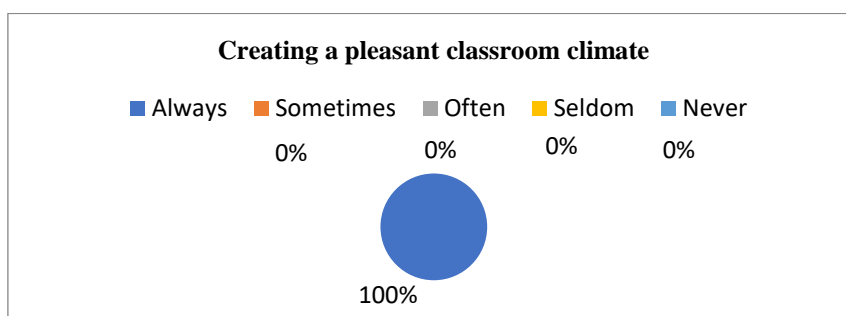
This question is followed with three complementary statements. The first question is: Do you create a supportive classroom climate that promotes risk-taking. The pie chart below shows that 47% of teachers'' answers are "Always", 40% of teachers' answers are "Sometimes". 7% of teachers'' answers are "Often" and 3% of teachers' answers are seldom.

Figure 17: Teachers a supportive classroom climate that promotes risk-taking.

Creating a supportive classroom climate that promotes risk-taking

Always Sometimes Often Seldom Never

7% 3% 3%
47%
40%
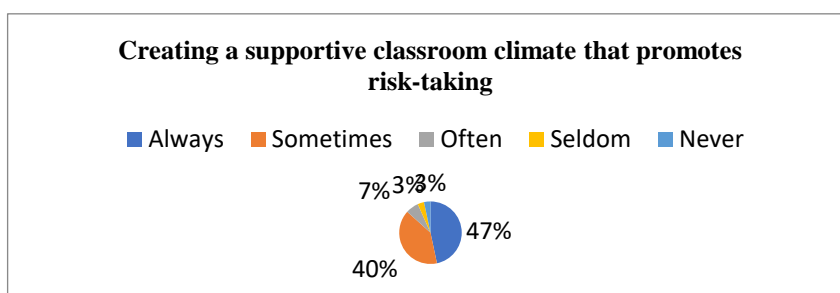
3. 2 Discussion

According to the findings of the study, all teachers agree that motivation is essential when teaching English as a foreign language. This is because it increases student interest, improves learning, and increases instructor success. This positive attitude toward motivation is consistent

with previous research, such as Dorneyi's (1998) belief that motivation is the primary source of enthusiasm for learning an L2, and Mahdi and Jafari's (2012) assertion that motivation influences both the quality of language learning, influencing learners' learning methods, skills, and practice, and the quantity of language learning, as it determines the amount of learning. As a result, motivation is an important aspect in increasing students' interest in studying English as a foreign language.

According to the findings of the study, all teachers agree that motivation is essential when teaching English as a foreign language. This is because it increases student interest, improves learning, and increases instructor success. This positive attitude toward motivation is consistent with previous research, such as Dorneyi's (1998) belief that motivation is the primary source of enthusiasm for learning an L2, and Mahdi and Jafari's (2012) assertion that motivation influences both the quality of language learning, influencing learners' learning methods, skills, and practice, and the quantity of language learning, as it determines the amount of learning. As a result, motivation is an important aspect in increasing students' interest in studying English as a foreign language.

According to the report, most teachers encourage group cohesion and group norms, with 47% encouraging pupils to share personal experiences and ideas. This is consistent with Madrid's (2002) belief that audiovisual resources, new technology, group work, addressing students' needs and interests, and student participation in class are the most successful motivational tactics. All teachers make the curriculum and instructional materials relevant to their students in terms of curricular and material relevance. Most professors employ needs analysis approaches to understand their students' needs, aspirations, and interests, while others tie course content to students' daily experiences or involve students in course design and delivery.Students are motivated when they believe the material they are learning is worthwhile. Teachers should recognize students' goals and needs and incorporate them into their lessons.

According to the study, most teachers raise students' expectations of success in learning by offering adequate preparation and help, understanding the nature of achievement, and removing any barriers to success. This is consistent with the expectancy-value theory, which states that a person's anticipation of success is one of the primary motivators for them to complete certain tasks. According to Madrid (2002), one of the most powerful motivational tactics is to meet students' success expectations. However, expecting success without having the resources to attain it is insufficient. Goal-orientedness is essential since it entails agreeing

on a common aim and having a sense of direction by taking into account individual goals. This is consistent with goal setting theory, goal orientation theory, and the "ten commandments" for motivating language learners. Specific

According to the findings of the study, establishing integrative value and an open-minded approach toward the English language and its speakers is critical for encouraging students. This is accomplished by including socio-cultural components into the curriculum, encouraging students to investigate the English community, and boosting contact with English speakers and cultural items. This is consistent with Masgoret and Gardner's social psychology theory, which claims that Gardner's motivation is judged by learners' views toward the L2 community, their desire to integrate, and their interest in the target language.

Familiarizing learners with the culture of the target language is another method that forms the foundation of the "ten commandments" for motivating language learners. A substantial percentage of teachers foster a pleasant classroom environment, with 57% establishing a supportive setting that encourages risk-taking. Some educators

Pedagogical implications

This study suggests interesting pedagogical implications; it gives Moroccan EFL teachers a chance to reflect on their perception about the importance of motivation in enhancing learners' English learning. Besides, the results of this study may hopefully provide EFL teachers with significant strategies that can help them in their teaching domain. In addition, the findings of this study might provide an area of inquiry for researchers and EFL teachers who are interested in this topic for further research.

Limitations of the study

This study has many limitations. Firstly, it investigated a limited number of teachers (only 40 took part in this study) in a limited number of schools, which makes the results not generalizable to other contexts. Secondly, only one data collection method was used- the questionnaire- which might not be enough to provide a clear idea about teachers" use of motivational strategies.

References.

Abraham, Maslow. (1943). A theory of human motivation, Psychological review, vol. 50p, 381.

Ames, C. (1992). Classrooms: Goals, structures, and student motivation. *Journal of Educational Psychology, 84*(3), 261-271.

Atkinson, J. W. (1957). Motivational determinants of risk-taking behavior. *Psychological Review, 64*(1), 359-372.

Bandura, A. (1993). Perceived self-efficacy in cognitive development and functioning. *Educational Psychologist, 28*(2), 117-148.

Bernaus, M, Wilson, A & Gardner, R. (2009). "Teachers" motivation, classroom strategy use, students' motivation and second language achievement". Porta Linguarum, 12, 25-36.

Clément, R., Dörnyei, Z., & Noels, K. (1994). Motivation, self-confidence and group cohesion in the foreign language classroom. *Language Learning, 44*(3), 417-448.

Covington, M.V.&Muller.Kj.(2001). Intrinsic versus extrinsic motivation: An approach/avoidance reformulation. Educational psychology review 13(2), 157-76.

Dörnyei, Z. & Csizér, K. (1998). "Ten commandments for motivating language learners: results of an empirical study". *Language Teaching Research*, 2(3), 203-229.

Gardner, R & Masgoret, A.(2003). "Attitude, motivation, and second language learning: AMeta- Analysis of Studies Conducted by Gardner and Associates". *Language Learning,* 53(S1), 167 – 210

Locke, E. A., & Latham, G. P. (1990). *A theory of goal setting and task performance*. Englewood Cliffs, New Jersey: Prentice Hall.76?369-230.

Mahadi, T, & Jafari, S. (2012). "Motivation. Its types, and its impacts in language learning", *International journal of Business and Social Science,* 3, 230-235.

Madrid, D. (2002). "The power of the FL Teacher"s Motivational Strategies". *CAUCE, Revista de Filología y su Didáctica*, n" 25, 369-422

Noels, K.A, Pelletier, L.G & Clemen, R. (2003). "Why are you learning a second language? Motivational orientations and self-determination theory". *Language Learning*, 53/1,.33-64.

Ryan, R.M., & Deci, E.L. (2000). "Intrinsic and extrinsic motivation: Classic and new direction" *Contemporary Educational Psychology*, 25(1), 54-67.

MUŞ KÖYLERİNDE DEMOGRAFİK YAPI VE GELENEKSEL BİLGİ HAFIZASI*

Doç. Dr. Ejder ULUTAŞ**

ÖZET

Tarihsel ve kültürel manada pek çok medeniyete ev sahipliği yapmış olan Muş, günümüzde de farklı kültürel yaşam biçimlerinin önemli bir havzası olma özelliğini korumaktadır. Toplumsal hayatın hemen her noktasında ilin kendine has çizgilerinin olduğunu kaydetmek gerekmektedir. Şehirde, demografik yapının çeşitlilik arz ettiği ve geleneksel bilgiye dair hafızanın nispeten yaşıyor olduğu ifade edilmelidir. Bu bağlamda, Muş ilinde özellikle biyolojik çeşitliliğe dayalı geleneksel bilgi ve hafızanın kayıt altına alınması çalışması gerçekleştirilmiştir. Hafıza çalışması yapılırken ilin tarihsel süreçte geçirdiği sosyo-kültürel, dini, siyasal vb. noktalardaki değişimlerin ne olduğu tartışılmıştır. Böylesi bir kazı çalışması, yapılan projenin zeminini sağlıklı oluşturmak adına gerekli görülmüştür. Dolayısıyla Muş'un tarihsel süreçte geçirmiş olduğu değişimin izleri sürülmüş, akabinde ilin genel yapısı hakkında bilgi verilmiş; nüfus özellikleri çerçevesinde merkez ve ilçelerin cinsiyet dağılımları, mahalle ve köylerin demografik değerleri, şehrin sosyo-ekonomik ve kültürel yapısının ne olduğu ele alınmıştır. Şehrin temel geçim kaynakları, istihdam olanakları, eğitim durumu, sağlık hizmetleri ve şehirdeki siyasi atmosfer ile kültürel yaşamın içeriklerine yönelik birtakım istatistiksel veriler sunulmuştur. Çalışma yapılan köylerin genel sosyo-ekonomik ve demografik özellikleri alt başlıklar halinde değerlendirilmiştir. Saha araştırması sürecince genellikle yaşı ve bilgisiyle temayüz etmiş kişilere erişilmeye çalışılmış ve görüşmeci sayısının fazla olmasına dikkat edilmiştir. Kaynak kişilere erişimde genellikle referans sistemi uygulanmıştır. Yani geleneksel bilgiye sahip olduğu düşünülen kişilere kartopu yöntemiyle erişim sağlanmıştır. Geleneksel bilgiye hâkim olduğu tespit edilen bireylerle hem bireysel görüşmeler hem de odak grup görüşmeleri gerçekleştirilmiş ve bilgilerin doğruluğu böylece teyit ettirilmiştir. Yapılan görüşmeler neticesinde özellikle kentleşme süreci ile yurt içi ve dışına olan göçlerle beraber geleneksel bilgiye dair tarihsel ve toplumsal hafızanın ciddi kesintiler yaşandığı gözlemlenmiştir. Yine de birkaç kuşağın bir arada yaşadığı yerleşim yerlerindeki geleneksel bilginin sonraki nesillere büyük oranda aktarıldığı görülmüştür. Muş'taki geleneksel hafızanın ve kültürel değişimin ne yönde seyrettiği konusu derinlemesine incelenmiş ve çalışma birtakım önerilerle nihayete erdirilmiştir.

Anahtar Kelimeler: Geleneksel Hafıza, Demografi, Toplumsal Değişim, Muş

TÜRKÇE DERS KİTAPLARINDAKİ SERBEST OKUMA METİNLERİNDE YER ALAN KÖK DEĞERLER: TÜRKÇE 5. SINIF DERS KİTABI ÖRNEĞİ

Doç. Dr., Bünyamin SARİKAYA[1]

[1] Muş Alparslan Üniversitesi, Eğitim Fakültesi, b.sarikaya@alparslan.edu.tr - ORCID ID-
0000-0002-8393-7127

ÖZET

Bu çalışmanın amacı, Türkçe ders kitaplarındaki tema ölçme ve değerlendirme sorularından hemen önce yer alan serbest okuma metinlerini kök değerler açısından incelemektir. Bu amaç bağlamında 5. Sınıf Türkçe Ders Kitabında yer alan serbest okuma metinlerinin Türkçe Dersi Öğretim Programı'nda (2018) "adalet, dostluk, dürüstlük, öz denetim, sabır, saygı, sevgi, sorumluluk, vatanseverlik ve yardımseverlik" olarak ifade edilen on kök değerle ilişkisi belirlenmeye çalışılmıştır. Araştırma, nitel araştırma desenlerinden doküman incelemesi kapsamında yürütülmüştür. Çalışma dokümanı Koza Yayınları Ortaokul ve İmam Hatip Ortaokulu 5. Sınıf Türkçe Ders Kitabında yer alan serbest okuma metinleridir. Araştırmada veriler doküman incelemesi yoluyla toplanmıştır. Toplanan veriler, betimsel analize göre çözümlenmiştir. Çalışma sonucunda 5. Sınıf Türkçe Ders Kitabında yer alan serbest okuma metinlerinde 10 kök değerin 41 defa işlendiği saptanmıştır. Bununla birlikte kök değerlerden en fazla dostluk (f=8), sorumluluk (f=8), sevgi (f=6) ve yardımseverlik (f=6) örneklerinin yer aldığı "adalet" ve "dürüstlük" kök değerlerine ise bu metinlerde yer verilmediği tespit edilmiştir. Alanyazında Türkçe ders kitaplarındaki metinlerde yer alan kök değerlerle ilgili birçok çalışma yapıldığı ancak serbest okuma metinleri ile ilgili yapılan çalışma sayısının az olduğu görülmektedir. Bunun yanı sıra çalışma dokümanını oluşturan ders kitabının da yeni olduğu düşünüldüğünde çalışmanın özgün olduğu ve alanyazına katkı sunacağı düşünülmektedir.

Anahtar Kelimeler: Kök Değer, Serbest Metin, Türkçe Ders Kitabı

1. GİRİŞ

Değer kavramı inanılan, istenilen ve bireyin davranışları için bir kriter olarak kullanılan olgulardır. Znaniecki tarafından sosyal bilimlere kazandırılan bu kavram, Latincede "kıymetli olmak" ya da "güçlü olmak" anlamlarına gelen "valere" kökünden türetilmiştir (Şen, 2008). Türk Dil Kurumunun sözlüğünde ise "Bir ulusun sahip olduğu sosyal, kültürel, ekonomik ve bilimsel değerlerini kapsayan maddî ve manevî ögelerin bütünü" ve "Bir şeyin önemini belirlemeye yarayan soyut ölçü, bir şeyin değdiği karşılık, kıymet, yüksek ve yararlı bir nitelik" (TDK, 2010) olarak tanımlanmıştır.

Değer kavramı araştırmacılar tarafından farklı şekillerde tanımlanmıştır. Welton ve Mallan (1990) değeri, "Davranışın, güzelliğin, etkililiğin ya da kıymetin standartları olarak hizmet eden düşünceler" şeklinde tanımlamaktadır. Halstead ve Taylor (2000), "Genel olarak davranışlara rehberlik eden ilkeler ve temel inançlar, eylemlerin iyi ya da istenilen olarak

yargılandığı standartlar" olarak tanımlamışlardır. Turner (1999) ise değerleri herhangi bir konuda karar verilirken kullanılan ilkeler ya da niteliğin standartları şeklinde açıklamaktadır.

Değerler eğitimi başta sosyal bilimlerde olmak üzere birçok bilim alanında kullanılmaktadır. Bu da beraberinde değerlerle ilgili farklı sınıflandırmaların oluşmasına kaynaklık etmiştir. Alan yazında değerler eğitimi alanında yapılan bazı sınıflandırmalar şöyledir:

Winter, Newton ve Kirkpatrick (1998): Ailevî değerler, toplumsal değerler ve bireysel değerler.

Rokeach (1973): Gaye değerler, vasıta değerler.

Spranger (1928, akt. Akbaş, 2004): Bilimsel değerler, ekonomik değerler, estetik değerler, sosyal değerler, politik değerler, dinî değerler.

Schwartz (1992, akt. Yazıcı, 2006): Bireysel değerler, kültürel değerler.

Türkçe dersi öğretim programlarında değerler eğitimine ilk defa somut ve ayrıntılı bir şekilde 2017 Türkçe Dersi Öğretim Programı'nda yer verilmiştir. Programda sadece bilgiye dayalı bir hedef gözetilmediği, bireysel farklılıklara dikkati çeken, değerleri kazandırma amacını da kapsayan bir yapının korunmasına da dikkat edildiği ifade edilmektedir. Yine programın amaçlar başlığında ortaokulu bitiren öğrencilerin milli ve manevi değerleri içselleştirmiş, hak ve sorumluluklarını bilen bireyler olarak yetiştirilmesi programın dayanak noktaları arasında yer almıştır. 2019 Türkçe Dersi Öğretim Programı'nda 'Değerlerimiz' başlığında "10 kök değer" yer almaktadır: Bunlar; dürüstlük, adalet, saygı, sevgi, dostluk, vatanseverlik, sabır, öz denetim, yardımseverlik ve sorumluluktur. Programda eğitim süreçlerinde kök değerlerin ilişkili olduğu alt değerler verilmiştir (MEB, 2018).

Görsel 1: 10 Kök Değer ve İlişkili Olduğu Alt Değerler (MEB, 2018).

Değerler	Alt Değerler
Adalet	"Adil olma, eşit davranma, paylaşma…"
Dostluk	"Diğerkâmlık, güven duyma, anlayışlı olma, dayanışma, sadık olma, vefalı olma, yardımlaşma…"
Dürüstlük	"Açık ve anlaşılır olma, doğru sözlü olma, güvenilir olma, sözünde durma…"
Öz denetim	"Davranışlarını kontrol etme, davranışlarının sorumluluğunu üstlenme, öz güven sahibi olma, gerektiğinde özür dileme…"
Sabır	"Azimli olma, tahammül etme, beklemeyi bilme…"
Saygı	"Alçakgönüllü olma, başkalarına kendine davranılmasını istediği şekilde davranma, diğer insanların kişiliklerine değer verme, muhatabının konumunu, özelliklerini ve durumunu gözetme…"
Sevgi	"Aile birliğine önem verme, fedakârlık yapma, güven duyma, merhametli olma, vefalı olma…"
Sorumluluk	"Kendine, çevresine, vatanına, ailesine karşı sorumlu olma; sözünde durma, tutarlı ve güvenilir olma, davranışlarının sonuçlarını üstlenme…"
Vatanseverlik	"Çalışkan olma, dayanışma, kurallara ve kanunlara uyma, sadık olma, tarihsel ve doğal mirasa duyarlı olma, toplumu önemseme…"
Yardımseverlik	"Cömert olma, iş birliği yapma, merhametli olma, misafirperver olma, paylaşma…"

Bu çalışmanın amacı, Türkçe ders kitaplarındaki tema ölçme ve değerlendirme sorularından hemen önce yer alan serbest okuma metinlerini yukarıdaki görselde verilen kök değerler açısından incelemektir. Bu amaç bağlamında 5. Sınıf Türkçe Ders Kitabında yer alan serbest okuma metinlerinin Türkçe Dersi Öğretim Programı'nda (2018) "adalet, dostluk, dürüstlük, öz denetim, sabır, saygı, sevgi, sorumluluk, vatanseverlik ve yardımseverlik" olarak ifade edilen on kök değerle ilişkisi belirlenmeye çalışılmıştır.

2. YÖNTEM

Araştırmanın Deseni

Araştırmanın desenini nitel araştırma modellerinden doküman incelemesi/taraması oluşturmaktadır. Doküman taraması "bir konu ya da olaya ilişkin katılımcıların görüşlerinin ya da ilgi, beceri, yetenek, tutum vb. özelliklerinin belirlendiği genellikle diğer araştırmalara göre görece daha büyük örneklemler üzerinde yapılan araştırmalardır" (Büyüköztürk vd., 2016:177). Bunun yanı sıra Forster (1995; akt. Yıldırım ve Şimşek, 2016) doküman incelemesinin dokümanlara erişme, orijinalliklerini kontrol etme, dokümanları anlama, verileri analiz etme ve verileri kullanma basamaklarından oluştuğunu belirtir.

Araştırma Nesnesi

Bu çalışmanın nesnesini/dokümanını/materyalini Koza yayınları tarafından hazırlanan ve 2023-2024 öğretim yılından itibaren okutulmaya başlanan "Ortaokul ve İmam Hatip Ortaokulu Türkçe 5. Sınıf Ders Kitabı" oluşturmaktadır. İlgili kitaptaki serbest okuma metinleri incelenmiştir. Türkçe ders kitaplarındaki metinlerle ilgili kök değer konusunda yapılan çalışmalarda serbest okuma metinlerinin çalışma konularına dâhil edilmediği görülmektedir. Bu yüzden bu çalışmada serbest okuma metinleri tercih edilmiştir. Kitapta 8 tema ve her temada da bir serbest okuma metni bulunduğundan toplamda 8 serbest okuma metni incelenmiştir.

Verilerin Toplanması ve Analizi

Araştırma verileri doküman incelemesi yoluyla toplanmıştır. Elde edilen verilerin analizinde nitel veri analiz tekniklerinden betimsel analiz kullanılmıştır. Creswell'e (2016: 179) göre "araştırmacılar genel olarak veri analizi ile metin ve görsel verilerin analizi için olan yaklaşımları özdeşleştirmektedirler. Ama analiz süreci bundan çok daha fazlasıdır. Analiz süreci verilerin organizasyonunu, veri tabanının ön okuma işleminden geçirilmesini, temaları/ ana verileri kodlama ve organize etmeyi, veri sunumunu ve bunları yorumlamayı içermektedir."

Betimsel analizde temel amaç, araştırmada elde edilen bulguları okuyucuya düzenlenmiş ve yorumlanmış bir şekilde aktarmaktır. Bu amaçla toplanan veriler, önce sistematik ve açık bir biçimde betimlenir (Yıldırım ve Şimşek, 2016). Bu çalışmada da tespit edilen değerlere ilişkin verilerin betimlenmesinde frekans (f) basit istatistik tekniğinden yararlanılmıştır. Bu değer ve frekanslar tablolaştırılmış, metinlerden alıntılanan doğrudan alıntı cümleleriyle desteklenmiştir.

3. BULGULAR

Çizelge 1. "Birey ve Toplum" Temasında Yer Alan Serbest Okuma Metnindeki (Yoldaki Kaya) Kök Değerlerin Dağılımı

KÖK DEĞERLER	f
Adalet	-
Dostluk	3
Dürüstlük	-
Özdenetim	-
Sabır	2
Saygı	-
Sevgi	1
Sorumluluk	1
Vatanseverlik	-
Yardımseverlik	3
Toplam	**10**

Çizelge 1 incelendiğinde "Birey ve Toplum" temasında yer alan serbest okuma metninde toplam 5 farklı kök değere 10 defa yer verildiği görülmektedir. İlgili kök değerleri yansıtan örnek cümleler aşağıda verilmiştir:

"Sabahleyin bütün köylü kayanın başına toplandı. Hep birlikte kaldırmayı denediler." (Dostluk - Yardımseverlik - s. 36)

"Köy halkı, kayanın yanı başına çökmüş, bir yol arıyorlardı. Ne yapacaklardı? Nasıl kurtulacaklardı bu beladan?" (Sabır - s. 36)

"Kayayı tümüyle kuşatan büyük bir ateş yaktılar. Üç dört saat alevlerin içinde pişirdiler kayayı. Ardından tenekeler, bakraçlarla sular boşalttılar üzerine. Her su atışta kayadan "Cozz!" diye sesler çıkıyordu. Karanlık basıncaya değin sürdürdüler bu işi." (Sabır - Yardımseverlik - Dostluk - s. 37)

Çizelge 2. "Millî Mücadele ve Atatürk" Temasında Yer Alan Serbest Okuma Metnindeki (Atatürk'ü Son Görüşüm) Kök Değerlerin Dağılımı

KÖK DEĞERLER	f
Adalet	-
Dostluk	-
Dürüstlük	-
Özdenetim	-
Sabır	-
Saygı	2
Sevgi	1
Sorumluluk	1
Vatanseverlik	1
Yardımseverlik	-
Toplam	**5**

Çizelge 2 incelendiğinde "Millî Mücadele ve Atatürk" temasında yer alan serbest okuma metninde toplam 4 farklı kök değere 5 defa yer verildiği görülmektedir. İlgili kök değerleri yansıtan örnek cümleler aşağıda verilmiştir:

"Paşam, askerlik çok şerefli bir meslektir. Sizin, benim mesleğimizdir. Memlekete büyük hizmetler yapabilme fırsatlarını doğurur. Ancak çok iyi bildiğiniz gibi zor ve meşakkatli bir meslektir. Ben, 20-25 yıl içerisinde zamanın yarısını çadırlarda geçirdim." (Sorumluluk - s. 66)

"Atatürk babama, "O devirlerin geçtiğini artık sen de iyi biliyorsun ama sen bilirsin, önemli olan memlekete hizmettir. Hangi meslekte olursa olsun memlekete hizmet fırsatları vardır." dedi" (Vatanseverlik - s. 66)

"Bu onun orduya bağlılığını göstermek yönünden ilginç bir örnekti. Elini öptüm. Babamla beraber motordan ayrıldık." (Saygı - s. 67)

Çizelge 3. "Erdemler" Temasında Yer Alan Serbest Okuma Metnindeki (Yarın İçin) Kök Değerlerin Dağılımı

KÖK DEĞERLER	f
Adalet	-
Dostluk	2
Dürüstlük	-
Özdenetim	2
Sabır	-
Saygı	-
Sevgi	2
Sorumluluk	3
Vatanseverlik	2
Yardımseverlik	2
Toplam	**13**

Çizelge 3 incelendiğinde "Erdemler" temasında yer alan serbest okuma metninde toplam 6 farklı kök değere 13 defa yer verildiği görülmektedir. İlgili kök değerleri yansıtan örnek cümleler aşağıda verilmiştir:

"Ben çalışmayı, para kazanmayı severim ..." (Sorumluluk - s.98)

"Bizim ev kasabanın öte yakasındadır. Ahşap bir evdir. Dedemin dedesinden kalmış ata yadigârı. Bu nedenle içinde oturduk, satmayı ya da yeni bir ev almayı düşünmedik. Dedim ya, ata yadigârı." (Vatanseverlik - s. 98)

"Çocuklar da ona katılıyor, ağlaşıyorlardı. Komşular, susturmaya, yatıştırmaya çalışıyorlardı." (Dostluk - Yardımseverlik - s. 99)

"Ertesi sabah işe koyuldum. Yarın kaygısıyla biriktirdiğim para vardı. Bugünleri, başımıza gelecek kötü olayları düşünerek biriktirmiştim. Hiç düşünmeden harcamaya başladım. Önce köprü altında yeni yapılan apartmanlardan bir daire satın aldım. İçini dayayıp

döşedim. Her şeyimizi yeniledim. İki hafta içerisinde hiçbir eksiğimiz kalmadı." (Sorumluluk - s. 99)

Çizelge 4. "Millî Kültürümüz" Temasında Yer Alan Serbest Okuma Metnindeki (Hacivat İle Karagöz) Kök Değerlerin Dağılımı

KÖK DEĞERLER	f
Adalet	-
Dostluk	1
Dürüstlük	-
Özdenetim	-
Sabır	-
Saygı	1
Sevgi	-
Sorumluluk	-
Vatanseverlik	-
Yardımseverlik	1
Toplam	**3**

Tablo 4 incelendiğinde "Millî Kültürümüz" temasında yer alan serbest okuma metninde toplam 3 farklı kök değere 3 defa yer verildiği görülmektedir. İlgili kök değerleri yansıtan örnek cümleler aşağıda verilmiştir:

"*Hacivat – Karagözüm, akşam şeriflerin hayırlı olsun!*" (Saygı - s. 128)

"*Hacivat – (...) Şimdi Karagöz sana bazı şeyler öğreteceğim. El şakası yerine dil şakası ile gönlümü alır, bana da dua edersin.*" (Yardımseverlik - s. 129)

Çizelge 5. "Doğa ve Evren" Temasında Yer Alan Serbest Okuma Metnindeki (Gülden Güle Konur Zer Kelebekler) Kök Değerlerin Dağılımı

KÖK DEĞERLER	f
Adalet	-
Dostluk	1
Dürüstlük	-
Özdenetim	-
Sabır	-
Saygı	-
Sevgi	1
Sorumluluk	-
Vatanseverlik	-
Yardımseverlik	-
Toplam	**2**

Çizelge 5 incelendiğinde "Doğa ve Evren" ve temasında yer alan serbest okuma metninde toplam 2 farklı kök değere yer verildiği görülmektedir. 10 kök değerden sadece dostluk ve sevgi kök değerlerine yer verilmiştir.

Çizelge 6. "Sağlık ve Spor" Temasında Yer Alan Serbest Okuma Metnindeki (3, 2, 1 … Başlayın!) Kök Değerlerin Dağılımı

KÖK DEĞERLER	f
Adalet	-
Dostluk	1
Dürüstlük	-
Özdenetim	-
Sabır	-
Saygı	-
Sevgi	-
Sorumluluk	-
Vatanseverlik	-
Yardımseverlik	-
Toplam	**1**

Çizelge 6 incelendiğinde "Sağlık ve Spor" ve temasında yer alan serbest okuma metninde toplam 1 kök değere yer verildiği görülmektedir. 10 kök değerden sadece dostluk kök değerine yer verilmiştir.

Çizelge 7. "Bilim ve Teknoloji" Temasında Yer Alan Serbest Okuma Metnindeki (İğnenin Deliği) Kök Değerlerin Dağılımı

KÖK DEĞERLER	f
Adalet	-
Dostluk	-
Dürüstlük	-
Özdenetim	-
Sabır	3
Saygı	-
Sevgi	-
Sorumluluk	3
Vatanseverlik	-
Yardımseverlik	-
Toplam	**6**

Çizelge 7 incelendiğinde "Bilim ve Teknoloji" temasında yer alan serbest okuma metninde toplam 2 farklı kök değere 6 defa yer verildiği görülmektedir. İlgili kök değerleri yansıtan örnek cümleler aşağıda verilmiştir:

"*Elias Howe'un (Elyas Hov), sabahtan akşama kadar çalışıp didindiği ....*" (Sabır, s. 216)

"*Howe, kolları sıvadı ve gecesini gündüzüne katarak dikiş makinesi üzerinde çalışmaya başladı.*" (Sabır - Sorumluluk - s. 216)

Çizelge 8. "Sanat" Temasında Yer Alan Serbest Okuma Metnindeki (Şarkı) Kök Değerlerin Dağılımı

KÖK DEĞERLER	f
Adalet	-
Dostluk	-
Dürüstlük	-
Özdenetim	-
Sabır	-
Saygı	-
Sevgi	1
Sorumluluk	-
Vatanseverlik	-
Yardımseverlik	-
Toplam	**1**

Çizelge 8 incelendiğinde "Sanat" ve temasında yer alan serbest okuma metninde toplam 1 kök değere yer verildiği görülmektedir. 10 kök değerden sadece "sevgi" kök değerine yer verilmiştir.

Çizelge 9. 5. Sınıf Türkçe Ders Kitabındaki Serbest Okuma Metinlerinde Yer Alan Kök Değerlerin Toplam Dağılımı

Kök Değer	Toplam
Adalet	-
Dostluk	8
Dürüstlük	-
Özdenetim	2
Sabır	5
Saygı	3
Sevgi	6
Sorumluluk	8
Vatanseverlik	3
Yardımseverlik	6
Toplam	**41**

Çizelge 9 incelendiğinde 5. sınıf Türkçe ders kitabındaki serbest okuma metinlerinde yer alan kök değerlerin toplam 41 defa işlendiği görülmektedir. Bunun yanı sıra kök değerlerden en fazla dostluk (f=8), sorumluluk (f=8), sevgi (f=6) ve yardımseverlik (f=6) örneklerinin yer aldığı "adalet" ve "dürüstlük" kök değerlerine ise bu metinlerde yer verilmediği görülmektedir.

4. SONUÇ

Ortaokul 5. sınıf Türkçe ders kitabındaki serbest okuma metinlerinin kök değerler bağlamında incelendiği bu çalışmada kök değerlerin bu metinlerde 41 defa işlendiği belirlenmiştir. Bu araştırma sonucunda kök değerlerin dengeli bir şekilde dağılmadığı saptanmıştır. Durhat ve Ökten'in (2020) Türkçe ders kitaplarındaki erdemler temasında yer alan

metinleri kök değerler bağlamındaki inceledikleri çalışmada da kök değerlerin dağılımının dengeli olmadığı sonucuna ulaşılmıştır. "Değerlerin ders kitabı içerisine dağılımı homojen olmalıdır. Ders kitapları içerisindeki temalar oluşturulurken tema-değer uyumunun olmasına önem verilmelidir" (Gül, 2017: 76). Bunun yanı sıra "Öğretim programında yer alan kök değerlerin hem kendi başlarına hem ilişkili olduğu alt değerlerle hem de öteki kök değerlerle birlikte ele alınarak hayat bulacağı ifade edilmektedir fakat bu değerlerin ne sıklıkta ders kitaplarında yer alacağıyla ilgili takip yapılmamaktadır. (…) Bu sebeple Türkçe Öğretim Programı'nda yer alan temalarda hangi kök değer ya da alt değerin işlenmesi gerektiği belirtilmelidir. Bu sayede belli başlı ya da sürekli olarak tekrarlanan değerler yerine, göz ardı edilen değerlere de söz hakkı tanınacak; öğrencilerin her değerin önemini kavraması ve uygulayabilme imkânı bulması sağlanacaktır" (Durhat ve Ökten, 2020: 688). Benzer sorunu başka araştırmacılar da dile getirmektedir. "Temel öğrenme alanları gözetilerek hangi sınıf seviyesinde, hangi değerlerin aktarılacağı belirlenmelidir" (Türkben, 2019: 522). Alan yazında yapılan birçok çalışmada da ders kitaplarındaki kök değerlerin dengeli dağılmadığı sonucuna ulaşılmıştır (Güçlü, 2019; Baki, 2019; Doğan ve Gülüşen, 2011; Pilav ve Erdoğan, 2016; Oğuz-Haçat ve Demir, 2020; Miçooğulları, 2021; Köksal, Yaylacı Kılıç, Yel, Erbaş ve Kılcan, 2022).

Serbest okuma metinlerinde kök değerlerden en fazla dostluk, sorumluluk, sevgi ve yardımseverlik kök değerlerinin işlendiği tespit edilmiştir. Köksal vd. (2022) tarafından yapılan çalışmada inceledikleri ders kitaplarında en fazla yer verilen kök değerin sorumluluk olduğu belirlenmiştir. Alan yazında yapılan diğer çalışmalarda da sorumluluk kök değerinin ön planda olduğu sonucuna ulaşılmıştır (Coşkun ve Derse, 2021; Erbaş, 2021; Oğuz-Haçat ve Demir, 2020; Erbaş, 2021).

Serbest okuma metinlerinde yer verilmeyen kök değerler "adalet" ve "dürüstlük"tür. Şakiroğlu (2020) tarafından yapılan çalışmada 6. sınıf Türkçe ders kitabındaki zorunlu okuma metinlerinde de bu iki değerin işlenmediği belirlenmiştir. Tarakçı ve Kalenderoğlu'nun (2022) ortaokul Türkçe ders kitaplarındaki öyküleyici metinleri kök değerler bağlamında incelediği çalışmada adalet kök değerinin en az yer verilen değer olduğu sonucuna ulaşılmıştır. Alanyazında Türkçe ders kitaplarının değerler eğitimi bağlamında incelendiği bazı çalışmalarda da dürüstlük değerinin en az işlenen değerlerden olduğu sonucuna ulaşılmıştır (Miçooğulları, 2021; Çelikpazu ve Akbaş, 2011; Doğan ve Gülüşen, 2011; Pilav ve Erdoğan, 2016; Türken, 2019; Baki, 2019; Güçlü, 2019; Oğuz-Haçat ve Demir, 2020; Köksal vd, 2022).

Araştırma sonuçları bağlamında şu öneriler geliştirilmiştir:

- Kök değerlerin ders kitaplarında dağılımı dengeli olacak şekilde verilmelidir.

- Kök değerlerin sadece Türkçe ders kitaplarında değil diğer disiplinlerin ders kitaplarındaki dağılımı sınıf seviyelerine göre düzenlenebilir. Tutarlılık ve değer aktarımı açısından bunun yararlı olduğu söylenebilir.

- Türkçe dersi öğretim programlarında ve Türkçe ders kitaplarında değer aktarımı sürekli güncellenecek yapıda sunulmalıdır.

- Kök değerlerin ders kitapları aracılığıyla öğrenciye nasıl kazandırılabileceği ile ilgili araştırmalar yapılmalıdır.

KAYNAKÇA

Akbaş, O. (2004). Türk Milli Eğitim Sisteminin Duyuşsal Amaçlarının İlköğretim İkinci Kademedeki Gerçekleşme Derecesinin Değerlendirilmesi. Yayımlanmamış Doktora Tezi. Gazi Üniversitesi.

Baki, Y. (2019). Ortaokul Türkçe ders kitaplarındaki metinlerin değerler aktarımı açısından incelenmesi. *Değerler Eğitimi Dergisi, 17*(37), 109- 146.

Büyüköztürk, Ş., Çakmak, E. K., Akgün, Ö. E., Karadeniz, Ş., & Demirel, F., (2016). *Bilimsel Araştırma Yöntemleri*. Ankara: Pegem Akademi.

Coşkun, H. & Derse, G.E. (2021). Türkçe ders kitabındaki metinlerin değerler eğitimi açısından incelenmesi ve öğretmen görüşlerine göre değerlendirilmesi. *Değerler Eğitimi Dergisi*, 19 (41), s. *9-35.*

Creswell, J. W. (2016). Nitel araştırma yöntemleri- beş yaklaşıma göre nitel araştırma ve araştırma deseni. M. Bütün ve S.B. Demir (Çev. Ed.), Siyasal Kitabevi.

Çelikpazu, E. E. & Aktaş, E. (2011). MEB 6, 7 ve 8. sınıf ders kitaplarında yer alan metinlerin değer iletimi açısından incelenmesi. *Turkish Studies, 6*(2), 413- 424.

Doğan, B. & Gülüşen, A. (2011). Türkçe ders kitaplarındaki (6-8) metinlerin değerler bakımından incelenmesi. *Sosyal Bilimler Dergisi,*1*,* 75-99.

Durhat, G. & Ökten, C. E. (2020). Kök değerlerin ortaokul Türkçe ders kitaplarındaki erdemler temasıyla ilişkisi. *Ana Dili Eğitimi Dergisi*, 8(3), 675-693.

Erbaş, A. A. (2021). Sosyal bilgiler öğretim programındaki değerlerin sosyal bilgiler ders kitaplarına yansımaları, *Ordu Üniversitesi Sosyal Bilimler Enstitüsü Sosyal Bilimler Araştırmaları Dergisi, 11*(1), 23-40.

Güçlü, H. (2019). *Sosyal bilgiler ders kitaplarının değerler eğitimi açısından değerlendirilmesi*. Yayımlanmamış Yüksek Lisans Tezi. Rize: Recep Tayyip Erdoğan Üniversitesi.

Gül, M. (2017). Türkçe ders kitabındaki metinlerin (5. sınıf) değerler eğitimi yaklaşımıyla incelenmesi. *Erciyes Journal of Education, 1 (1)*, 59-78.

Halstead, J. M. & Taylor, M. J. (2000). Learning and teaching about values: a review of recent research. *Cambridge Journal of Education*, 30 (2), 169- 203.

Köksal, K., Yaylacı Kılıç, Z., Yel, Ü., Erbaş, S., & Kılcan, B. (2022). Sosyal bilgiler ders kitaplarının kök değerler açısından incelenmesi. *Bayterek Uluslararası Akademik Araştırmalar Dergisi,* 5(2), 74-87

MEB. (2017). Müfredatta yenileme ve değişiklik çalışmalarımız üzerine. Çevrim-içi: http://ttkb. meb. gov. tr/meb_iys_dosyalar/2017_07/18160003 program. pdf, Erişim tarihi: 01.04.2023.

MEB. (2018). Türkçe Dersi Öğretim Programı (İlkokul ve Ortaokul 1, 2, 3, 4, 5, 6, 7 ve 8. Sınıflar). Talim Terbiye Kurulu.

Miçooğulları, M. (2021). 8. sınıf Türkçe ders kitabında (2019) yansıtılan kök değerler. *Uluslararası Türkçe Öğretimi Araştırmaları Dergisi (UTÖAD), 1*(2), 104-127.

Oğuz Haçat, S. & Demir, F. B. (2020). Sosyal bilgiler ders kitaplarının değerler açısından incelenmesi. *Journal of History School, 49*, 4443-4466.

Pilav, S. & Erdoğan, Ş. (2016). Ortaokul Türkçe ders kitaplarındaki bilgilendirici metinlerin değer iletimi açısından incelenmesi. *Milli Eğitim Dergisi*, *45*(210), 351-371.

Rokeach, M. (1973). *The Nature of Human Values*. New York: Free Press.

Schwartz, S. H. (1992). Universals ın the content and structure of values: theory and empirical tests in 20 countries, m. zanna (Ed.), Advances ın experimental social psychology in (25, 1-65). New York Academic Press. New York.

Spranger, E. (1928). *Tvpes of Men*. Halle: Max Neimeyer.

Şakiroğlu, Y. (2020). 6 sınıf Türkçe ders kitabının değer aktarımı bağlamında incelenmesi. *Türkiye Eğitim Dergisi*, *5*(1), 145-161.

Şen, Ü. (2008). Altıncı sınıf Türkçe ders kitaplarındaki metinlerin ilettiği değerler açısından incelenmesi. *Uluslararası Sosyal Araştırmalar Dergisi*, 1(5), 763-780.

Tarakcı, R. & Kalenderoğlu, İ. (2022). Kök değerler açısından ortaokul Türkçe ders kitaplarındaki öyküleyici metinler. *International Journal of Education and New Approaches*, *5*(1), 139-157.

TDK (2010). *Türkçe Sözlük*. Ankara: Türk Dil Kurumu Yayını.

Turner, T. N. (1999). Essentials of elementary social studies. (2nd ed.). Boston: Allynand Bacon.

Türkben, T. (2019). Türkçe ders kitaplarındaki metinlerin ilettiği değerler açısından incelenmesi. *Ana Dili Eğitimi Dergisi, 7(3),* 508-526.

Welton, D. A. & Mallan, J. T. (1999). Children And Their World: Strategies For Teaching Social Studies. Boston: Houghton Mifflin Company.

Winter, P. A., Newton, R. A., Kırkpatrıck, R. L. (1998). The İnfluence Of Work Values On Teacher Selection Decisions: The Effects Of Principal Values, Teacher Values, And Principal-Teacher Value İnteractions. Teacher –Teacher Education, 14, 385-400.

Yazıcı, K. (2006). Değerler eğitimine genel bir bakış. *TÜBAR*-XIX-, SF 501 503.

Yıldırım, A. & Şimşek, H. (2016). *Nitel Araştırma Yöntemleri*. Seçkin Yayıncılık.

GENÇLİK EDEBİYATI İLE İLGİLİ LİSANSÜSTÜ ÇALIŞMALARDAKİ EĞİLİMLER

Doç. Dr., Bünyamin SARİKAYA[1]

[1] Muş Alparslan Üniversitesi, Eğitim Fakültesi, b.sarikaya@alparslan.edu.tr - ORCID ID-
0000-0002-8393-7127

ÖZET

Alan yazını incelendiğinde Türkiye'de çocuk edebiyatı konusunda birçok makale, kitap, bildiri ve tezin yazıldığı görülmektedir. Ancak gençlik edebiyatı konusunda aynı şeyin söz konusu olmadığı söylenebilir. Bu açıdan düşünüldüğünde bu çalışmanın yapılması gerekliliği ortaya çıkmıştır. Bu bağlamda çalışmanın amacı, gençlik edebiyatı ile ilgili lisansüstü çalışmalardaki eğilimlerin neler olduğunu tespit etmektir. Bu amaç bağlamında çalışmada nitel araştırma yöntemi kullanılmıştır. Ulaşılan tezlerin değerlendirilmesinde içerik analizinden yararlanılmıştır. Araştırmanın çalışma dokümanlarını Yükseköğretim Kurulu (YÖK) Ulusal Tez Merkezi'nde 1995-2023 yılları arasında yapılan toplam 26 lisansüstü çalışma oluşturmaktadır. Araştırmada verilerin toplanması aşamasında doküman incelemesi tekniğinden yararlanılmıştır. Elde edilen veriler sayısallaştırılmış ve her bir alt amaca ilişkin bulgular tablolar halinde sıklık değeriyle ifade edilmiştir. Araştırmada gençlik edebiyatı ile ilgili en fazla lisansüstü çalışmanın yapıldığı üniversitenin Ankara Üniversitesi olduğu, en fazla tezin 2019-2022-2011 yıllarında yapıldığı, en fazla tez türünün yüksek lisans düzeyinde olduğu, lisansüstü tezlerin çoğunluğunun nitel yönteme göre yapıldığı ancak bununla birlikte 14 tezde yöntem bilgisine yer verilmediği, çalışmaların büyük çoğunluğunun gençlik edebiyatındaki bazı konuların çeşitli açılardan incelenmesi şeklinde gerçekleştiği, tezlerde en fazla kullanılan anahtar kelimelerin gençlik edebiyatı ve çocuk edebiyatı olduğu, çalışmaların en çok Alman Dili ve Edebiyatı ile Türkçe Eğitimi bilim dallarında yapıldığı ve tezlerin en fazla yazıldığı dilin Türkçe olduğu sonuçlarına ulaşılmıştır. Bu sonuçların yanı sıra Türkiye'de gençlik edebiyatı gibi önemli bir konuda lisansüstü çalışma sayılarının son derece yetersiz olduğu özellikle de uygulamaya dayalı çalışmaların yapılması gerektiği söylenebilir. Çalışmanın ulaşılan sonuçlar bağlamında alan yazına katkı sunması beklenmektedir.

Anahtar Kelimeler: Gençlik edebiyatı, lisansüstü çalışmalar, eğilim

1. GİRİŞ

Alan yazını incelendiğinde gençlik edebiyatı ile ilgili ortak ve net bir tanımın olmadığı görülmektedir. "Psikologlar, sosyologlar ve eğitimcilerin aralarında anlaştıkları bir gençlik edebiyatı tanımı olmadığı gibi- yayıncılar, kütüphaneciler, öğretmenler, editörler ve kitapçılar arasında da gençlik edebiyatının ne olduğuna ilişkin bir anlaşma yoktur." (Bucher ve Hinton 2010: 4).

Gençlik edebiyatı ile ilgili her ne kadar net ve ortak bir tanım bulunmasa da çeşitli araştırmacılar tarafından bazı tanımların yapıldığı görülmektedir. Latrobe ve Drury (2009) gençlik edebiyatını, gençlerin okuduğu yazınsal yapıtlar şeklinde tanımlamaktadır. Gençlik edebiyatı, Nilsen ve Donelson'a (2009) göre "12-18 yaş arasındaki okurların eğlenmek ya da ödev yapmak için yararlandıkları tüm yapıtlar", Tomlinson ve Lynch-Brown'a (2010: 4) göre "11-18 yaş arasındaki gençlerin okuduğu ve yayıncılar tarafından da gençlik edebiyatı olarak kabul edilen metinler" biçiminde tanımlanmıştır.

Gençlik edebiyatının çocuk edebiyatından net olarak ayrılan yönleri var mıdır, varsa nelerdir? soruları alan yazınında net bir cevap bulamamıştır ancak Bucher ve Hinton'a (2010) göre bu dönem bir geçiş edebiyatından ziyade bir köprü görevi görmektedir. Bucher ve Hinton (2010: 10) gençlik edebiyatının temel özelliklerini aşağıdaki gibi açıklamaktadır:

- Gençlerin okuma becerilerini, algılama düzeylerini ve ilgilerini gözeterek onların yaş ve gelişimlerine uygun olmalıdır.

- Gençlerin kendileriyle ilişkilendirebilecekleri karakterlerle günümüzün sorunlarını, olaylarını ve yaşantılarını ele almalıdır. Konu olarak: hastalık ve ölüm, aile ve diğer otoritelerle yaşanan çatışma, akran baskısı, madde ve alkol bağımlılığı, cinsel deneyim, hamilelik.

- Kültürel, sosyal ve cinsel çeşitlilik, çevre sorunları, küresel siyaset ve uluslararası bağımsızlık üzerine çağdaş bir dünya görüşünü benimsemelidir.

Gençlik edebiyatının temel özelliklerinin yanı sıra bu edebiyata hitap eden eserlerin de bazı nitelikler taşıması gerekir. Rosemary Hopper ((akt: Nilsen ve Donelson, 2009) bu nitelikleri şöyle sıralamaktadır:

- Düz bir zamandizin izlemeyen, farklı bakış açılarını içeren, hayalgücünü geliştiren ve iyi yapılandırılmış kurguya sahiptirler.

- Gizemli, şaşırtıcı yapısıyla merak öğesini sürekli canlı tutan ilgi çekici bir kurgusu vardır.

- Bu yaş grubunun özelliklerini yansıtan karakterleri vardır.

- Okurların deneyimleme olanağı olmayan durumları da gözlemleyebildikleri karakterleri vardır.

- Dil bilgisel açıdan doğru olan, düzeye uygun içten ve yaratıcı bir dili olmalıdır.

- Yakın ve uzak çevresiyle ilgili bir dünya görüşüne sahip olmasını sağlayan temaları vardır.

- Duyuşsal ve bilişsel gelişimini sağlayabilecek temalar içerir.

Sürekli gelişen bir okuma becerisini sağlayacak bir kültürlenme aşaması olarak kabul edilebilir.

Alan yazını incelendiğinde gençlik edebiyatı ile ilgili çeşitli çalışmaların yapıldığı görülmektedir. Ancak bu konuyla ilgili lisansüstü çalışmaların farklı başlıklar altında incelendiği çalışma bulunmamaktadır. Bu bağlamda çalışmanın temel amacı, gençlik edebiyatı

ile ilgili lisansüstü çalışmaların değerlendirilmesidir. Bu amaç bağlamında aşağıdaki alt amaçlara yanıt aranmıştır:

1. Gençlik edebiyatıyla ilgili lisansüstü çalışmaların yayımlandıkları üniversitelere göre dağılımı nasıldır?

2. Gençlik edebiyatıyla ilgili lisansüstü çalışmaların yıllara göre dağılımı nasıldır?

3. Gençlik edebiyatıyla ilgili lisansüstü çalışmaların türlerine göre dağılımı nasıldır?

4. Gençlik edebiyatıyla ilgili lisansüstü çalışmaların yöntemlerine göre dağılımı nasıldır?

5. Gençlik edebiyatıyla ilgili lisansüstü çalışmalarda ele alınan konuların dağılımı nasıldır?

6. Gençlik edebiyatıyla ilgili lisansüstü çalışmalarda kullanılan anahtar kavramların dağılımı nasıldır?

7. Gençlik edebiyatıyla ilgili lisansüstü çalışmaların bilim dallarına göre dağılımı nasıldır?

8. Gençlik edebiyatıyla ilgili lisansüstü çalışmaların yazıldığı dile göre dağılımı nasıldır?

2. YÖNTEM

Araştırmanın Modeli

Türkiye'de gençlik edebiyatı ile ilgili yapılmış lisansüstü çalışmalardaki eğilimlerin incelendiği bu araştırmada içerik analizi yöntemi kullanılmıştır. İçerik analizi "herhangi bir konudaki araştırmaların içeriksel ya da yöntem bilimsel varlıklarının incelenerek sayısallaştırıldığı bir araştırma tekniğidir" (Seggie ve Bayyurt, 2015). İçerik analizi yöntemine tabi tutulan çalışmalarda yer alan kavram, deyim, sözcük veya temalar sistemli bir şekilde analiz edilir ve nesnel bir biçimde değerlendirilir (Berelson, 1952). Bu yöntemle incelenen çalışmalarda kapsamlı ve derinlemesine bilgiye ulaşma fırsatı elde edilir.

Çalışma Materyalleri

Ulusal Tez Merkezi kapsamında gerçekleştirilen bu çalışmada 1995-2023 yılları arasında gerçekleştirilmiş gençlik edebiyatı konulu 26 lisansüstü çalışma üzerinde incelemelerde bulunulmuştur. Bu çalışmalardan 24'üne erişim imkânı bulunurken 2 çalışmanın yazar tarafından erişiminin kısıtlandığı belirlenmiştir. Erişimi kısıtlanmış çalışmaların ise özetlerinden yararlanılmaya çalışılmıştır.

Verilerin Toplanması ve Analizi

Araştırma verilerinin toplanmasında doküman incelemesi tekniği kullanılmıştır. Doküman analizi "geçmişteki olguların izlerini taşıyan belge (resim, film vb.) ya da eserlerin (kitap, dergi, gazete vb.) belirli ölçütler doğrultusunda incelenmesine dayanan bir nitel veri toplama tekniğidir" (Karasar, 2008). Türkiye'de gençlik edebiyatı alanında yapılan yüksek lisans ve doktora tezlerinin incelendiği bu araştırmada değerlendirme kapsamındaki lisansüstü

çalışmalar; yayımlandıkları üniversiteler, yayın yılları, tez türleri, araştırma yöntemleri, tezlerde ele alınan konular, kullanılan anahtar kavramlar, yapıldığı ana bilim dalı ve yazım dili bağlamında doküman incelemesine tabi tutulmuştur. Elde edilen veriler sayısallaştırılarak her bir alt amaç bağlamında tablolar hâlinde sıklık değerleriyle verilmiştir.

3. BULGULAR

Çalışmada ulaşılan bulgular alt amaçlar bağlamında sunulmuştur.

Gençlik Edebiyatıyla İlgili Lisansüstü Çalışmaların Yayımlandıkları Üniversitelere Göre Dağılımına İlişkin Bulgular

Çizelge 1. Lisansüstü Çalışmaların Üniversitelere Göre Dağılımı

Sıra	Üniversite	f
1	Ankara Üniversitesi	5
2	Hacettepe Üniversitesi	3
3	Mersin Üniversitesi	3
4	Gazi Üniversitesi	2
5	İstanbul Üniversitesi	2
6	Sakarya Üniversitesi	1
7	Atatürk Üniversitesi	1
8	Eskişehir Osmangazi Üniversitesi	1
9	Çukurova Üniversitesi	1
10	Balıkesir Üniversitesi	1
11	Ondokuz Mayıs Üniversitesi	1
12	Selçuk Üniversitesi	1
13	Ege Üniversitesi	1
14	İstanbul 29 Mayıs Üniversitesi	1
15	Trakya Üniversitesi	1
16	İnönü Üniversitesi	1
Toplam		**26**

Çizelge 1 incelendiğinde gençlik edebiyatı ile ilgili lisansüstü çalışmaların en fazla Ankara (f=5), Hacettepe (f=3) ve Mersin (f=3) üniversitelerinde yapıldığı görülmektedir.

Gençlik Edebiyatıyla İlgili Lisansüstü Çalışmaların Yıllara Göre Dağılımına İlişkin Bulgular

Çizelge 2. Lisansüstü Çalışmaların Yıllara Göre Dağılımı

Sıra	Yıllar	f
1	2019	5
2	2022	4
3	2011	4
4	2018	2
5	1998	2
6	2023	1

7	2021	1
8	2020	1
9	2016	1
10	2015	1
11	2014	1
12	2013	1
13	2000	1
14	1995	1
Toplam		**26**

Çizelge 2 incelendiğinde gençlik edebiyatı ile ilgili lisansüstü çalışmaların en fazla 2019 (f=5), 2022 (f=4) ve 2011 (f=4) yıllarında yapıldığı görülmektedir.

Gençlik Edebiyatıyla İlgili Lisansüstü Çalışmaların Türlerine Göre Dağılımına İlişkin Bulgular

Çizelge 3. Lisansüstü Çalışmaların Türlerine Göre Dağılımı

Sıra	Türü	f
1	Yüksek Lisans	15
2	Doktora	11
3	Sanatta Yeterlilik	-
Toplam		**26**

Çizelge 3 incelendiğinde gençlik edebiyatıyla ilgili en fazla yüksek lisans (f=15) düzeyinde yapıldığı görülmektedir. Doktora düzeyinde 11 tezin yapıldığı ancak sanatta yeterlilik türünde herhangi bir çalışmanın yapılmadığı görülmektedir.

Gençlik Edebiyatıyla İlgili Lisansüstü Çalışmaların Yöntemlerine Göre Dağılımına İlişkin Bulgular

Çizelge 4. Lisansüstü Çalışmaların Yöntemlerine Göre Dağılımı

	Yüksek Lisans	Doktora	Toplam
Nicel	2	-	2
Nitel	5	4	9
Karma	-	1	1
Belirtilmemiş	8	6	14
Toplam	**15**	**11**	**26**

Çizelge 4 incelendiğinde gençlik edebiyatı konulu lisansüstü çalışmalarda nitel yönteme (f=9) dayalı çalışma sayısının fazla olduğu görülmektedir. 14 lisansüstü çalışmasında ise yöntem bilgisine yer verilmedi belirlenmiştir.

Gençlik Edebiyatıyla İlgili Lisansüstü Çalışmalarda Ele Alınan Konulara İlişkin Bulgular

Çizelge 5. Lisansüstü Çalışmaların Konularına Göre Dağılımı

Sıra	İşlenen Konular	*f*
1	Gençlik edebiyatındaki bazı konuların çeşitli açılardan incelenmesi	8
2	Farklı ülkelerin gençlik edebiyatlarına ait çeşitli konuların ele alınması	3
3	Farklı ülke eserlerinin gençlik edebiyatı bağlamında ele alınması	3
4	Gençlik edebiyatında genç kız/kadın konularının ele alınması	2
5	Çocuk ve gençlik edebiyatındaki bazı konuların karşılaştırmalı incelenmesi	2
6	Çeşitli gençlik edebiyatı eserlerinin değerler eğitimi bağlamında incelenmesi	2
7	Çeşitli yazarların eserlerinin gençlik edebiyatı bağlamında ele alınması	2
8	Yabancı dil olarak öğretiminde gençlik edebiyatından yararlanma	2
9	İlk gençlik edebiyatı konusunun işlenmesi	1
10	Gençlik edebiyatı metinlerinde çeviri sorununun ele alınması	1
11	Gençlik edebiyatı merkezlerinin ele alınması	1
12	İran çocuk edebiyatı konusunun ele alınması	1
	Toplam	**28**

Çizelge 5 incelendiğinde gençlik edebiyatı ile ilgili lisansüstü çalışmalarda en fazla gençlik edebiyatındaki bazı konuların çeşitli açılardan incelendiği (f=8), farklı ülkelerin gençlik edebiyatlarına ait çeşitli konuların ele alındığı (f=3) ve farklı ülke eserlerinin gençlik edebiyatı bağlamında işlendiği (f=3) konuların yapıldığı görülmektedir.

Gençlik Edebiyatıyla İlgili Lisansüstü Çalışmalarda Kullanılan Anahtar Kavramlara İlişkin Bulgular

Gençlik edebiyatına yönelik 26 lisansüstü çalışmanın anahtar kavramları da analiz edilmiş Ulusal Tez Merkezi'ndeki özetleri de dâhil olmak üzere 1 çalışmada anahtar kavramların belirtilmemiş olduğu tespit edilmiştir. Geriye kalan 25 çalışmanın anahtar kelimeleri çözümlenmiş, çalışmalarda 87 farklı anahtar kelimenin, toplamda ise 122 anahtar kavramın kullanıldığı belirlenmiştir. En çok tekrar eden 10 anahtar kavram aşağıdaki tabloda verilmiştir.

Çizelge 6. Lisansüstü Çalışmaların Anahtar Kavramlara Göre Dağılımı

Sıra	Anahtar Kavram	*f*
1	Gençlik edebiyatı	12
2	Çocuk edebiyatı	9
3	Karşılaştırmalı Edebiyat	5
4	Çocuk ve gençlik edebiyatı	4
5	Edebiyat	4
6	Gülten Dayıoğlu	2
7	Roman	3

8	İpek Ongun	2
9	Göç	2
10	Alman Edebiyatı	2

Çizelge 6 incelendiğinde gençlik edebiyatı konulu lisansüstü çalışmalarda gençlik edebiyatı (f=12), çocuk edebiyatı (f=9), karşılaştırmalı edebiyat (f=4) anahtar kavramlarına fazlaca yer verildiği görülmektedir.

Gençlik Edebiyatıyla İlgili Lisansüstü Çalışmaların Bilim Dallarına Göre Dağılımına İlişkin Bulgular

Çizelge 7. Lisansüstü Çalışmaların Bilim Dallarına Göre Dağılımı

Sıra	Bilim Dalı	f
1	Alman Dili ve Edebiyatı	8
2	Türkçe Eğitimi	8
3	Türkçenin Eğitimi ve Öğretimi	1
4	Karşılaştırmalı Edebiyat	1
5	Mütercim ve Tercümanlık	1
6	İspanyol Dili ve Edebiyatı	1
7	İngiliz Dili Eğitimi	1
8	Yabancı Diller eğitimi	1
9	Yeni Türk Edebiyatı	1
10	Çeviribilim	1
11	Türk Dili ve Edebiyatı	1
12	Fars Dili ve Edebiyatı	1

Çizelge 7 incelendiğinde gençlik edebiyatı ile ilgili lisansüstü çalışmaların 12 farklı bilim dalında yapıldığı ve en fazla çalışmanın Alman Dili ve Edebiyatı (f=8) ile Türkçe Eğitimi (f=8) bilim dallarında yapıldığı görülmektedir.

Gençlik Edebiyatıyla İlgili Lisansüstü Çalışmaların Yazıldığı Dile Göre Dağılımına İlişkin Bulgular

Çizelge 8. Lisansüstü Çalışmaların Yazıldığı Dile Göre Dağılımı

Sıra	Yazıldığı Dil	f
1	Türkçe	17
2	Almanca	8
3	İngilizce	1
	Toplam	**26**

Çizelge 8 incelendiğinde gençlik edebiyatı ile ilgili 26 lisansüstü çalışmanın 17'sinin Türkçe, 8'nin Almanca ve 1'inin de İngilizce yazıldığı görülmektedir.

4. SONUÇ

Yükseköğretim Kurulu (YÖK) Ulusal Tez Merkezi incelendiğinde çocuk edebiyatı konusunda yüzlerce lisansüstü çalışmanın yapıldığı görülmektedir. Sevim'in 2020 yılında "Çocuk edebiyatıyla ilgili lisansüstü çalışmalardaki eğilimler" isimli çalışmasında çocuk edebiyatı ile ilgili 677 lisansüstü çalışmanın bulunduğu görülmektedir. İlgili çalışmanın 3 yıl önce yapıldığı düşünüldüğünde bu sayının şimdi daha fazla olduğu rahatlıkla söylenebilir. Bu çalışma kapsamında Ulusal Tez Merkezi incelendiğinde gençlik edebiyatı ile ilgili sadece 26 lisansüstü çalışmanın yapıldığı görülmektedir. Çocuk edebiyatı ile yakından ilişkili bulunan gençlik edebiyatı için sayının son derece yetersiz olduğu söylenebilir.

Gençlik edebiyatı ile ilgili lisansüstü çalışmaların en fazla Ankara (f=5), Hacettepe (f=3) ve Mersin (f=3) üniversitelerinde yapıldığı tespit edilmiştir. Sevim (2020) tarafından yapılan çalışmada da çocuk edebiyatı ile ilgili en fazla çalışmanın Ankara Üniversitesinde yapıldığı sonucuna ulaşılmıştır. Yazıcı (2013), Balta (2019), Bayazıt (2011), Atalay Yakar (2019) tarafından yapılan çalışmalarda da aynı sonuca ulaşılmıştır.

Gençlik edebiyatı ile ilgili lisansüstü çalışmaların en fazla 2019 (f=5), 2022 (f=4) ve 2011 (f=4) yıllarında yapıldığı tespit edilmiştir. Yapılan tezlerin türü incelendiğinde en fazla yüksek lisans (f=15) düzeyinde yapıldığı görülmektedir. Doktora düzeyinde 11 tezin yapıldığı ancak sanatta yeterlilik türünde herhangi bir çalışmanın yapılmadığı görülmektedir. Alan yazını incelendiğinde bu tür çalışmalarda en fazla yüksek lisans düzeyinde çalışmaların yapıldığı belirlenmiştir.

Gençlik edebiyatı konulu lisansüstü çalışmalarda nitel yönteme (f=9) dayalı çalışma sayısının fazla olduğu saptanmıştır. Bu sonuç farklı konularda yapılmış lisansüstü tezlerin incelendiği çalışmaların sonuçlarıyla paralellik göstermektedir (Atalay Yakar, 2019; Balta, 2019; Bayazıt, 2011; Sevim, 2020).

Gençlik edebiyatı ile ilgili lisansüstü çalışmalarda en fazla gençlik edebiyatındaki bazı konuların çeşitli açılardan incelendiği (f=8), farklı ülkelerin gençlik edebiyatlarına ait çeşitli konuların ele alındığı (f=3) ve farklı ülke eserlerinin gençlik edebiyatı bağlamında işlendiği (f=3) konuların yapıldığı tespit edilmiştir. Gençlik edebiyatının metin merkezli olduğu düşünüldüğünde bu sonucun normal olduğu söylenebilir.

Gençlik edebiyatına yönelik 26 lisansüstü çalışmanın anahtar kavramları da analiz edilmiş Ulusal Tez Merkezi'ndeki özetleri de dâhil olmak üzere 1 çalışmada anahtar kavramların belirtilmemiş olduğu tespit edilmiştir. Geriye kalan 25 çalışmanın anahtar kelimeleri çözümlenmiş, çalışmalarda 87 farklı anahtar kelimenin, toplamda ise 122 anahtar kavramın kullanıldığı belirlenmiştir. Gençlik edebiyatı konulu lisansüstü çalışmalarda gençlik edebiyatı (f=12), çocuk edebiyatı (f=9), karşılaştırmalı edebiyat (f=4) anahtar kavramlarına fazlaca yer verildiği sonucuna ulaşılmıştır. Araştırmada gençlik edebiyatı ile ilgili lisansüstü çalışmaların 12 farklı bilim dalında yapıldığı ve en fazla çalışmanın Alman Dili ve Edebiyatı (f=8) ile Türkçe Eğitimi (f=8) bilim dallarında yapıldığı tespit edilmiştir. Gençlik edebiyatı ile ilgili 26 lisansüstü çalışmanın 17'sinin Türkçe, 8'nin Almanca ve 1'inin de İngilizce yazıldığı belirlenmiştir.

Gençlik edebiyatı ile ilgili lisansüstü düzeyde yeterli çalışmanın yapılmadığı ve bu konudaki çalışmaların sayısının arttırılması gerekir. Çalışmaların daha çok nitel eksenli olduğu düşünüldüğünde içerisinde deneysel süreci barındıran uygulamaya dayalı çalışmaların yapılması önerilmektedir.

KAYNAKÇA

Atalay Yakar, F. (2019). Türkiye'de çocuk edebiyatı alanında yapılan lisansüstü çalışmaların içerik ve yöntem açısından incelenmesi. *Yayımlanmamış Yüksek Lisans Tezi*. Burdur: Mehmet Akif Ersoy Üniversitesi Eğitim Bilimleri Enstitüsü.

Balta, E. E. (2019). Çocuk edebiyatı üzerine yapılmış lisansüstü çalışmaların içerik analizi (2011-2018 yılları). *OPUS–Uluslararası Toplum Araştırmaları Dergisi,* 10(17), 464-489.

Bayazıt, Z. (2011, Ekim). Çocuk Edebiyatı Alanında Yapılan Lisansüstü Tezlerin İncelenmesi. 3. Ulusal Çocuk ve Gençlik Edebiyatı Sempozyumu (5-7 Ekim 2011)'nda sunulmuş bildiri, Ankara Üniversitesi, Ankara.

Berelson, B. (1952). Content analysis in communication research. Illinois: The Free Press,

Bucher, K. & Hinton, K. (2010) Young Adult Literature Exploration, Evaluation and Appreciation. Boston: Pearson.

Glencoe. Seggie, F. N. & Bayyurt, Y. (2015). Nitel araştırma (Yöntem, teknik, analiz ve yaklaşımları). Ankara: Anı Yayıncılık.

Karasar, N. (2008). *Bilimsel araştırma yöntemi*. Ankara: Nobel Yayınları.

Latrobe, K. H. & Drury, J. (2009) Critical Approaches to Young Adult Literature. New York: Neal-Schuman Publishers.

Nilsen, A. P. & Donelson, K. L. (2009) Literature for Today's Young Adults. Boston: Pearson.

Sevim, O. (2020). Çocuk edebiyatıyla ilgili lisansüstü çalışmalardaki eğilimler. *Türkiye Eğitim Dergisi,* 5(1), 124-144.

Tomlinson, C. M. & Lynch-Brown, C. (2010) Essentials of Young Adult Literature. Boston: Pearson.

Yazıcı, N. (2013). Çocuk edebiyatı alanında üniversitelerde yapılan lisans sonrası çalışmalar. *Hacettepe Üniversitesi Eğitim Fakültesi Dergisi,* 28(1), 441-452.

THE ROLE of EDUCATION EXPENDITURES on NORWAY'S EMPLOYMENT

Özgür ÖZAYDIN [1], Anıl DAĞDEMİR[2]

[1] Ondokuz Mayıs University, FEAS, ORCID ID: 0000-0003-0579-9432

[2] Ondokuz Mayıs University, FEAS, ORCID ID: 0000-0002-1087-0849

ABSTRACT

This paper examines the impact of education expenditures on the employment in the case of Norway over the period 1980–2020. To avoid the spurious regression problem, the time series are tested for stationarity by employing Zivot-Andrews unit root test as well as the conventional unit root tests, namely Augmented Dickey Fuller and Phillips Perron. Autoregressive Distributed Lag (ARDL) bounds testing approach is used to test for the cointegration between the variables. A relatively slow convergence mechanism is detected according to the findings of short run form of the ARDL model. On the other hand, the findings of the study suggested that education expenditures affect employment level positively in the long run for the case of Norway which revealed that education expenditures can be used as an effective tool to formulate a comprehensive employment policy by the Norwegian policy makers.

Keywords: Education Expenditures, Employment, Public Policy, ARDL Cointegration

1. INTRODUCTION

Since many researchers argue that education is essential for both economic growth and individual well-being, the relationship between education spending and employment has become a major topic for economists and policymakers.

From a theoretical standpoint, human capital theory, which posits that investment in education enhances an individual's productive capabilities and leads better employment prospects, proposed that the impact of education on employment is positive. The main argument behind this idea is that education equips individuals with skills and knowledge, thereby increasing their productivity, which in turn is expected to be reflected in higher employment rates.

In contrast, there exists a body of literature that suggests educational expenditures may have an adverse effect on employment. This perspective highlights that not all educational investment translates efficiently into economic gains. Factors such as the mismatch between the educational system's output and the labor market's skill demands, the time lag between investment and return, and the potential for increased educational attainment to raise the expectations of job seekers beyond what the market can offer, are proposed as mechanisms that could potentially attenuate, or even negate, the positive impacts of education on employment.

Furthermore, the discussion is nuanced by considerations of the type of educational expenditures, with arguments made for differentiating between spending on primary, secondary, and tertiary education, as well as vocational training. Each of these has distinct implications for employment, influenced by the existing economic structure, the nature of the job market, and the specific needs of the economy.

This paper aims to contribute to this ongoing debate by empirically examining the case of Norway over the period of 1980–2020. Norway presents a unique context due to its high investment in education and a dynamic labor market, making it an ideal case study for assessing the broader implications of educational expenditures on employment. Through meticulous analysis utilizing the ARDL bounds testing approach to cointegration, complemented by a suite of robust diagnostic tests, this study endeavors to shed light on the both short and long-term effects of educational spending on employment levels, while carefully considering the potential for both positive and negative outcomes.

2. LITERATURE REVIEW

The extensive body of literature exploring the intricate nexus between educational expenditures and employment is far too voluminous and multifaceted to be fully reviewed in this study. Therefore, the literature review in this paper has been confined to studies, that investigated the educational expenditures - employment relationship, conducted in recent years.

Asaleye (2023) found a positive long-run effect on employment in Nigeria, Coskun Yılmaz (2023) observed a positive impact on employment in Türkiye, Agboola et al. (2018) identified a positive effect on unemployment in Nigeria, Yun & Yusoff (2018) determined a positive effect on unemployment in Malaysia, and Grimaċċia & Lima (2013) discovered a positive effect on employment in 25 EU countries.

On the other hand, studies indicating adverse outcomes include Siddiqa (2021), who reported a negative effect on unemployment across ten countries. Han (2021) concluded that there was a negative effect on unemployment in 29 EU countries, and Selase (2019) noted a negative effect on unemployment in 20 African countries. Danacaková (2018) found a negative effect on unemployment in Czechia, Hungary, Poland, and Slovakia, although no relationship was found in Germany. Singh & Shastri (2020) also provided evidence for the neutral relationship between educational expenditures and unemployment.

Recent studies on education expenditure and employment/unemployment and their findings are presented in Table 1 below, which summarizes the recent literature.

Table 1. Literature Review

Study	Period	Data Frequency	Country/ Countries	Methods	Educational Expenditure
Asaleye (2023)	2002Q1 - 2014Q4	Quarterly	Nigeria	NARDL	Positive effect in Long-run on employment
Coşkun Yılmaz (2023)	2000-2021	Yearly	Türkiye	ARDL	Positive effect on employment

Siddiqa (2021)	2000-2019	Yearly	10 Countries	Panel GMM	Negative effect on unemployment
Han (2021)	1995-2018	Yearly	29 EU Countries	Panel ARDL & PMG	Negative effect on unemployment
Singh & Shastri (2020)	1987-2017	Yearly	India	ARDL	No Effect on unemployment
Selase (2019)	2000-2017	Yearly	20 African Countries	Panel GMM	Negative effect on unemployment
Agboola et al. (2018)	1970-2017	Yearly	Nigeria	Linear & Multiple Regression	Positive effect on unemployment
Yun & Yusoff (2018)	1982-2016	Yearly	Malaysia	ARDL	Positive effect on unemployment
Dancaková (2018)	2000-2014	Yearly	Czechia, Hungary, Poland, Slovakia and Germany	OLS	Negative (No relationship was found in Germany) effect on employment
Grimaccia & Lima (2013)	2000-2011	Yearly	25 EU Countries	Panel Estimation	Positive effect on employment

3. MODEL and DATA

3.1. Model

In order to scrutinize the impact of educational expenditures on employment, the study employs a log-linear model, as presented in Equation 1.

$$em_t = \alpha_{0a} + \alpha_{1a}ex_t + \epsilon_{0t} \tag{1}$$

where, t is time period, em and ex are natural logarithm of employment and education expenditures. α_{ia}'s ($i=0,1$) represent least square estimators and ϵ_0 is the white noise disturbance term.

3.2. Data

Employment level is quantified through the utilization of annual time series data on employment, sourced from the International Labor Organization (ILO) database, represented as the total number of persons employed. Educational expenditures are gauged as annual per capita education expenditures, meticulously computed by the authors utilizing the 'Government Expenditure on Education, Total (% of GDP)' time series, derived from the World Development Indicators (WDI) database. This expenditure is measured in constant U.S. dollars, with 2015

serving as the base year. The temporal scope of the data is confined to the period between 1980 and 2020, a limitation dictated by the availability of the dataset.

4. METHODOLOGY and EMPRICAL FINDINGS

4.1. Stationarity Tests

The Augmented Dickey-Fuller (ADF) (Dickey&Fuller,1979), and Phillips-Perron (PP) (Phillips & Perron, 1988) tests, as well as Zivot-Andrews (ZA) (Zivot&Andrews,1992) unit root test, were employed to assess the stationarity of the data series. These tests are crucial to determine the appropriate econometric methodology, as non-stationary data can lead to spurious regression results.

Table 2 provides a quantitative elucidation of the ADF and PP tests. The ADF and PP test statistics suggested that the level of employment is non-stationary in both the intercept and intercept with trend models where the first difference of employment has ADF and PP test statistics that are both significant at the 1% and 5% levels implying that employment is stationary after first differencing. Analysis of educational expenditure time series data via both the Augmented Dickey-Fuller (ADF) and Phillips-Perron (PP) tests reveals non-stationarity when the series is considered in level form, irrespective of whether a trend component is included in the model. Conversely, upon first differencing, the series exhibits stationarity under both ADF and PP testing frameworks, again without regard to the model's inclusion of a trend variable.

Table 2. ADF[1] and PP[2] Unit Root Tests

Variable	Test Type	Intercept	Intercept & Trend
em	ADF	-0.88 (7)	-3.00 (7)
	PP	-0.34(9.48)	-1.94 (9.98)
Δem	ADF	-3.71 (6) ***	-4.01 (6) **
	PP	-3.66 (2.99) ***	-3.62 (2.99) **
ex	ADF	-1.32 (0)	-1.46 (0)
	PP	-1.32 (1.69)	-1.47 (1.54)
Δex	ADF	-6.16 (0) ***	-6.29 (0) ***
	PP	-6.16 (0.599) ***	-6.30 (1.53) ***

***, and ** *denotes significance at 1% and 5% level, respectively.*

Table 3, on the other hand, presents the results from the Zivot-Andrews test that allows for a one structural break in the series.

---

[1] Maximum lag length for ADF unit root test (Dickey and Fuller, 1979) is determined as 7 lags and optimal lag length is chosen by using Akaike Information Criterion (Akaike, 1973, 1998) the values in parentheses are the chosen lag lengths.

[2] Parzen kernel (Parzen, 1962) is used as the spectral estimation method and Andrews Bandwidth is used as the bandwidth (Andrews, 1991, Andrews & Monahan, 1992) for P-P (Phillips and Perron, 1988) unit root test, the values in parentheses are the chosen lag lengths.

Table 3. ZA Unit Root Tests

Variable	Intercept		Intercept & Trend	
em	-4.53 (7)	2006	-2.99 (7)	2006
Δem	-5.75 (6)***	1996	-5.18 (6)**	2011
ex	-2.99 (0)	1992	-5.12 (0)**	1993
Δex	-6.91 (0)***	1995	n/a	n/a

***, and ** denotes significance at 1% and 5% level, respectively.

For employment, the test statistic is not significant even at the 10% level, indicating non-stationarity when considering a structural break. However, the first differenced form of employment becomes significantly stationary at the 1% level where the structural break dates are determined as 1996 and 2011 both for the models with an intercept, and intercept and trend, respectively.

Educational expenditures is also found to be non-stationary for the model with intercept while it is found to be stationary with an intercept and trend with a structural break in 1993 which is significant at the 5% level. The first differenced form of educational expenditures is also significant at the 1% level where the structural break date is estimated to be 1995, indicating stationarity at first difference.

In summary, the original levels of variables *em* and *ex* are non-stationary, but they become stationary once differenced according to the findings of ADF and PP tests. The ZA test, which accounts for structural breaks, also supports these findings by indicating stationarity at first differences, for the employment variable. However, when subjected to the Zivot-Andrews (ZA) structural break test, the time series data for educational expenditures diverge from the outcomes ascertained through the Augmented Dickey-Fuller (ADF) and Phillips-Perron (PP) tests, indicating level stationarity. These results are crucial because they suggest that the use of first-differenced variables may be appropriate for further analysis, such as ARDL modeling, to avoid spurious regression outcomes.

4.2. ARDL Analysis

The study used an ARDL bounds testing approach to cointegration to examine the long-term relationship between educational expenditures and employment levels since this methodology has the capacity to handle variables integrated at different orders, i.e., I(0) and I(1), which is suitable given the stationarity test results. The Autoregressive Distributed Lag (ARDL) model employed in this paper to investigate the relationship between educational expenditures and employment is encapsulated in Equation 2.

$$\Delta em_t = \alpha_{0b} + \sum_{i=1}^{c_1} \alpha_{1b}\Delta em_{t-i} + \sum_{i=0}^{c_2} \alpha_{2b}\Delta ex_{t-i} + \alpha_{3b}d_{2011} + \beta_{1b}em_{t-1}$$
$$+\beta_{2b}ex_{t-1} + \epsilon_{1t} \tag{2}$$

The ARDL model specification with the designated lag order is determined as ARDL (4,3) where the lag structure was determined using the Schwarz Information Criterion (BIC) (Schwarz, 1978).

Prior to further analysis, to ascertain the integrity of the inferences that can be drawn from ARDL (4,3) model, the model undergoes a series of diagnostic evaluations, namely, Jarque-Bera, Breusch-Godfrey, ARCH, and Ramsey RESET tests, to check for the normality of residuals, serial correlation, heteroscedasticity, and model specification errors, respectively. The results of these diagnostic tests, that were applied to validate the statistical robustness of ARDL (4,3) model, are given with Table 4,

Table 4. Diagnostic Test Findings

Test	Test Statistics	Probability
Jarque-Bera	0.74	0.68
Breusch-Godfrey	0.02	0.87
ARCH	0.93	0.34
Ramsey RESET	0.31	0.57

Jarque-Bera test statistic is 0.74 with a p-value of 0.68, which is well above 5% significance level, suggesting that, the null hypothesis that the residuals are normally distributed cannot be rejected. The Breusch-Godfrey test statistic is 0.02 with a p-value of 0.87, indicating no evidence of serial correlation. Autoregressive Conditional Heteroskedasticity (ARCH) test statistic is 0.93 with a p-value of 0.34. Since the p-value is not below the threshold of 0.05, there is no evidence to suggest the presence of ARCH effects in the residuals. Ramsey RESET test statistic is 0.31 with a p-value of 0.57, which suggests that the model does not suffer from any misspecification. In summary, all diagnostic tests indicate that the model is well-specified with normally distributed residuals, no serial correlation, no heteroskedasticity, and a correct functional form. These results lend credibility to the model and suggest that the estimated coefficients can be considered reliable for inference.

To verify the stability of the coefficients over the period, the study used CUSUM and CUSUMSQ tests. The cumulative sum (CUSUM) and the cumulative sum of squares (CUSUMSQ) results are illustrated in Figure 1.
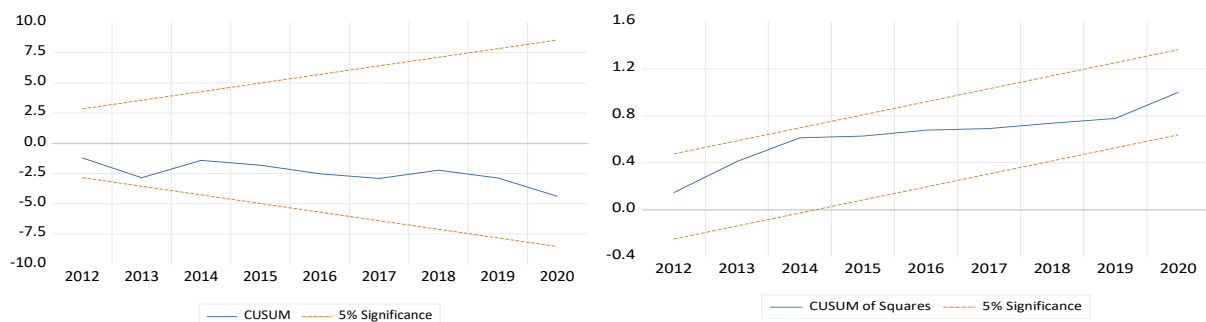
Figure 1.CUSUM and CUSUM SQ Tests

Looking at Figure 2, the CUSUM and CUSUMSQ lines stay within the bounds of the 5% significance level. Therefore, based on Figure 2, it is concluded that the model coefficients are stable, and there are no significant shifts that would undermine the reliability of the model over the time span considered.

Following the diagnostic checks, the bounds test is employed to determine whether there is a long-term association between the variables in question. By utilizing an F-test to evaluate the joint significance of the lagged levels of the variables, the study identifies whether the calculated F-statistic surpasses the upper critical value, indicative of a long-term relationship, or falls below the lower critical value, suggesting no such relationship. The results of the bounds test are presented in Table 5, which details the calculated F-statistic and its comparison to the upper and lower critical bounds.

Table 5. Bounds Test

Test	F
Calculated Test Statistics	4.85[*]
Upper Bound (10%)	4.78
Lower Bound (10%)	4.04

[*] *denotes significance at 10% level.*

In Table 5, since the calculated F-statistic (4.85) is higher than the upper bound critical value (4.78) at the 10% significance level, the null hypothesis of no long-run relationship between the variables at the 10% significance level is rejected. The bounds test findings suggests that there is evidence of a long-run equilibrium relationship between the variables included in the ARDL model, which warrants further investigation of the long-run coefficients and the speed of adjustment in the short run through an error correction model.

4.3. Error Correction Model

An ECM is derived from the ARDL model to capture the short-run dynamics and the speed of adjustment to equilibrium after a shock. The ECM coefficients, along with the significance of the error correction term are presented in Table 6.

Table 6. Error Correction Model

Variable	Coefficient	Std. Error	t-statistics	p-value
γ_{t-1}	-0.17	0.05	-3.17	0.00[***]
Δex_t	0.48	0.14	3.47	0.00[***]
Δex_{t-1}	0.23	0.17	1.31	0.20
Δex_{t-2}	-0.36	0.15	-2.48	0.02[**]
Δex_{t-3}	-0.1	0.03	-3.09	0.00[***]
Δex_{t-4}	-0.09	0.04	-2.66	0.012[**]
Δex_{t-5}	-0.11	0.04	-2.87	0.007[***]
d_{2011}	0.02	0.01	2.55	0.016[**]
C	2.37	0.74	3.19	0.00[***]
Important Statistics				
$\overline{R^2}$	0.54		RSS	0.002
F	6.28[***]		DW	1.89

[***], [**] *and* [*] *denotes significance at 1%, 5% and 10% levels, respectively.*

The ECM presents a statistically significant negative error correction term with the coefficient of -0.17, which confirms the model is adjusting to maintain long-run equilibrium. The significant lagged difference variables suggest that past values of educational expenditures have a meaningful impact on the current level of the employment. The diagnostics indicate a well-fitting model with no major concerns regarding autocorrelation.

4.4. Long Run Model

The long-run relationships, indicated by the significant coefficients in the ARDL model, is highlighted in Table 7 which demonstrates the long-term impact of education expenditures on employment.

Table 7. Cointegrated Model

Variable	Coefficient	Std. Error	t-statistics	p-value
ex_t	0.13	0.05	2.49	0.02[**]

[**] *denotes significance at 5% level.*

The coefficient of the variable ex_t is found to be 0.13 which indicates the education expenditures has a positive and significant long-term impact on the employment, suggesting that a one-percent increase in education expenditures is associated with a 0.13 % increase in the employment level in the long run. The long run model is statistically robust and indicates that education expenditures is an important predictor of the employment over the long term.

5. CONCLUSION

This paper investigated the impact of educational expenditures on employment in Norway, utilizing annual data spanning from 1980 to 2020 sourced from the World Development Indicators database. The empirical analysis revealed a substantive and enduring connection between education expenditures and employment for the case of Norway.

The bounds test findings within the ARDL framework confirmed a cointegration relationship between per capita educational expenditures and employment which underpins that consistent and incremental educational investments are crucial for sustained employment in Norway. The Error Correction Model suggested that the employment market in Norway adjusts relatively slow to deviations from long-run equilibrium which highlights the potential for educational policy interventions to influence employment in the short to medium run. Finally, the long-run model delineated a positive and significant impact of per capita educational expenditures on employment level, suggesting that Norway's policy orientation towards education has been a critical factor in shaping its labor market, with each additional unit of investment in education contributing to a proportional increase in employment.

In conclusion, the empirical findings of the study presented compelling evidence that educational expenditures have played a pivotal role in bolstering employment from 1980 to 2020, in Norway. Therefore, the findings of the study suggested that to foster a robust employment landscape, continued and focused investment in education should remain a cornerstone of Norway's economic policy. Based on the findings of this research the Norwegian

policymakers are encouraged to maintain educational funding as a strategic tool to cultivate a skilled workforce capable of meeting the demands of a dynamic and evolving job market.

REFERENCES

Agboola, S., Musa, I., and Ibrahim, Z. (2018). Relationship between educational expenditure and unemployment rate on economic growth in Nigeria. International Education Journal, 1(3), 100-110. https://doi.org/10.31058/j.edu.2018.13007

Akaike, H. (1973). Information theory and an extension of the maximum likelihood principle, [w:] Proceedings of the 2nd international symposium on information, bn petrow, f. Czaki, Akademiai Kiado, Budapest.

Akaike, H. (1998). Information theory and an extension of the maximum likelihood principle. In Selected papers of Hirotugu Akaike (pp. 199-213). Springer, New York, NY. doi: 10.1007/978-1-4612-1694-0_15

Andrews, Donald W. K. (1991). Heteroskedasticity and Autocorrelation Consistent Covariance Matrix Estimation. *Econometrica*, 59, 817–858. https://doi.org/10.2307/2938229

Andrews, Donald W. K. and J. Christopher Monahan (1992). An Improved Heteroskedasticity and Autocorrelation Consistent Covariance Matrix Estimator. *Econometrica*, 60, 953–966. https://doi.org/10.2307/2951574

Asaleye, A. J., Ojo, A. P., and Olagunju, O. E. (2023). Asymmetric and Shock Effects of Foreign Aid on Economic Growth and Employment Generation. Research in Globalization, 6, 100123. https://doi.org/10.1016/j.resglo.2023.100123

Coskun Yılmaz, S. (2023). The Effect of Health and Education Expenditures on The Employment: Empirical Evidence from Türkiye. Journal of Economics and Research, 4 (2) , 21-34 . https://doi.org/10.53280/jer.1357586

Dancaková, D. (2018). The Impact of Educational Expenditures and Higher Education Attainment on Employment in V4 Countries. European Financial Systems 2018, 70.

Dickey, D. A., and Fuller, W. A. (1979). Distribution of the estimators for autoregressive time series with a unit root. Journal of the American Statistical Association, 74(366a), 427-431. doi: 10.2307/2286348

Grimaccia, E., and Lima, R. (2013, September). Public Expenditure on Education, Education Attainment and Employment: A Comparison Among European Countries. In XXVIII Conference of the Italian Association of Labour Economists (AIEL) Rome (pp. 1-18).

Han, V. (2021). The Impact of Technological Growth and Education Spending on Unemployment: Evidence from a Panel ARDL-PMG Approach. Journal of Entrepreneurship and Innovation Management. https://doi.org/10.15659/jeim.10.2.001

Parzen, E. (1962) On Estimation of a Probability Density Function and the Mode. The Annals of Mathematical Statistics, 33, 1065-1076. http://dx.doi.org/10.1214/aoms/1177704472

Pesaran, M.H., and Pesaran, B. (1997). Working with microfit 4.0: an interactive econometric software package (dos and windows versions). Oxford, Oxford University Press.

Pesaran, M.H., and Shin, Y. (1998). Generalized impulse response analysis in linear multivariate models. Economics Letters, 58(1), 17-29. doi: 10.1016/S0165-1765(97)00214-0

Pesaran, M.H., and Shin, Y. (1999). An autoregressive distributed lag modeling approach to cointegration analysis. Strom, S., Holly, A., ve Diamond, P. (Ed.), in Centennial volume of Rangar Frisch (p. 371-413). Cambridge: Cambridge University Press.

Pesaran, M. H., Shin, Y., and Smith, R. J. (2001). Bounds testing approaches to the analysis of level relationships. Journal of Applied Econometrics, 16(3), 289–326. doi: 10.1002/jae.616

Phillips, P. C., and Perron, P. (1988). Testing for a unit root in time series regression. Biometrika, 75(2), 335-346. https://doi.org/10.1093/biomet/75.2.335

Schwarz, G. (1978) Estimating the Dimension of a Model. Annals of Statistics, 6, 461-464. http://dx.doi.org/10.1214/aos/1176344136

Selase, A. E. (2019). Impact of disaggregated public expenditure on unemployment rate of selected african countries: A panel dynamic analysis approach. American International Journal of Humanities, Arts and Social Sciences, 1(2), 47-57.

Siddiqa, A. (2021). Determinants of Unemployment in Selected Developing Countries: A Panel Data Analysis. Journal of Economic Impact, 3(1), 19-26. https://doi.org/10.52223/jei3012103

Singh, D. and Shastri, S. (2020). Public Expenditure on Education, Educational Attainment and Unemployment Nexus in India: An Empirical Investigation. International Journal of Social Economics, 47(5), 663-674. https://doi.org/10.1108/ijse-06-2019-0396

Yun, W. S. and Yusoff, R. (2018). The Determinants of Public Education Expenditure in Malaysia. Jurnal Ekonomi Malaysia, 52(2). https://doi.org/10.17576/jem-2018-5202-9

Zivot, E. and Andrews, D. W. K. (1992). Further Evidence on the Great Crash, the Oil Price Shock, and the Unit-Root Hypothesis. Journal of Business & Economic Statistics 10(3):251-270.

DO HEALTH EXPENDITURES DRIVE ECONOMIC GROWTH in SWITZERLAND?

Özgür ÖZAYDIN [1], Anıl DAĞDEMİR[2]

[1] Ondokuz Mayıs University, FEAS, ORCID ID: 0000-0003-0579-9432

[2] Ondokuz Mayıs University, FEAS, ORCID ID: 0000-0002-1087-0849

ABSTRACT

The aim of this paper is to elucidate the role of health expenditures on economic growth by using annual Swiss data spreading over 1980 to 2022. In order to achieve this aim, stationarity structure of the series is checked with Zivot- Andrews unit root tests, that allows for an endogenous break, in addition to the traditional Augmented Dickey Fuller and Phillips Perron test for unit root. The income variable is found to be first-difference stationary regardless of which stationarity test is used. On the contrary, different unit root tests produced different results for the health expenditure variable for being either I(0) or I(1). The empirical analysis is carried out within the context of the ARDL bounds test approach. The long run findings suggested that an increase in health expenditures positively contributes to the economic growth for the case of Switzerland. Additionally, the findings of the error correction model revealed that there exist a moderate adjustment mechanism in the short run.

Keywords: Health Expenditures, Economic Growth, Structural Break, ARDL Cointegration

1. INTRODUCTION

Exploring the relationship between health expenditures and economic growth is one of the primary concerns in contemporary economics, as this nexus is inherently complex, since it captures the potential dual role of health investment as both stimulus and beneficiary of economic growth.

The theoretical viewpoints regarding the impact of health expenditures on economic growth can be divided into three main categories where each perspective presents different framework and rationales.

The main perspectives, that suggests that health expenditures will contribute positively to economic growth, are Human Capital Theory and Endogenous Growth Theory. This point of view is based on the assumption that an increase in the population's access to healthcare services will lead to fewer health problems among the workforce, resulting in improved worker health conditions that enhance the likelihood of the workers being present at work and being more creative, consequently implies that increased health expenditures will boost both total factor

productivity and overall productivity. Furthermore, Keynesian theory also stresses the positive impact of health expenditures on income, arguing that public health expenditures will increase aggregate demand and production through the multiplier effect.

In contrast to the aforementioned perspectives advocating for a positive correlation between health expenditures and economic growth, alternative theoretical perspectives propose a negative association between health expenditures and economic growth. For instance, the Neoclassical theory argues that, in certain cases, public health expenditures may lead to the misallocation of resources, and in this case, the theory asserts that increasing health expenditures will result in a decline in income levels. Similarly, Fiscal Conservatism Theory proposes that a strong health sector lobby may persuade the government to make excessive health expenditures, leading to budget deficits that result in higher interest rates and reduced investments. In this case, Fiscal Conservatism Theory contends that health expenditures will have a disruptive effect on economic growth.

However, economists from various schools of thought suggests a neutral relationship between healthcare expenditures and economic growth. Proponents of this point of view generally examine the relationship between health expenditures and economic growth from the perspective of rational economic agents. According to this perspective, economic units with rational expectations will adjust their behavior based on the anticipated economic effects of health expenditure changes, eliminating the potential impacts of health expenditures on economic growth.

This paper aims to investigate the impact of healthcare expenditures on economic growth using annual data from the period 1980-2022, for the case of Switzerland, and to test the validity of the arguments stated above within the framework of the findings obtained. To achieve this goal, the remaining part of the article is divided into four sections. After the introduction section, the second section, which is the literature review, summarizes recent studies examining the relationship between healthcare expenditures and economic growth. The third section introduces the model and dataset used in the study. The fourth section is dedicated to a detailed explanation of the methodology used in the analysis of the healthcare expenditures-economic growth relationship, the presentation of empirical results, and the interpretation of these results. The article concludes with a conclusion section where empirical findings are summarized and discussed, and policy recommendations are made within the context of these findings.

2. LITERATURE REVIEW

Ozyilmaz et al. (2022) found that health expenditures have a positive impact on economic growth in 21 European countries, however, in the same paper, the researchers also proposed a negative relationship between health expenditures and economic growth in 6 European countries. Similarly, Olanyi & Adekanmbi (2022) also observed a positive effect in Nigeria. Positive relationships were also founded in Türkiye, according to Üzümcü & Söğüt (2021), and in 19 OECD countries as per Artekin & Konya (2020). Khobai et al. (2018) reported mixed results, with a positive long-term effect in Vietnam, Indonesia and South Africa but a negative one in Türkiye. Similarly, Badri & Badri (2016) reported a positive effect in 24 OECD

countries. Additional positive findings were noted by Tatoğlu (2011) in 20 OECD countries and by Mehrara (2011) in Iran.

Conversely, Eggoh et al. (2015) found a negative impact on economic growth in 49 African countries. On the other hand, Halıcı-Tülüce et al. (2015) reported that public health expenditures positively influence economic growth, whereas private expenditures have a negative effect in both high- and low-income countries.

Detailed information about the studies is shown in Table 1 below.

Table 8. Literature Review

Study	Period	Data Frequency	Data Sample	Methods	Health Expenditure Effects on Economic Growth
Özyilmaz et al. (2022)	2000-2019	Yearly	27 European Countries	Panel Causality & SVR	Positive effect in 21 countries. Negative effect in 6 countries.
Olanyi & Adekanmbi (2022)	1990-2020	Yearly	Nigeria	ARDL	Positive
Üzümcü & Söğüt (2021)	1988-2019	Yearly	Türkiye	ARDL	Positive
Artekin & Konya (2020)	1980-2017	Yearly	19 OECD Countries	Panel Regression	Positive
Khobai et al. (2018)	1990-2016	Yearly	VISTA Countries	ARDL	Positive in Long-run for Vietnam, Indonesia and South Africa. Negative in Long-run for Türkiye.
Badri & Badri (2016)	2006-2013	Yearly	24 OECD Countries	Panel GMM	Positive
Eggoh et al. (2015)	1996-2010	Yearly	49 African Countries	Panel 2SGMM	Negative
Halıcı-Tülüce et al. (2015)	1997-2009 (Low-income) 1995-2012 (High-income)	Yearly	19 Low and 25 High-income Countries	Panel GMM	Private health expenditures negatively impact, whereas public health expenditures positively affect economic growth in both high and low-income economies.
Tatoğlu (2011)	1975-2005	Yearly	20 OECD Countries	Panel FMOLS, DOLS, PMGE,	Positive

				MGE Estimations	
Mehrara (2011)	1970-2007	Yearly	Iran	ARDL	Positive

3. MODEL and DATA

3.1. Model

The study utilizes a log-linear model which is succinctly defined by Equation (1).

$$y_t = \alpha_{0a} + \alpha_{1a}he_t + \epsilon_{0t} \tag{3}$$

where, y_t represents income at time t, he_t stands for health expenditures at time t, α_{0a} and α_{1a} are the OLS parameters derived to quantify the relationship between health expenditures and income, and ϵ_{0t} is the error term which represents the stochastic disturbance within the model.

3.2. Data

The data set used in the model comprises per capita GDP and per capita health expenditures for Switzerland, covering the period from 1980 to 2022. Both variables are measured in constant U.S. dollars and are sourced from the World Development Indicators (WDI) database.

4. METHODOLOGY and EMPRICAL FINDINGS

4.1. Stationarity Tests

To mitigate the spurious regression issue, the stationarity of the data is rigorously examined through the application of unit root tests. Specifically, the Augmented Dickey-Fuller (ADF) test, as initially formulated by Dickey and Fuller (1979), the Phillips-Perron (PP) test, introduced by Phillips and Perron (1988), and the Zivot-Andrews test, a modification of the ADF test accounting for structural breaks proposed by Zivot and Andrews (1992), are employed to detect the presence of unit roots within the series in question.

The outcomes of the Augmented Dickey-Fuller (ADF) and Phillips-Perron (PP) unit tests are systematically documented in Table 2.

Table 9. ADF[3] and PP[4] Unit Root Tests

Variable	Test Type	Intercept	Intercept & Trend
y	ADF	-0.71 (0)	-3.17 (1)
	PP	-0.69 (6)	-2.72 (2)
	ADF	-5.39 (0) ***	-5.33 (0) ***

---

[3] Maximum lag length for ADF unit root test [Dickey and Fuller (1979)] is determined as 2 lags and optimal lag length is chosen by using Akaike Information Criterion [Akaike (1973) and Akaike (1998)], the values in parentheses are the chosen lag lengths.

[4] Bartlett kernel [Bartlett (1948) and Bartlett (1950)] is used as the spectral estimation method and Newey-West [Newey and West (1986)] Bandwidth is used as the bandwidth for P-P [Phillips and Perron (1988)] unit root test, the values in parentheses are the chosen lag lengths.

Δy	PP	-5.44 (7) ***	-5.49 (8) ***
he	ADF	-2.29 (1)	-1.73 (0)
	PP	-3.17 (9) **	-1.44 (6)
Δhe	ADF	-6.86 (0) ***	-7.38 (0) ***
	PP	n/a	-7.57 (6) ***

*** *denotes significance at 1% level.*

Both ADF and PP tests indicate non-stationarity for the level of per capita GDP, when modeled with or without a trend. However, the findings showed evidence of stationarity for both ADF and PP tests, irrespective of trend inclusion, at the 1% level of significance, for the first difference of per capita GDP.

According to the findings of the Augmented Dickey-Fuller (ADF) test presented in the Table 5, the level of health expenditures is determined to be non-stationary, regardless of whether a trend is included in the model or not. On the other hand, PP tests indicate stationarity for the level of per capita GDP without a trend but non-stationarity with a trend at the 5% and 1% significance level, respectively. The Phillips-Perron (PP) test results also demonstrated that per capita health expenditures achieve stationarity upon differencing when the trend included in the model.

The empirical results of the Zivot and Andrews structural break unit root test are encapsulated in Table 3.

Table 10. Zivot Andrews Unit Root Tests

Variable	Intercept		Intercept & Trend	
y	-3.44 (1)	2004	-4.22 (1)	1991
Δy	-5.63 (0) ***	1991	-6.00 (0) ***	1991
he	-2.48 (0)	1986	-3.73 (0)	1991
Δhe	-7.79 (0) ***	1993	-8.49 (0) ***	1987

*** *denotes significance at 1% level.*

The Zivot-Andrews Unit Root Test results in Table 3 suggested that the level of per capita GDP and per capita health expenditures exhibit non-stationarity, whether a trend is considered or not. However, the first-differenced forms of both per capita GDP and per capita health expenditures become stationary, with breaks in 1991 and 1993, for the model which does not include the trend variable, at 1% level of significance, respectively. Additionally, when the model inclusive of a trend component, the outcomes are akin to the previous results. However, in this iteration, the years pinpointed as pivotal for structural breaks are 1991 and 1987, for per capita GDP and per capita health, respectively.

In summary, the Augmented Dickey-Fuller (ADF), Phillips-Perron (PP) and Zivot-Andrews tests provided initial assessments of non-stationarity in the levels of both variables, with the exception of Phillips-Perron test without a trend for per capita health expenditures where the regarding variable is confirmed to be level stationary at 5% level of significance. Both per capita GDP and per capita health expenditures demonstrate stationarity after first differencing, as evidenced by all unit root tests—ADF, PP, and Zivot-Andrews—at the 1% significance level. This holds true irrespective of the inclusion of a trend in the analysis.

4.2. ARDL Analysis

The ARDL approach to cointegration is utilized in the context of this study because the unit root tests indicate that the variables of interest, per capita GDP and per capita health expenditures, is a mixture of integration orders when the findings of PP test are considered. The ARDL model is particularly suitable for the situation in this study where the underlying variables are integrated of different orders. The Autoregressive Distributed Lag (ARDL) model employed in this paper is delineated as Equation (2).

$$\Delta y_t = \alpha_{0b} + \sum_{i=1}^{c_1} \alpha_{1b}\Delta y_{t-i} + \sum_{i=0}^{c_2} \alpha_{2b}\Delta he_{t-i} + \alpha_{3b}d_{1991} + \beta_{1b}y_{t-1} + \beta_{2b}he_{t-1} + \epsilon_{1t}$$

(4)

where, $c's$ represent the appropriate lag lengths, $\alpha's$ and $\beta's$ are the OLS parameters, d_{1991} is the time dummy variable which represents the structural break in 1991 suggested by Zivot Andrews tests. All the remaining variables and parameters maintain the same meanings as presented in Equation (1).

The ARDL model with the optimum lag length, is determined as an ARDL (2,2) model, using Akaike Information Criteria (AIC).

Before conducting further analysis, to check for the accuracy and reliability of the ARDL (2,2) model, the selected model is subjected to diagnostic checks, namely, Jarque-Bera, Breusch-Godfrey, ARCH and Ramsey RESET tests. The findings of the diagnostic tests are presented in Table 4.

Table 11. Diagnostic Test Findings

Test	Test Statistics	Probability
Jarque-Bera	0.89	0.63
Breusch-Godfrey	0.31	0.57
ARCH	0.52	0.47
Ramsey RESET	3.02	0.09

In accordance with the data presented in Table 2, the p-value of the Jarque-Bera statistics (0.63) is higher than 0.05 suggesting that the residuals of the model followed a normal distribution. Additionally, findings of the Breusch-Godfrey test provided evidence for no autocorrelation in the residuals, as indicated by the high p-value (0.57). Moreover, as the p-value for ARCH test is found to be (0.47) it is concluded that there exists no conditional heteroskedasticity in the residuals. Ramsey RESET Test findings suggested that, omitted variable bias is not an issue in the model, as suggested by the p-value (0.09).

In summary, based on these test results and 5% level of significance, the model meets several key assumptions, including normality of residuals, absence of autocorrelation, non-existence of conditional heteroskedasticity, and avoidance of omitted variable bias.

CUSUM and CUSUMSQ tests are used to check for the parameter stability the results of which are presented in Figure 2.
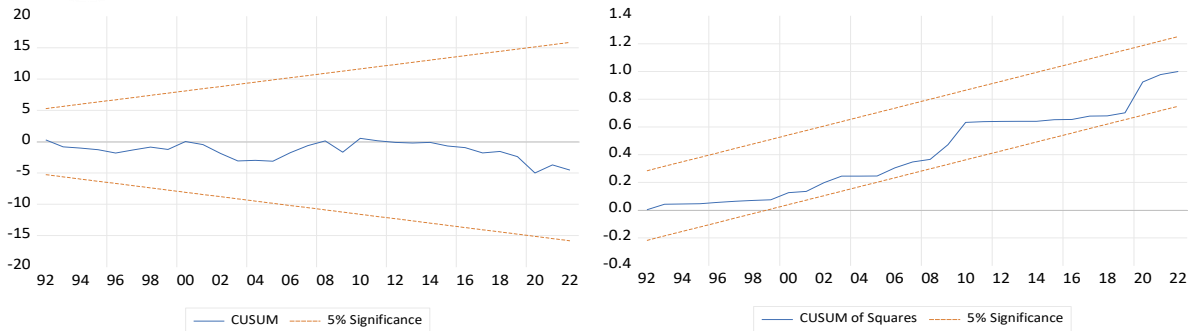
Figure 2.CUSUM and CUSUM SQ Tests

The findings in Figure 1 revealed that there is no parameter stability problem in the model.

To check whether there is a stable, long-term relationship (cointegration) between variables the bounds test methodology in which the calculated F- statistic is compared to upper and lower bound values is used. The outcomes of the bounds test are presented within Table 5.

Table 12. Bounds Test

Test	F
Calculated Test Statistics	10.82***
Upper Bound (1%)	7.84
Lower Bound (1%)	6.84

** *denotes significance at 1% level.*

F-Test Statistic yielded a result of 10.82, exceeding the upper bound value (7.84) at 1% significance level. This bounds test findings provide strong evidence for the presence of cointegration between the variables under examination, specifically per capita GDP and per capita health expenditures.

4.3. Error Correction Model

The Error Correction Model (ECM) is employed to derive the short-run relationship between variables and to capture how the system corrects itself when it deviates from long-term equilibrium. The findings of the Error Correction Model is illustrated through the presentation in Table 6.

Table 13. Error Correction Model

Variable	Coefficient	Std. Error	t-statistics	p-value
γ_{t-1}	-0.46	0.09	-4.72	0.00***
Δy_{t-1}	0.27	0.13	2.05	0.04**
Δhe_t	0.07	0.10	0.68	0.49
Δhe_{t-1}	-0.19	0.10	-1.78	0.08*
d_{1991}	-0.03	0.00	-4.56	0.00***
C	3.18	0.67	4.75	0.00***
Important Statistics				
$\overline{R^2}$	0.35		RSS	0.007
F	5.46***		DW	2.02

***, ** *and* * *denotes significance at 1%, 5% and 10% levels, respectively.*

Based on the findings in Table 6, the error correction term in the model has a coefficient of -0.46 which is statistically significant at 1% level and negative as expected. The related coefficient value implies that in the previous period, for every unit deviation from equilibrium, the current period's per capita GDP adjusts by approximately -0.46 units towards the equilibrium level.

4.4. Long Run Model

The outcomes of the long-term analysis conducted using the Autoregressive Distributed Lag (ARDL) methodology are meticulously detailed in Table 7.

Table 14. Cointegrated Model

Variable	Coefficient	Std. Error	t-statistics	p-value
he_t	0.50	0.03	16.70	0.00***

*** *denotes significance at 1% level.*

Based on the foregoing results, the coefficient of 0.50 pertaining to the variable of per capita health expenditures signifies that, in the long-run context, a one percent alteration in per capita health expenditures is concomitant with a consequential 0.50% variation in per capita GDP within the same direction. This observation underscores the presence of a positive and statistically robust relationship between per capita health expenditures and per capita GDP.

5. CONCLUSION

In this study, a comprehensive analysis of the both short and long-term relationship between per capita GDP and per capita health expenditures for Switzerland over the period from 1980 to 2020 is conducted. A log-linear model to establish the relationship between these two crucial economic indicators is employed.

Initially, stationarity tests were applied to ensure the reliability of the analysis. While the Augmented Dickey-Fuller (ADF) and Phillips-Perron (PP) tests indicated non-stationarity for the level of per capita GDP, we found evidence of stationarity for both tests at the 1% significance level, regardless of the inclusion of a trend, which is a critical prerequisite for cointegration analysis. The Zivot-Andrews structural break unit root test further confirmed this stationarity, highlighting breaks in 1986 and 1991 for the model without trend.

The Autoregressive Distributed Lag (ARDL) approach to cointegration to account for the mixed integration orders observed in the variables is employed. The selected ARDL (2,2) model underwent rigorous diagnostic checks, including the Jarque-Bera, Breusch-Godfrey, ARCH (Autoregressive Conditional Heteroskedasticity), and Ramsey RESET tests, all of which provided assurance of model validity and reliability.

The bounds test methodology supported the hypothesis of cointegration, with the calculated F-statistic (10.82) surpassing the upper bound value (7.84) at the 1% significance level, indicating a stable, long-term relationship between per capita GDP and per capita health expenditures.

Furthermore, the Error Correction Model (ECM),to explore short-term dynamics, is used. The negative and statistically significant coefficient of the error correction term (-0.46) in the ECM

implied that the system efficiently corrects deviations from equilibrium, restoring per capita GDP to its long-term relationship with per capita health expenditures.

In conclusion, the analysis revealed a robust and positive long-term relationship between per capita health expenditures and per capita GDP in Switzerland which suggested that changes in health expenditures have a significant and lasting impact on the country's economic well-being. This study contributes to the understanding of the intricate interplay between healthcare investment and economic growth, underscoring the importance of healthcare as a vital determinant of a nation's prosperity.

Based upon above-mentioned findings, policy recommendations include investing in healthcare infrastructure, promoting preventive healthcare measures, and supporting research and innovation in health services. These strategies may help to leverage the positive and enduring relationship between per capita health expenditures and per capita GDP in Switzerland, ultimately enhancing the nation's healthcare system, public health outcomes, and overall economic prosperity.

REFERENCES

Akaike, H. (1973). Information theory and an extension of the maximum likelihood principle, [w:] Proceedings of the 2nd international symposium on information, bn petrow, f. Czaki, Akademiai Kiado, Budapest.

Akaike, H. (1998). Information theory and an extension of the maximum likelihood principle. In Selected papers of Hirotugu Akaike (pp. 199-213). Springer, New York, NY. doi: 10.1007/978-1-4612-1694-0_15

Artekin, A. Ö. and Konya, S. (2020). Health Expenditure and Economic Growth: Is The Health-Led Growth Hypothesis Supported for Selected OECD Countries? Poslovna Izvrsnost - Business Excellence, 14(1), 77-89. https://doi.org/10.22598/pi-be/2020.14.1.77

Badri, A.K. and Badri, S.K. (2016). Health Spending and Economic Growth in Selected OECD Countries. AIS (American Institute of Science), American Journal of Clinical Neurology and Neurosurgery, 2 (1), 5-9.

Bartlett, M. S. (1948). Smoothing periodograms from time-series with continuous spectra. Nature, 161(4096), 686-687. doi:10.1038/161686a0

Bartlett, M. S. (1950). Periodogram analysis and continuous spectra. Biometrika, 37(1/2), 1-16. doi:10.1093/biomet/37.1-2.1.

Eggoh, J., Houeninvo, H. G., and Sossou, G. (2015). Education, Health and Economic Growth in African Countries. Journal of Economic Development, 40(1), 93-111. https://doi.org/10.35866/caujed.2015.40.1.004

Halıcı-Tülüce, N. S., Doğan, İ., and Dumrul, C. (2015). Is Income Relevant for Health Expenditure and Economic Growth Nexus? International Journal of Health Economics and Management, 16(1), 23-49. https://doi.org/10.1007/s10754-015-9179-8

Khobai, H., & Mbeki, Z. M. (2018). Health and Economic Growth in VISTA Countries: An ARDL Bounds Test Approach. https://mpra.ub.uni-muenchen.de/89868/

Mehrara, M. (2011). Health Expenditure and Economic Growth: An ARDL Approach For The Case of Iran. Journal of Economics and Behavioral Studies, 3(4), 249-256. https://doi.org/10.22610/jebs.v3i4.277

Olaniyi, O. A., & Adekanmbi, A. M. (2022). Income Inequality, Health Care Expenditure and Economic Performance in Nigeria. Global Journal of Arts, Humanities and Social Sciences, 10(4), 34-49.

Özyılmaz, A., Bayraktar, Y., Işık, E., Toprak, M., Er, M. B., Beşel, F., … & Collins, S. (2022). The Relationship Between Health Expenditures and Economic Growth in EU Countries: Empirical Evidence Using Panel Fourier Toda–Yamamoto Causality Test and Regression Models. International Journal of Environmental Research and Public Health, 19(22), 15091. https://doi.org/10.3390/ijerph192215091

Pesaran, M.H., & Pesaran, B. (1997). Working with microfit 4.0: an interactive econometric software package (dos and windows versions). Oxford, Oxford University Press.

Pesaran, M.H., & Shin, Y. (1998). Generalized impulse response analysis in linear multivariate models. Economics Letters, 58(1), 17-29. doi: 10.1016/S0165-1765(97)00214-0

Pesaran, M.H., & Shin, Y. (1999). An autoregressive distributed lag modeling approach to cointegration analysis. Strom, S., Holly, A., ve Diamond, P. (Ed.), in Centennial volume of Rangar Frisch (p. 371-413). Cambridge: Cambridge University Press.

Pesaran, M. H., Shin, Y., & Smith, R. J. (2001). Bounds testing approaches to the analysis of level relationships. Journal of Applied Econometrics, 16(3), 289–326. doi: 10.1002/jae.616

Phillips, P. C., & Perron, P. (1988). Testing for a unit root in time series regression. Biometrika, 75(2), 335-346. https://doi.org/10.1093/biomet/75.2.335

Tatoğlu, F. Y. (2011). The Relationships Between Human Capital Investment and Economic Growth: A Panel Error Correction Model. Journal of Economic and Social Research, 13(1), 77.

Üzümcü, A. & Söğüt, Y. (2021). The Relationship of Health Expenditures and Economic Growth: An Analysis on Turkish Economy (1988-2019). Kafkas Üniversitesi İktisadi Ve İdari Bilimler Fakültesi Dergisi, 12(23), 77-106. https://doi.org/10.36543/kauiibfd.2021.005

Zivot, E. and Andrews, D. W. K. (1992). Further Evidence on the Great Crash, the Oil Price Shock, and the Unit-Root Hypothesis. Journal of Business & Economic Statistics 10(3):251-270.

ÖZEL EĞİTİM 1, 2 VE 3. KADEME TÜRKÇE DERS KİTAPLARINDAKİ ETKİNLİKLER ÜZERİNE BİR İNCELENME

Yüksek Lisans Öğrencisi Furkan CAN, Doç. Dr. Mehmet Nuri KARDAŞ

Van Yüzüncü Yıl Üniversitesi, furkancanyyu@gmail.com , ORCID No: 0000-0002-3093-554X

Van Yüzüncü Yıl Üniversitesi, mnkardas.@yyu.edu.tr , ORCID No: 0000-0001-6732-7815

ÖZET

Bu çalışmanın amacı, Özel Eğitim 1, 2 ve 3. kademe Türkçe ders kitaplarında yer alan etkinliklerin metinlerle ve görsellerle olan ilişkisini incelemektir. Bu amaç kapsamında etkinliklerin metin eksenli hazırlanıp hazırlanmadığı, etkinliklerde görsel unsurlara yer verilip verilmediği sorularına cevap aranmıştır. Araştırmanın çalışma materyallerini 2022-2023 eğitim öğretim yılında okutulmakta olan Özel Eğitim 1, 2 ve 3. kademe Türkçe ders kitapları oluşturmaktadır. İnceleme kapsamına söz konusu kitaplarda yer alan metinler ve etkinlikler alınmıştır. Betimsel nitelik taşıyan bu araştırmada nitel araştırma yöntemlerinden doküman incelemesi tekniği kullanılmıştır. Yapılan inceleme sonucunda Özel Eğitim 1. Kademe Türkçe Ders Kitabı 2'de toplam 32 metin ve 96 etkinliğin yer aldığı saptanmıştır. Söz konusu ders kitabındaki 96 etkinliğin 71'i metin eksenli etkinlik iken 25 etkinlik ise metinden bağımsız etkinliktir. Özel Eğitim 2. Kademe Türkçe Ders Kitabı 2'de toplam 30 metin ve 219 etkinliğin yer aldığı görülmektedir. Söz konusu ders kitabındaki 219 etkinliğin 88'i metin eksenli etkinlik iken 131 etkinlik ise metinden bağımsız etkinliktir. Özel Eğitim 3. Kademe Türkçe Ders Kitabı 2'de toplam 30 metin ve 194 etkinliğin yer aldığı tespit edilmiştir. Söz konusu ders kitabındaki 194 etkinliğin 74'ü metin eksenli etkinlik iken 120 etkinlik ise metinden bağımsız etkinliktir. Diğer bir sonuç ise etkinliklerde bulunan görsellerle ilgilidir. Özel Eğitim 1. Kademe Türkçe Ders Kitabı 2'deki etkinliklerde yer alan görsellerin %25'i (f=24) resim, %3'ü ise metin görselidir. Karikatür ve simgeye hiç yer verilmezken %72'sinde (f=69) ise hiçbir görsele yer verilmemiştir. Özel Eğitim 2. Kademe Türkçe Ders Kitabı 2'deki etkinliklerde yer alan görsellerin %42'si (f=92) resim, %8'i (f=17) simge, %4'ü (f=8) ise metin görselidir. Karikatüre %3 (f=7) oranında yer verilirken metinlerin %43'ünde (f=95) ise hiçbir görsele yer verilmemiştir. Özel Eğitim 3. Kademe Türkçe Ders Kitabı 2'deki etkinliklerde yer alan görsellerin %40'ı (f=77) resim, %1'i (f=2) simge ve %1'i (f=2) ise metin görselidir. Karikatüre sadece 1 metinde yer verilirken etkinliklerin %58'sinde (f=95) ise hiçbir görsele yer verilmemiştir.

Anahtar Sözcükler: Özel eğitim, Türkçe ders kitabı, etkinlik, metin, görsel.

A STUDY ON THE ACTIVITIES IN SPECIAL EDUCATION 1ST, 2ND AND 3RD GRADE TURKISH TEXTBOOKS

ABSTRACT

The aim of this study is to examine the relationship between the activities in the Special Education 1st, 2nd and 3rd Level Turkish Textbooks with texts and visuals. Within the scope of this purpose, answers were sought to the questions of whether the activities were prepared text-oriented and whether visual elements were included in the activities. The study materials of the research consist of Special Education 1st, 2nd and 3rd Level Turkish Textbooks that are being taught in the 2022-2023 academic year. The texts and activities in these books were included in the scope of the analysis. In this descriptive study, document analysis technique, one of the qualitative research methods, was used. As a result of the analysis, it was determined that there were 32 texts and 96 activities in the Special Education 1st Level Turkish Textbook 2. While 71 of the 96 activities in the textbook are text-based activities, 25 activities are text-independent activities. It is seen that there are a total of 30 texts and 219 activities in the Special Education 2nd Level Turkish Textbook 2. While 88 of the 219 activities in this textbook are text-based activities, 131 activities are text-independent activities. It was determined that there are a total of 30 texts and 194 activities in the Special Education 3rd Level Turkish Textbook 2. While 74 of the 219 activities in this textbook are text-based activities, 120 activities are text-independent activities. Another result is related to the visuals in the activities. The activities in the Special Education 1st Level Turkish Textbook

Keywords: Special education, Turkish textbook, activities, text, image.

AYVAYI YEDİK MÜZESİ ADLI ÇOCUK EDEBİYATI ESERİNİN ÇOCUĞA GÖRELİK İLKESİ AÇISINDAN İNCELENMESİ

Yüksek Lisans Öğrencisi Furkan CAN, Doç. Dr. Mehmet Nuri KARDAŞ

Van Yüzüncü Yıl Üniversitesi, furkancanyyu@gmail.com , ORCID No: 0000-0002-3093-554X

Van Yüzüncü Yıl Üniversitesi, mnkardas.@yyu.edu.tr , ORCID No: 0000-0001-6732-7815

ÖZET

Çocuk edebiyatı ürünleri çocuğun; okuma kültürü kazanmasında, hayal gücünün güçlenip yaratıcılık becerilerinin gelişmesinde önemli bir role sahiptir. Bu bağlamda çocuk edebiyatı ürünlerinin biçimsel, eğitsel ve içeriksel olarak çocuğa görelik ilkesi dikkate alınarak hazırlaması gerekmektedir. Bu incelemenin amacı "Ayvayı Yedik Müzesi" adlı çocuk edebiyatı ürününü çocuğa görelik ilkesi açısından incelemektir. İncelemenin materyalini Mert Arık tarafından kaleme alınan, Serdar Turali tarafından resimlenen ve Timaş Çocuk Yayınları tarafından basılan "Ayvayı Yedik Müzesi" adlı eser oluşturmaktadır. Bu çalışmada nitel araştırma desenlerinden doküman incelemesi kullanılmıştır. İlgili eserin incelenmesi sürecinde Kardaş (2020) tarafından alan yazını taranarak ve uzman görüşleri alınarak hazırlanan "Çocuk Edebiyatı Ürünü İnceleme Formu (ÇEÜİF)" güncellenerek "Çocuk Edebiyatı Ürünü Kontrol Formu (ÇEÜKF)" adıyla kullanılmıştır. Çalışmada elde edilen verilerin analizinde betimsel analiz kullanılmıştır. İnceleme sonucunda söz konusu eserde yer alan resimlerin çocuğun duyu algılarını kısmen geliştirici özelliklerde olduğu, eserin boyut ve punto büyüklüğü yönünden çocuğa görelik ilkesine uygun hazırlanmadığı, eserin cildinin yıpranmaya ve yırtılmaya müsait bir malzemeden hazırlandığı, eserde birinci hamur ve mat renkte kâğıt kullanıldığı, sayfaların okuma rahatlığı sağlayan, belli bir oranı ve ortalama ile dizilmiş bir düzenden oluştuğu bulgulanmıştır. Söz konusu eserde temel olarak "Yaratıcılık" ve "Hayal Gücü" konularının işlendiği, cümlelerin hedef kitlenin fiziksel ve zihinsel gelişim düzeyine uygun uzunlukta olduğu, eserde sade ve anlaşılır bir dil kullanıldığı tespit edilmiştir.

Anahtar Kelimeler: Çocuk edebiyatı, çocuğa görelik ilkesi, Ayvayı Yedik Müzesi.

ANALYZING THE CHILDREN'S LITERARY WORK NAMED AYVAYI YEDİK MÜZESİ IN TERMS OF THE PRINCIPLE OF RELATIVITY TO THE CHILD

Children's literature products have an important role in children's acquisition of reading culture, strengthening their imagination and developing their creativity skills. In this context, children's literature products should be formally, educationally and contextually prepared by taking into account the principle of relevance to the child. The aim of this study is to analyze the children's literature product named "Ayvayı Yedik Müzesi" in terms of the principle of relativity to children. The material of the analysis is the work titled "Ayvayı Yedik Müzesi" written by Mert Arık, illustrated by Serdar Turali and published by Timaş Children's Publications. Document analysis, one of the qualitative research designs, was used in this study. In the process of examining the related work, the "Children's Literature Product Review Form (CLSRF)" prepared by Kardaş (2020) by reviewing the literature and taking expert opinions was updated and used as "Children's Literature Product Control Form (CLSCF)". Descriptive analysis was used to analyze the data obtained in the study. As a result of the examination, it was found that

the pictures in the work in question were partially developing the sensory perceptions of the child, the work was not prepared in accordance with the principle of relativity to the child in terms of size and font size, the binding of the work was prepared from a material suitable for wear and tear, first pulp and matte colored paper was used in the work, and the pages consisted of a layout that provides reading comfort and is arranged with a certain proportion and average. It has been determined that the work in question mainly deals with the subjects of "Creativity" and "Imagination", the sentences are of appropriate length for the physical and mental development level of the target audience, and a simple and understandable language is used in the work.

Keywords: Children's literature, principle of relevance to children, Ayvayı Yedik Müzesi.

AN EVALUATION OF TEACHERS' MOTIVATION FOR USING DIGITAL TECHNOLOGIES IN CLASS

Barış AYAZ [1]

[1] Siirt University, Faculty of Education, 0000-0002-0368-4693

ABSTRACT

Many quantitative studies on the digital technology usage trends of teachers and teacher candidates attract attention. Research significantly considers variables such as attitude, motivation, and intention to use. In addition to the importance of these factors, experimental research on improving the usage performance of teachers and teacher candidates is followed in the literature. However, when looking at the concrete effects of these studies, it is noteworthy that the follow-up periods were short. The purpose of this research is to investigate the use of digital technologies in the lessons of teachers who were trained in the use of digital technology in the past. In the interviews conducted with 14 teachers, the participants stated that the previous trainings consisted of new, different but limited in effect practices. They stated that in their previous training they were either part of a scientific research or a member of a standard in-service training program. In this context, it seems that they have limited support in the application dimension for the use of digital technology. In future studies, examining the digital technology usage performances of teachers supported in terms of technology-based digital coaching or instructional guidance will contribute to the literature.

Keywords: Digital Technologies, Technology Acceptance, Teacher Motivation

1. INTRODUCTION

Learning environments have been influenced by different technologies chronologically. Digital technologies, which are frequently used by teachers and teaching systems, are frequently used in different areas today. For this reason, technologies that can only be used for learning purposes are quite limited. When students' use of technology is examined, education is not a priority. It is observed that motivational elements such as entertainment and socialization are at the top of the list (Bernacki, Greene & Crompton, 2020; Vargo et. al, 2021; Zhang & Aslan, 2021).

Tutors help students structure lessons. In addition, it uses assistive technologies to make learning permanent, meaningful and transferable (Smith et. al, 2021). Web 2.0 tools and numerous digital technology tools are frequently used to increase learning performance. Using a digital tool that can serve at least one of the teaching objectives can be beneficial for learning. Strong experimental research shows that learning performance statistically increases with effective and planned technology use (Bernacki, Greene & Crompton, 2020; Bogusevschi, Muntean, & Muntean, 2020; Fidan & Tuncel, 2019). One of the most important reasons for this

increase is that digital technologies are met with interest by students and they are familiar with these technologies.

Teacher candidates and teachers assume certain responsibilities when using digital technologies. For effective use of digital technology, one must be very aware of the technology used. In addition, it is among the duties of the teacher to choose the most suitable one among different digital technology tools. Monitoring and evaluating student performance throughout the process, giving feedback and using digital technologies as a tool at this point are frequently carried out by teachers. At this point, some tasks are undertaken by teachers. In cases where students' interest is lost or the learning purpose is exceeded, the use of digital technologies should be limited and the usage process should be revised. It is a fact that digital technologies are used as a tool for effective learning environments today. Distance education processes are among the examples of this situation. Since 2020, frequently preferred web technologies have become the new and accepted nature of learning environments. Students have now gained awareness that learning can be done remotely and that technology tools can manage the learning process.

2. DIGITAL TECHNOLOGY AND TEACHER

The most effective people for learning to occur are teachers. Some learning management systems assume full responsibility for the learning process, but the importance of the teacher factor in the system becomes evident again. Because the lack of immediate answers, effective answers and structured feedback regarding the student's learning deficiencies and questions regarding the subject shows that there is a deficiency at this point. Verbal human behavior is one of the important tools of communication. At this point, communication between students and teachers is of critical importance. Thus, the fact that digital technologies have a learning purpose on their own is still seen as limited and risky. The place of the teacher factor in the system is at the highest level in both face-to-face education and distance education. However, it is aimed for teacher candidates and teachers to have effective digital technology usage skills and technology integration skills at the highest level possible. Only under these conditions can the effect of digital technologies in learning environments be explained in the best way.

Figure 1. A Digital Technology Supported Lesson

Teachers must have high prior knowledge in order to benefit from technology in classroom environments. It is critical to have this preliminary knowledge, especially in the areas of technology and technology usage. Another situation that will contribute to learning performance is not only knowledge of technology but also knowledge of web 2.0 technologies related to one's field. At this point, the faculties of education and the institutions that train teachers have important responsibilities. Not only the theoretical part of digital technologies should be taught and introduced, but also teachers should gain competence in the practical aspect. Only under these conditions will the teacher be able to provide effective technology integration in the classroom when he/she begins his/her professional life. Until and after reaching this point, teachers continue to need guidance on the use of technology. It is not always possible for a well-equipped teacher who graduated from the Faculty of Education to constantly follow web technologies in learning environments. Raising awareness about these innovations is also possible by policy makers.

It is observed that students have more fun and higher motivation levels in lessons where technology is used by their teachers, and there is a positive increase in their interest in the lesson (Higgins, Huscroft-D'Angelo, & Crawford, 2019). However, increased interest in the course is not always directly related to learning performance. In other words, it is observed in technology-rich courses where students have fun but their learning performance is not at the desired level. At this point, it is considered valuable for teachers to choose and use technological tools appropriate to their teaching goals and manage the entire learning process.

In this research, teachers' opinions about the digital technologies they use today and their usage processes are taken according to whether they took courses such as digital technologies, information technologies and instructional technologies during their undergraduate years. In other words, we are trying to determine the variables that affect the motivation of teachers with high digital experience to use technology in the classroom. In this way, teachers' past learning experiences, application competencies and current usage intentions can be understood more clearly. Teachers particularly emphasize practice-based teaching. They express the natural existence of doing, living and applying in the nature of learning. Some teachers' opinions regarding this were as follows;

T7: "*I use technology when teaching lessons to my students. In fact, my teacher's explanation at university was impressive. He caught everyone's attention when he used the poster application. Years later, I still remember that lesson and I can use similar technologies when explaining the subject to my students.*"

T10: "*One of our teachers was willing. He tried hard to teach, but the class was very indifferent. In fact, we didn't take it seriously, as if we wouldn't use it. I wish I would learn it now, but now...*"

T13: "*Technology may be important in different courses, but we only need it once or twice. But we always need standard technologies. Projection, interactive whiteboard etc. Still, we made an application in computer class. If I could find it, I could use it again.*"

A compilation showing that teachers can use technology when necessary was also revealed in this research. It is clear that educators need digital support, direction and mentoring.

3. FINDINGS AND RESULT

A number of findings were found in the interviews conducted with 14 teachers whose graduation date did not exceed 15 years. All of those participants were teachers who took at least one technology use course during their undergraduate years. Studies frequently conducted with teacher candidates actually serve as a procedure for participants who have not started their professional lives. However, determining the current situation of teachers on duty, examining their motivational status constitute an important data source for subsequent in-service training programs.

A significant portion of the teachers stated that they learned digital technologies theoretically and completed the semester with a very limited application. In fact, they stated that they were successful in the course by not only contenting themselves with the content given by the instructor, but also by frequently making use of alternative web resources in order to achieve high course success. It seems that this situation alone has revealed the deficiencies in the implementation dimension. Again, it was stated by a group of teachers that only one course period was conducted theoretically because the course instructor's competence in digital technologies was at the lowest level. A group of teachers who have a rich learning experience regarding practice is also included in the study. However, the main problem of this group is that the web technologies they acquired and learned during their undergraduate years are not used or updated today. In the content analysis and discourse analysis carried out on this subject, it is observed that teachers do not follow daily web technologies and their interest in technology has decreased due to the lack of a supporting element.

Teachers' intrinsic and digital motivations for technology use differ (Sharma & Srivastava, 2020). Only when examined in the context of the participants of this study, it is observed that teachers are willing to achieve student performance and teaching goals. However, this willingness was not enough to break the resistance of some participants to use digital technologies. Starting from this point, teachers who are aware of web technologies, even if only theoretically, have had some expectations, suggestions, and opinions about situations where it is urgent to realize them during the process. It was observed that the most important of these opinions was that they needed a digital guide on using technology. Another important point is that it has been understood that introducing current web technologies and providing field-specific training with one-on-one applications is valuable. Finally, an understanding has emerged that teachers should receive different training on instructional technologies specific to small groups and instructional technologies for large-scale groups. As a matter of fact, teachers emphasized that the use of technology brings with it some difficulties in the classroom. In this regard, a consensus has emerged that classroom management should be given importance. At this point, it is understood that receiving training on web tools that concern all learners and where class participation is highest is met with high internal and external motivation by teachers.

4. REFERENCES

Bernacki, M. L., Greene, J. A., & Crompton, H. (2020). Mobile technology, learning, and achievement: Advances in understanding and measuring the role of mobile technology in education. *Contemporary Educational Psychology*, *60*, 101827.

Bogusevschi, D., Muntean, C., & Muntean, G. M. (2020). Teaching and learning physics using 3D virtual learning environment: A case study of combined virtual reality and virtual laboratory in secondary school. *Journal of Computers in Mathematics and Science Teaching*, *39*(1), 5-18.

Fidan, M., & Tuncel, M. (2019). Integrating augmented reality into problem based learning: The effects on learning achievement and attitude in physics education. *Computers & Education*, *142*, 103635.

Higgins, K., Huscroft-D'Angelo, J., & Crawford, L. (2019). Effects of Technology in Mathematics on Achievement, Motivation, and Attitude: A Meta-Analysis. *Journal of Educational Computing Research*, *57*(2), 283-319. https://doi.org/10.1177/0735633117748416

Sharma, L., & Srivastava, M. (2020). Teachers' motivation to adopt technology in higher education. *Journal of Applied Research in Higher Education*, *12*(4), 673-692.

Smith, E. M., Hernandez, M. L. T., Ebuenyi, I. D., Syurina, E. V., Barbareschi, G., Best, K. L., ... & MacLachlan, M. (2022). Assistive technology use and provision during COVID-19: results from a rapid global survey. *International Journal of Health Policy and Management*, *11*(6), 747.

Vargo, D., Zhu, L., Benwell, B., & Yan, Z. (2021). Digital technology use during COVID-19 pandemic: A rapid review. *Human Behavior and Emerging Technologies*, *3*(1), 13-24.

Zhang, K., & Aslan, A. B. (2021). AI technologies for education: Recent research & future directions. *Computers and Education: Artificial Intelligence*, *2*, 100025.

A PERSPECTIVE TOWARDS ARTIFICIAL INTELLIGENCE-SUPPORTED QUALITATIVE DATA ANALYSIS

Barış AYAZ [1]

[1] Siirt University, Faculty of Education, 0000-0002-0368-4693

ABSTRACT

The increasing number of data analysis programs in recent years for data analysis in qualitative research points to the importance of the analysis process. Data analysis programs are important tools to see the connection between various variables, codes and nodes. However, integrating the data and capturing its in-depth meaning are also among the responsibilities of the research team. In this context, it is considered valuable for researchers to take into account all the details without overlooking the physical social cognitive features of the context. However, it should not be neglected that only where there is a human factor, the judgment of subjectivity may come to the fore. As a matter of fact, qualitative research emphasizes that data validity and reliability should be prioritized in order to minimize the possible effects of human factors in analysis processes. The aim of this research is to determine the effects of artificial intelligence, one of the processing mechanisms of in-depth internet data in recent years, on qualitative data analysis processes. This effect is limited only by establishing sample connections on a data set and assisting in thematization processes. Explaining the processing mechanisms of artificial intelligence on existing data is within the scope of this research. Explaining the artificial intelligence factor in the analysis processes of qualitative research in the light of literature and internet data has the potential to be a helpful guide for researchers.

Keywords: Artificial Intelligence, Qualitative Data, Analysis.

1. INTRODUCTION

The use of digital technologies as tools in learning environments has been continuing for many years. We witness that instructors, students and all stakeholders frequently use these technologies. However, in the nature of learning, all auxiliary materials are expected to serve at least one learning purpose (Dunn & Kennedy, 2019; Efremova & Huseynova, 2021). For this reason, the expression tool has lost its meaning even more with postmodernism. The use of technology is frequently preferred in scientific research, both in quantitative and qualitative research. In this context, it is considered valuable to investigate and make sense of the use of technology in the analysis processes as well as in the data collection processes of research methods.

Scientific research aims to explain all the components that surround and remain around human existence. A deep journey of discovery from creation to the end becomes the guide and basis

of scientific research. Quantitative and qualitative paradigms reveal important formal differences from data collection to data analysis. Data analysis is the focus of this research.

The value of scientific research increases as long as data analysis processes are detailed, detailed and meticulous. The reader's inferences from the research also increase in a similar way. For this reason, data analysis processes are subject to strict control by researchers and the scientific commissions to which the research is presented (Allam & Martin, 2021). One of the areas where digital technologies intervene today is data analysis processes. While statistical software often sheds light on quantitative research, qualitative data analysis programs have reached a critical place in concluding qualitative research. Assistive technology tools have also started to have a say in data analysis.

2. ARTIFICIAL INTELLIGENCE

Artificial intelligence has taken its place among the most popular web technologies today. It can be used for different purposes (learning, entertainment, product creation, scientific study, etc.) in different age groups, areas of interest and learning environments. It is a machine learning that includes perception, use of cognitive functions and decision-making mechanisms (Xu et. Al, 2021). This situation forms the basis of some facilitating and beneficial situations. On the other hand, with its potential for rapid data access, it reveals the behavior of choosing the easy option for students. Although there is no harm in accessing data and information quickly and easily, there may be an inability to access different and verifiable sources inherent in the research.

Figure 1. *Human-Artificial Intelligence-Human interaction*

People tend to choose the fastest, most comprehensive and functional among different data sources in a short time. This situation brings rapid access to information. Artificial intelligence applications are

facilitating factors at this point. However, data reliability and effectiveness are a matter of debate. As a matter of fact, he sometimes helps students with their homework. Can provide guidance or counseling to the student. However, it is difficult to state that there is absolutely accurate and comprehensive data. All these situations raise questions about data reliability. There are some risks and benefits of using artificial intelligence, especially chatbots, in the data analysis processes of scientific research.

3. QUALITATIVE RESEARCH AND ARTIFICIAL INTELLIGENCE

Qualitative research pursues in-depth data and detailed patterns of meaning. In this type of research, where all data collection processes serve the research purpose, making sense and interpreting the data is quite complex and difficult (Ertugay, 2019). There is an intense data flow depending on the research field from different data sources such as observation, interview, and document review. It is very difficult to understand what the data says in this density. It is even a team work. In qualitative research, consensus is important in the process of coding and thematizing data. From time to time, differences of opinion also contribute to the research. However, the main goal is to look at the data holistically and capture the deep meaning.

Researchers may need tools to help transfer and link data. These assistants cannot have the responsibility of performing data analysis. It only tries to give the researcher alternative and holistic patterns. Qualitative data analysis programs have been used for many years among the most important tools at this point (Clarke, Coates, & Jordan, 2021). Artificial intelligence applications, which have a separate and critical place in scientific research today, also appear as an important support in data analysis processes.

Artificial intelligence applications compile the common areas and topics of the data in the text presented in qualitative research and present it to the application owner. This is an indication that a critical situation has begun for the data analysis process. Because in qualitative research, while researcher bias and hypotheses are important in determining the research focus, the automatic thematization process with an inductive approach poses risks.

In qualitative data analysis, all content submitted to applications is scanned by the program and subject areas can be titled/themed upon request. However, when software approaches data with a typical approach, it becomes clear that the results are more mechanical. This mechanical process may fall short of capturing the meaning of the data. The thematization process for the opinions directly quoted from Kızıltaş & Çetinkaya Özdemir (2021) in Figures 2 and 3 was carried out with the ChatGPT application. This analysis was tried on an article on the web. Although the thematization process is not directly compatible with that of the researchers, the areas where it shows similarities and compatibility attract attention.
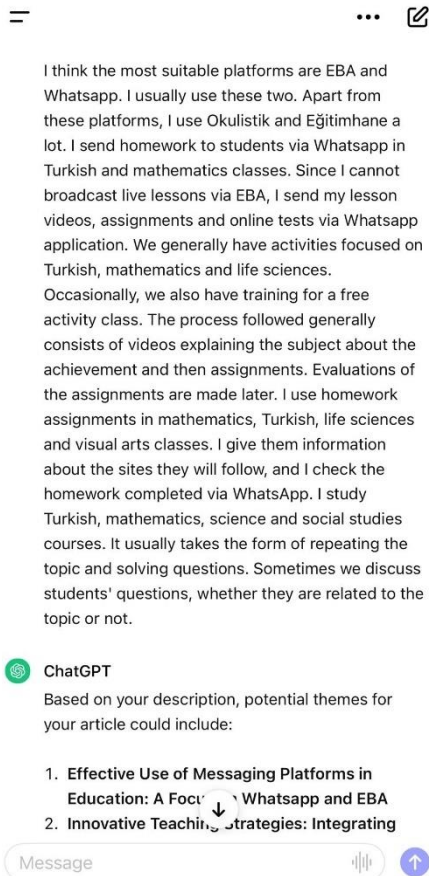
I think the most suitable platforms are EBA and Whatsapp. I usually use these two. Apart from these platforms, I use Okulistik and Eğitimhane a lot. I send homework to students via Whatsapp in Turkish and mathematics classes. Since I cannot broadcast live lessons via EBA, I send my lesson videos, assignments and online tests via Whatsapp application. We generally have activities focused on Turkish, mathematics and life sciences. Occasionally, we also have training for a free activity class. The process followed generally consists of videos explaining the subject about the achievement and then assignments. Evaluations of the assignments are made later. I use homework assignments in mathematics, Turkish, life sciences and visual arts classes. I give them information about the sites they will follow, and I check the homework completed via WhatsApp. I study Turkish, mathematics, science and social studies courses. It usually takes the form of repeating the topic and solving questions. Sometimes we discuss students' questions, whether they are related to the topic or not.

ChatGPT

Based on your description, potential themes for your article could include:

1. Effective Use of Messaging Platforms in Education: A Focus on Whatsapp and EBA
2. Innovative Teaching Strategies: Integrating

Figure 2. *Participant Opinions*

courses. It usually takes the form of repeating the topic and solving questions. Sometimes we discuss students' questions, whether they are related to the topic or not.

ChatGPT

Based on your description, potential themes for your article could include:

1. Effective Use of Messaging Platforms in Education: A Focus on Whatsapp and EBA
2. Innovative Teaching Strategies: Integrating Okulistik and Eğitimhane into the Classroom
3. Utilizing Technology for Remote Learning: Lessons Learned from Teaching Turkish, Mathematics, and Life Sciences
4. Enhancing Student Engagement: Incorporating Live Lessons and Videos in EBA and Whatsapp
5. A Holistic Approach to Education: Balancing Core Subjects and Free Activity Classes
6. Homework in the Digital Age: Streamlining Assignments through Messaging Apps
7. Interactive Learning: Navigating Turkish, Mathematics, Science, and Social Studies via Online Platforms
8. Assessment and Feedback: The Role of Whatsapp in Evaluating Student Performance

Choose a theme that resonates most with your experiences and objectives for the article.

Figure 3. *Chatbot thematization process*

When the relevant article and thematicization process are examined, it is understood that while some themes that are completely compatible with the subject are observed, the research team has taken a much more detailed and holistic approach. However, it can be supportive for research on some different and specific themes.

4. RESULTS

The importance of artificial intelligence applications in qualitative data analysis has been the subject of this research. The usage areas of these applications, which are frequently preferred by different groups of people, change and diversify day by day. Scientific research has also been included in this change (Krenn et. Al, 2022). It would not be wrong to say that qualitative research falls within the scope of chatbots since it is verbal and text-based. Relevant applications can undertake responsibilities such as summarizing, creating themes or making inferences based on the text or all similar elements presented to them.

Thematization is of critical importance in qualitative data analysis processes (Baltacı, 2019). For this reason, it does not seem possible for an analysis process without expert researchers to be accurate, comprehensive and flawless. In addition, it can also offer the research team a

different perspective with a mechanical approach. Considering that it is a limited and risky process, it can be expected to make a minimal scientific contribution to obtaining support.

It can be clearly stated that artificial intelligence applications can mine the data presented to them and draw attention to the elements in the loop. However, it should not be overlooked that the cognition factor is of incredible importance in all research processes. In this context, it should be known that there are alternative approaches and applications that can address the differences in the cognitive architectures of researchers and readers. Accordingly, their use should be limited. It is considered valuable for the research team to be effective in discourse analysis, which is where chatbots are inadequate in analyzing the nature of the data.

REFERENCES

Allam, F. C., & Martin, M. M. (2021). Issues and Challenges in Special Education: A Qualitative Analysis from Teacher's Perspective. *Southeast Asia Early Childhood*, *10*(1), 37-49.

Baltacı, A. (2019). Nitel araştırma süreci: Nitel bir araştırma nasıl yapılır?. *Ahi Evran Üniversitesi Sosyal Bilimler Enstitüsü Dergisi*, *5*(2), 368-388.

Clarke, S. O., Coates, W. C., & Jordan, J. (2021). A practical guide for conducting qualitative research in medical education: Part 3—Using software for qualitative analysis. *AEM education and training*, *5*(4), e10644.

Dunn, T. J., & Kennedy, M. (2019). Technology Enhanced Learning in higher education; motivations, engagement and academic achievement. *Computers & Education*, *137*, 104-113.

Efremova, N., & Huseynova, A. (2021). The impact of digital technology on learning motivation and learning modes. In *E3S Web of Conferences* (Vol. 273, p. 12083). EDP Sciences.

Ertugay, F. (2019). Sosyal Bilimlerde Nitel Araştırma/Esnek Desen Araştırması: Alana İlişkin Zorluklar, Sorunlar ve İmkânlar. Nitel Sosyal Bilimler, 1(1), 48-68.

Krenn, M., Pollice, R., Guo, S. Y., Aldeghi, M., Cervera-Lierta, A., Friederich, P., ... & Aspuru-Guzik, A. (2022). On scientific understanding with artificial intelligence. *Nature Reviews Physics*, *4*(12), 761-769.

Xu, Y., Liu, X., Cao, X., Huang, C., Liu, E., Qian, S., ... & Zhang, J. (2021). Artificial intelligence: A powerful paradigm for scientific research. *The Innovation*, *2*(4).

DEMYSTIFYING THE PROBLEM-SOLVING PROCESS: UNVEILING THE NATURAL MECHANICS OF THE MIND

Dr. Amina Farkhonde

Sultan Qaboos University, College of Education, Oman,

Abstract

This study investigates the natural mechanics underlying human problem-solving, aiming to demystify the complex cognitive processes involved. Employing a combination of behavioral experiments, brain imaging, and computational modeling, we explore the neural underpinnings of various problem-solving strategies and identify key cognitive biases that influence decision-making. Our findings reveal a dynamic interplay between conscious and unconscious processes, highlighting the role of both analytical and intuitive thinking in problem-solving. Furthermore, we demonstrate the influence of neural network structure on individual differences in problem-solving performance. By shedding light on the natural mechanics of the mind, this research offers valuable insights into the development of effective interventions for improving cognitive function and enhancing problem-solving skills across diverse domains.

Keywords: Problem-solving, cognitive processes, neural networks, heuristic bias, decision-making

AUTOMATING SCREEN-RECORDED VIDEO PRODUCTION: AN ALGORITHMIC APPROACH TO E-CONTENT CREATION

Dr. Darsareh Nikafrooz

Ilia State University, Institute of Demography and Sociology, Ilia State University, Tbilisi, Georgia

Abstarct

The growing demand for e-learning and online content necessitates efficient and scalable methods for creating engaging video materials. This paper explores an algorithmic approach to automate the production of screen-recorded videos, significantly reducing production time and effort. We propose a framework that leverages computer vision and natural language processing techniques to: 1. Identify and segment screen elements, 2. Extract key information from slides and text, 3. Generate voiceover narration based on extracted content, and 4. Synchronize narration with screen actions. Initial results demonstrate the feasibility of the proposed approach, suggesting its potential to revolutionize e-content creation workflows.

Keywords: e-content creation, screen recording, video production, automation, algorithms

ONTOLOGICAL FOUNDATIONS FOR SMART LEARNING ENVIRONMENTS IN MUSIC EDUCATION: A COMPREHENSIVE FRAMEWORK FOR KNOWLEDGE REPRESENTATION AND APPLICATION

Prof. Dr. Konstantinos Stefanidakis, Dr. Michail Sofianos

Department of Psychology, McGill University, Montreal, Canada

Abstract:

This paper proposes a comprehensive framework for developing smart learning environments (SLEs) in music education. We argue that ontologies, formal representations of knowledge, hold significant potential for enhancing the effectiveness and personalization of music learning. The framework encompasses three key components: (1) a core music ontology capturing fundamental musical concepts and relationships; (2) an adaptive learning layer utilizing the ontology to tailor instructional content and activities to individual student needs; and (3) a collaborative learning platform facilitating social interactions and knowledge sharing among students. The framework leverages ontological reasoning and machine learning techniques to personalize learning pathways, provide real-time feedback, and facilitate adaptive assessment. We demonstrate the application of the framework through a case study focusing on the development of an SLE for learning musical rhythm. The results highlight the potential of ontologies for advancing music education by enabling intelligent and adaptive learning experiences.

Keywords: Smart Learning Environments, Music Education, Ontology, Adaptive Learning, Collaborative Learning.

TRANSFORMING CIVIL ENGINEERING LABORATORY EDUCATION WITH FLIPPED LEARNING: A COMPREHENSIVE APPROACH TO DEVELOPING ESSENTIAL CAPABILITIES

Hector García- Georgia García-Rodríguez, Gerardo -Shashi Kant

Psychology Faculty of Daugavpils State University, Daugadpils, LV-5400, Latvia

Abstract

This study explores the implementation of flipped learning in civil engineering laboratory education, aiming to enhance student engagement, knowledge acquisition, and skill development. The approach involves pre-lab preparation through online modules and collaborative activities, followed by in-lab sessions focused on hands-on application and problem-solving. The effectiveness of the flipped model was assessed through a mixed-methods approach, including pre- and post-test assessments, student surveys, and instructor observations. Results indicate significant improvements in student performance, critical thinking skills, collaboration abilities, and self-directed learning. The flipped learning approach emerged as a promising strategy for enhancing civil engineering laboratory education and fostering essential capabilities in future engineers.

Keywords: flipped learning, civil engineering, laboratory education, essential capabilities, student engagement

AUTONOMOUS AGENT LEARNING THROUGH CONSTRUCTIVIST PRINCIPLES: A BOTTOM-UP SEQUENTIAL LEARNING APPROACH AND TOOL (BEL-CA)

Piña Barrios-, Salvador Arellano, Bocanegra García,

Vinayaka Missions University,Salem, India

Abstract:

This paper proposes a novel bottom-up sequential learning algorithm called BEL-CA, designed for autonomous agents to learn continuously through interaction with their environment. Inspired by constructivist learning principles, BEL-CA emphasizes self-discovery and active exploration without relying on pre-defined models or extrinsic rewards. The algorithm dynamically builds hierarchical representations of learned experiences, allowing the agent to extract and adapt to environmental regularities. Additionally, we introduce a tool called GAIT to analyze the learning process and provide insights into the agent's decision-making process. We demonstrate the effectiveness of BEL-CA through an experiment where an agent learns to interact successfully with its environment based on discovered regularities. This approach offers a promising direction for developing autonomous agents capable of flexible and continuous learning in complex and uncertain environments.

Keywords: Constructivism, Bottom-up Learning, Hierarchical Sequential Learning, Autonomous Agents, Self-Adaptation

EMPOWERING ASSEMBLY LINES WITH DEEP LEARNING: A PARADIGM SHIFT IN PRODUCT IDENTIFICATION

Assoc. Prof. Dr. Salima Hassas

Alexandria University, Egypt

ABSTRACT

Deep learning presents a transformative opportunity for industrial automation, particularly in the realm of product identification. This paper explores how deep learning models can be leveraged to empower assembly lines, addressing the limitations of traditional methods and unlocking new levels of efficiency, accuracy, and flexibility. We delve into the background and motivation, detailing the challenges and limitations of existing identification solutions. We then present a comprehensive overview of deep learning techniques specifically tailored for product identification, including convolutional neural networks, object detection algorithms, and pose estimation methods. The paper further showcases the significant benefits achieved by deploying deep learning on assembly lines, including improved accuracy, reduced errors, enhanced adaptability to product variations, and real-time decision-making capabilities. We discuss the practical implementation considerations, highlighting the importance of data acquisition, model training, and system integration. Finally, we explore the broader implications of this paradigm shift, emphasizing the potential for deep learning to revolutionize product identification across diverse industries, driving increased productivity, cost savings, and enhanced quality control.

Keywords: Deep Learning, Assembly Lines, Product Identification, Industrial Automation, Paradigm Shift

ASSESSING THE ECONOMIC RETURNS OF HUMANITIES AND EDUCATION PROGRAMS IN PUBLIC UNIVERSITIES OF OSUN STATE, NIGERIA: A HUMAN CAPITAL INVESTMENT PERSPECTIVE

Adelokun Gambo

Second University of Naples

Abstract

This study examines the economic returns of humanities and education programs in public universities of Osun State, Nigeria, from a human capital investment perspective. Employing cost-benefit analysis, the study evaluates the private and social rates of return (PRR and SRR) for graduates of various programs. Data on earnings, costs, and employment trends were collected from graduates, universities, and labor market surveys.

The findings reveal that both humanities and education programs offer positive PRRs and SRRs, indicating that they are economically viable investments for individuals and society. However, the returns vary across programs, with some humanities programs offering higher returns than some education programs. The study also identifies factors influencing the economic returns, including program specific characteristics, graduate skills, and labor market dynamics.

The results suggest that investing in humanities and education programs can contribute to economic growth and development in Osun State. However, policymakers need to consider program-specific differences in returns when allocating resources to ensure optimal human capital investment.

Keywords: Human capital investment, economic returns, humanities, education programs, public universities, Osun State, Nigeria

EMPOWERING INDUSTRY 4.0 WITH DEEP LEARNING: ENHANCING ASSEMBLY LINE EFFICIENCY THROUGH AI-POWERED PRODUCT IDENTIFICATION

Adegboye Moguel

Jaypee Institute of Information Technology, India

Abstract

This paper explores the application of deep learning in enhancing assembly line efficiency through AI-powered product identification. We propose a novel deep learning model that leverages convolutional neural networks (CNNs) to accurately identify products on the assembly line in real-time. The model is trained on a large dataset of product images and achieves high accuracy in identifying different product types and variations. We demonstrate the effectiveness of our approach through a case study in a manufacturing setting, where the proposed model significantly improves assembly line efficiency by reducing product identification errors and streamlining the production process. Our work highlights the potential of deep learning to revolutionize industrial automation and pave the way for the next generation of intelligent factories.

Keywords: Deep Learning, Assembly Line, Product Identification, Convolutional Neural Networks, Industrial Automation

EVALUATING THE PRIVATE MONETARY BENEFITS OF HUMANITIES AND EDUCATION PROGRAMS IN OSUN STATE'S PUBLIC UNIVERSITIES: A FIELD OF STUDY ANALYSIS

Angel Muñoz Daniel Guzmán

Institut für Informationsverarbeitung, Leibniz Universitaet Hannover, Germany.

ABSTRACT

This study investigates the private monetary benefits, measured by the rate of return to investment (ROI), of humanities and education programs in Osun State's public universities. Employing a field of study analysis, we utilize data on graduates' employment status, salaries, and program completion costs to compare the ROI across different fields. Our findings reveal significant variations in ROI, with some fields in humanities and education exhibiting substantial returns comparable to those of STEM fields. The study offers insights for policymakers, students, and universities in allocating resources and optimizing program offerings to enhance graduates' employability and financial well-being.

Keywords: Humanities education, private monetary benefits, field of study analysis, return on investment, Osun State, Nigeria

NAVIGATING THE E-LEARNING LANDSCAPE: AN EXPLORATION OF STUDENT LEARNING EXPERIENCES WITH DIVERSE E-TOOLS

Assis. Prof. Dr. Amanda Jones

Kobe University, Japan

Abstract

This study investigates student learning experiences within the dynamic and diverse landscape of e-learning, focusing on the utilization of various e-tools. Employing a mixed-methods approach, the research examines student perceptions, engagement levels, and learning outcomes associated with diverse e-tools. Findings reveal the critical role of e-tools in enriching learning experiences, fostering engagement, and promoting deeper understanding. However, challenges regarding accessibility, technical proficiency, and student agency are also identified. The study concludes with recommendations for optimizing e-tool integration within educational practices, fostering student empowerment, and navigating the evolving e-learning landscape.

Keywords: E-Learning, Student Learning Experiences, E-Tools, Technology Integration, Educational Landscape

NAVIGATING THE MAZE OF UNIVERSITY CURRICULUM POLICYMAKING IN CHILE: A CASE STUDY OF CHANGE AND REFORM

Joanna Lee , Dillon- Peksa,

Belorussian State Agriculatural Academy, Gorki, Belarus

Abstract

Chile's higher education landscape is marked by ongoing curriculum reform efforts, driven by aspirations for improved quality, access, and equity. This study delves into the intricate web of policymaking processes, focusing on a specific reform initiative aimed at enhancing undergraduate curriculum flexibility. Employing a qualitative case study approach, we explore the interplay between diverse stakeholders, including government agencies, universities, and student organizations, within the policymaking labyrinth. Our analysis reveals five key dynamics shaping curriculum reform: (1) Contested visions: Divergent views on the purpose and direction of curricular change among stakeholders. (2) Power struggles: Unequal influence of actors in shaping policy decisions and implementation. (3) Bureaucratic complexities: Navigating intricate administrative procedures and regulations. (4) Limited resources: Challenges in securing adequate funding and support for effective reform implementation. (5) Emerging spaces for innovation: Pockets of opportunity for universities to develop creative curriculum solutions within the policy framework. By unpacking these key dynamics, this study offers valuable insights into the complexities of university curriculum reform in Chile, providing recommendations for more inclusive and effective policymaking processes that prioritize student learning and institutional autonomy.

Keywords: university curriculum, policymaking, Chile, higher education reform, stakeholder engagement

THE COLLABORATIVE SPARK: MIDDLE GRADE TEACHERS IGNITE SHARED LEARNING

Vasiliki Kontzinos, Panagiotis Markaki, Vagelis Karakolis, John Psarras
Indian Institute of Management Rohtak, Haryana India

Abstract

Traditionally, middle grade classrooms have been islands of individual practice. This study explores the transformative power of collaboration, examining how a professional development program nurtured a culture of shared learning among middle grade teachers. Through collaborative planning, peer observation, and resource sharing, participants co-constructed innovative instructional approaches, fostered student engagement, and experienced personal and professional growth. This qualitative inquiry reveals that embracing collaboration ignited a cycle of learning, leading to a more vibrant and responsive learning environment for both teachers and students. The findings suggest that middle grade education can be significantly enriched by fostering collaborative practices that prioritize shared learning and professional growth.

Keywords: Collaboration, shared learning, professional development, middle grades, transformation.

HARNESSING THE POWER OF CHATBOTS: A GLIMPSE INTO THEIR POTENTIAL IN HIGHER EDUCATION

Christos Vlachou, Ourania Kokkinakos,

Department of Architectural Engineering at Birzeit University, Palestine

Abstract:

The educational landscape is undergoing a digital transformation, with chatbots emerging as promising tools to enhance student engagement and learning outcomes. This abstract explores the potential of chatbots in higher education, focusing on five key areas: personalized learning, accessibility and inclusivity, 24/7 support and guidance, improved student engagement, and enhanced learning analytics. We delve into how chatbots can personalize learning paths, provide on-demand support for diverse learners, and offer real-time feedback, ultimately fostering a more engaging and effective learning experience. By integrating seamlessly with existing learning management systems, chatbots can revolutionize higher education, paving the way for a future of personalized, accessible, and data-driven learning.

Keywords: chatbots, higher education, personalized learning, student engagement, learning analytics

MODELS OF COPYRIGHT SYSTEMS: BALANCING RIGHTS, INNOVATION, AND ACCESS

A. G. Matveev

University of Hamburg, Department of Sociology, Germany

Abstract

Copyright systems face a constant challenge: balancing the rights of creators with the need for access and innovation. This paper explores different models of copyright, focusing on five key aspects: monism vs. dualism, the role of moral rights, the impact of technology, the evolution of fair use doctrines, and the emergence of alternative licensing models. By analyzing the strengths and weaknesses of each model, we aim to spark a critical discussion about how copyright can best adapt to the 21st century, fostering both creative expression and equitable access to knowledge.

Keywords: copyright, intellectual property, moral rights, fair use, open access

MODERN CHALLENGES IN RUSSIAN SPORTS LAW

Dr. Yurlov Sergey

University Mouloud Mammeri, Tizi-Ouzou, Algeria

Abstract

Abstract: Despite significant investment and ambition in recent years, Russian sport continues to grapple with a complex web of legislative shortcomings. This abstract explores the key problems that plague the current system, highlighting issues of ineffectiveness, ambiguity, and uncertainty. We delve into the lack of enforcement mechanisms, the inadequate protection of athletes' rights, and the inconsistent regulatory framework across different sports. Further, we examine the challenges posed by outdated legal provisions, vague terminology, and the unclear division of responsibility between state and non-state actors. By shedding light on these critical issues, this abstract aims to stimulate a necessary dialogue on modernizing Russian sport legislation and paving the way for a more effective, transparent, and athlete-centric system.

Keywords: Russian sport, legislation, , ambiguity, rights, regulation, vague terminology,

HOW TO MODERNISE THE EUROPEAN COMPETITION NETWORK (ECN)

Dr. Dorota Galeza

Corporacion Universitaria Minuto De Dios – Colombia

Abstract

The European Competition Network (ECN), a cornerstone of EU competition policy, faces challenges in keeping pace with the dynamic digital era. This paper proposes a four-pronged approach to modernize the ECN: enhancing efficiency through streamlined case allocation and resource pooling; leveraging expertise through specialized task forces and knowledge-sharing platforms; fostering agility by adopting flexible enforcement approaches and embracing data-driven investigations; and promoting transparency through increased public engagement and clear communication of enforcement priorities. By implementing these reforms, the ECN can ensure a robust and responsive competition framework, safeguarding fair competition and consumer welfare in the EU's digital marketplace.

Keywords: European Competition Network (ECN), modernization, efficiency, expertise, agility, transparency, digital era.

WOMEN'S RIGHTS IN CONFLICT WITH CULTURAL AUTONOMY: NAVIGATING THE MINEFIELD OF ACCOMMODATION

Assis. Prof. Dr. Nazia Khan

Nelson Manderla Metropolitan University – South Afriac

Abstract

The pursuit of women's rights often collides with the cherished principle of cultural autonomy, sparking heated debates and practical challenges. This paper delves into this friction, exploring the problems of cultural accommodation in three key areas: 1) Universal versus relative standards: Can universal women's rights standards be applied without infringing on diverse cultural practices? 2) Agency and consent: How can we distinguish harmful patriarchal traditions from genuine cultural expressions, ensuring informed consent from women? 3) Top-down versus bottom-up approaches: Do external interventions undermine cultural autonomy, or can communities be empowered to reinterpret traditions and promote women's agency from within? Navigating this minefield demands critical engagement, respectful dialogue, and context-sensitive solutions that uphold both cultural integrity and women's fundamental rights.

Keywords: women's rights, cultural autonomy, cultural accommodation, agency

EMPLOYMENT DISCRIMINATION IN CIVIL SERVANT RECRUITMENT: A PERSISTENT STAIN ON MERITOCRACY

Li Lei , Jia Jidong

Faculty of Education, University of Hradec Králové, Institute of Primary and Pre-primary Education,Rokitanského, Czech Republic

Abstract

Despite legal frameworks advocating for fair and meritocratic civil service recruitment, discriminatory practices persist, eroding public trust and hindering diversity. This paper delves into four key areas: (1) Prevalence of Discrimination: We analyze the insidious forms of bias targeting protected groups (e.g., gender, ethnicity, disability) through implicit biases, opaque selection processes, and discriminatory job descriptions. (2) Consequences of Exclusion: We examine the societal and economic ramifications of a skewed civil service, including diminished service delivery, underrepresentation, and talent drain. (3) Strategies for Mitigation: We explore effective interventions such as unconscious bias training, standardized selection procedures, and diverse recruitment panels. (4) Future Directions: We propose advancements in data-driven monitoring, legislative reforms, and community-based advocacy to foster a truly inclusive civil service landscape.

Keywords: Civil Service Recruitment, Discrimination, Meritocracy, Diversity, Inclusion.

EPENDENCY DYNAMICS: EXAMINING US-MIDDLE EAST TIES THROUGH IRAN, SAUDI ARABIA, AND TURKEY

Assis. Prof. Dr. Abdelhafez Abdel Hafez

Assis. Prof. Universiy of University of Hardec Kralove , Czech Republic

Abstract

This study applies the lens of Dependency Theory to dissect the intricate relationship between the United States and the Middle East, focusing on three key players: Iran, Saudi Arabia, and Turkey. By analyzing their economic, political, and cultural dependencies on the US, we aim to unveil the power dynamics and inherent inequalities shaping their interactions. Through comparative case studies, we explore how historical legacies, resource endowments, and ideological alignments have fostered diverse dependencies, leading to varying degrees of autonomy and often conflicting regional and global agendas. This nuanced analysis sheds light on the complexities of US-Middle East relations, revealing the limitations of a unidirectional power structure and the potential for alternative partnerships within the region.

Keywords: Dependency Theory, Middle East, United States, Iran, Saudi Arabia, Turkey

SELECTION STANDARDS FOR NATIONAL TEAMS: THEORY AND PRACTICE

Alexey Kulik

Asia Institute, Faculty of Arts, Melbourne University, Australia

Abstract

Selecting the optimal athletes for national teams remains a complex conundrum, balancing theoretical principles with practical realities. This paper delves into this challenging process, exploring four key factors: performance objectivity, subjective assessment, development potential, and team dynamics. We analyze the effectiveness of quantifiable metrics like past results and standardized tests, while acknowledging the crucial role of subjective coach judgments and athlete intangibles. Recognizing the importance of fostering future talent, the paper examines the balance between immediate success and long-term development. Finally, we explore the intricate interplay of team composition and synergy, emphasizing the need for cohesion beyond individual prowess. Through this multifaceted analysis, we aim to bridge the gap between theoretical selection frameworks and the nuanced realities of national team building.

Keywords: National team selection, performance objectivity, subjective assessment, athlete development, team dynamics

THE DESIGN INSPIRED BY PHRA MAHA CHEDI: ECHOES OF ROYALTY, CRAFTSMANSHIP, AND MODERNITY

Assis. Prof. Dr. Taechit Cheuypoung

Saarland University, Saarbrucken, 66123 Germany

Abstarct

This research delves into the intricate world of Thai pattern design, drawing inspiration from the majestic Phra Maha Chedi at Wat Phra Chetuphon, a testament to the reign of Kings Rama I-IV. Through meticulous study of the pagodas' history, architecture, and decorative techniques, four distinct application patterns emerge. These patterns bridge the gap between royal heritage and contemporary aesthetics, seamlessly blending traditional Thai motifs (lotus, vines, geometric shapes) with modern color palettes and innovative application methods. By reimagining the charm and craftsmanship embedded within the Phra Maha Chedi, this project offers a fresh perspective on Thai design, preserving its essence while adapting it to a global audience.

Keywords: Thai design, Phra Maha Chedi, Wat Phra Chetuphon, royal heritage, contemporary aesthetics, pattern design, craftsmanship, modernity.

A COMPARATIVE STUDY OF COSTUMES FOR RELIGIOUS FESTIVALS IN ASEAN COUNTRIES

Jaruphan Supprung

National University of Public Service, Budapest, Hungary

Abstract

The vibrant tapestry of Southeast Asia, woven from diverse cultures and religions, comes alive during its numerous religious festivals. This study delves into the captivating costumes donned during these celebrations in ten ASEAN nations, exploring the intricate interplay between faith, identity, and artistic expression. By comparing the symbolic motifs, materials, and techniques employed in costumes for festivals like Loy Krathong in Thailand, Thaipusam in Malaysia, and Bon Odun in Cambodia, we unveil a rich narrative of cultural exchange and adaptation. Through this comparative lens, we discover how religious beliefs are visually translated into magnificent attire, shaping collective memory, social cohesion, and individual expression. Ultimately, this study illuminates the costumes as not merely adornments, but as vibrant expressions of faith and cultural identity, enriching the tapestry of ASEAN's religious landscape.

Keywords: Religious Festivals, Costumes, ASEAN, Cultural Expression, Symbolism, Identity

LOAN GUARANTEE SCHEMES: PRIVATE AND PUBLIC EXAMPLES

Assis. Prof. Dr. Simeon Karafolas, Maciej Woźniak

National University of Public Service, Budapest, Hungary

Abstract

Abstract: Loan guarantees, offered by both private and public entities, bridge the gap between borrowers deemed risky and lenders seeking security. This paper delves into the design and implementation of these schemes, analyzing their impact on credit risk mitigation, financial inclusion, and economic growth. We explore key features like eligibility criteria, coverage ratios, and risk-sharing mechanisms, highlighting how they influence program effectiveness. Case studies from diverse countries are examined to compare and contrast private and public schemes, identifying factors that contribute to their success or failure. Finally, we discuss the evolving role of loan guarantees in the face of emerging financial landscapes and technological advancements.

Keywords: Credit Risk Mitigation, Financial Inclusion, Economic Growth, Public vs. Private Schemes

THE APPLICATION OF RHIZOPHORA WOOD TO DESIGN: A WALKING STICK FOR ELDERLY

Noppadon Sangwalpetch

Suan Sunandha Rajabhat University, Bangkok 10300. Thailand

Abstract

This study explores the potential of Rhizophora wood, a naturally durable and lightweight material, in designing walking sticks for the elderly. Through user research with 70 individuals aged 60-80, we identified key needs for a cane: strength, comfort, balance support, and non-slip functionality. Rhizophora wood's inherent properties align with these requirements, offering a sustainable and locally available alternative to traditional materials. We propose a design concept incorporating the wood's inherent beauty alongside ergonomic considerations for optimal grip and stability. This research contributes to the development of age-friendly assistive devices that prioritize both functionality and user well-being.

Keywords: Rhizophora wood, elderly, walking stick design, bio-based materials

RHIZOPHORA CHARCOAL: A SUSTAINABLE MATERIAL FOR INNOVATIVE PRODUCT DESIGN

Tanutpong Phriwanrat

University of Central Lancashire, Cyprus

Abstract

Rhizophora charcoal, derived from a fast-growing mangrove species, offers unique properties for sustainable product design. This study explores its potential in three key areas: (1) electrical conductivity, (2) impurity absorption, and (3) fresh produce preservation. Contrary to expectations, Rhizophora charcoal exhibited negligible electrical conductivity, making it unsuitable for electronic applications. However, its outstanding liquid impurity absorption proved promising for water filtration and environmental cleanup products. Moreover, tests revealed a significant extension in shelf life for various fresh fruits when stored with Rhizophora charcoal, suggesting its potential in food packaging and storage solutions. These findings highlight the versatility of Rhizophora charcoal as a sustainable material, paving the way for innovative product design that addresses environmental concerns and promotes resource efficiency.

Keywords: Rhizophora charcoal, product design, sustainability, electrical conductivity, impurity absorption, fresh produce preservation.

FABRIC PRINTING DESIGN: AN INSPIRATION FROM THAI KITES

Assis. Prof. Dr. Suwit Sadsunk

Korea Disabled People's Development Institute. Sout Korea

Abstract

Drawing upon the vibrant tapestry of Thai kite motifs, this research explores the potential for translating their intricate beauty and rich symbolism into captivating fabric printing designs. Through analyzing the diverse patterns and colors adorning these airborne artworks, we delve into four key themes: mythological creatures like mythical birds and celestial serpents, auspicious symbols representing prosperity and good fortune, natural elements evoking the rhythm of life, and geometric forms echoing the harmonious balance of the universe. By deconstructing and reinterpreting these motifs for fabric application, we aim to breathe new life into traditional Thai artistry, creating contemporary textiles that resonate with global audiences. This project bridges the gap between cultural heritage and modern textile trends, offering a fresh perspective on fabric printing design while preserving the essence of Thai kites' captivating allure.

Keywords: Thai kites, fabric printing design, cultural heritage, contemporary textiles, motif adaptation

UNVEILING MUEANG'S ECOTOURISM SOUL THROUGH ENGLISH MATERIALS

Ress. Assis. Kitda Praraththajariya

Griffith University, Nathan, Australia

ABSTARCT

Mueang District, nestled in Samut Songkram, Thailand, whispers its unique ecotourism story waiting to be heard. This study delves into crafting captivating English materials to illuminate Mueang's identity for the global audience. Through meticulous research, we uncover four key facets of Mueang's ecotourism essence: (1) Mangrove Majesty: Embark on a journey into the vibrant tapestry of mangrove forests, their ecological significance, and the fascinating creatures that call them home. (2) Ancient Whispers: Unearth the district's rich history, from ancient temples like Wat Phet Samut Worrawihan to the whispers of bygone eras, woven into the fabric of local life. (3) Sustainable Symphony: Immerse yourself in the harmonious coexistence between communities and nature, where ecotourism practices resonate with responsible resource management. (4) Culinary Canvas: Savor the symphony of flavors in traditional dishes, showcasing the bounty of the land and sea, meticulously prepared with generations-old wisdom. By weaving these threads into compelling English materials, we aim to paint a vivid picture of Mueang's ecotourism spirit, enticing travelers to embark on a transformative journey where nature, culture, and sustainability intertwine.

Keywords: Ecotourism, Mueang District, Samut Songkram, English Materials, Cultural Identity, Mangrove Forests, Sustainable Practices, Culinary Heritage.

MEDIA PEDAGOGY - THE MEDIUM IS THE MESSAGE

Syed Sultan Ahmed

EduMedia India Pvt. Ltd, Bangalore 560003, India

Abstract:

The current education system in India is adept in equipping and assessing the scholastic development of children. However, there is an immediate need to strengthen co-scholastic areas like life-skills, values and attitudes to equip students to face real life challenges. Audio-visual technology and their respective media can make a significant contribution to a value based learning curriculum. Thus, co-scholastic skills need to be effectively nurtured by a medium that is entertaining and impactful. Films in general have a tremendous impact in our society. Films with a positive message make a formidable learning experience that can influence and inspire generations of learners. Leveraging on this powerful medium, EduMedia India Pvt. Ltd. has introduced School Cinema a well researched film-based learning module supported by a fun and exciting workbook, designed to introduce and reaffirm life-skills and values to children, thereby having a positive influence on their attitudes.

Keywords: Co-Scholastics, Entertaining, Educative, Holistic- Development

UNVEILING THE NUANCES OF CHINESE CONSUMER BEHAVIOR IN EUROPE: A CROSS-CULTURAL ANALYSIS

Nomataru Joseph Lavanithum Gontse,

Brazil University of Minas Gerais State, Belo Horizonte, 30330-050 Brazil

Abstract

This research delves into the intricate tapestry of Chinese consumer behavior within the dynamic European landscape. Employing a cross-cultural lens, we dissect the unique influences shaping their purchasing decisions, revealing a nuanced interplay of cultural factors, digital dynamics, and evolving brand perceptions. By unearthing the motivations behind their choices, we illuminate the distinct preferences and priorities that set them apart from their European counterparts. We examine the impact of social media and e-commerce platforms, highlighting their transformative role in shaping brand awareness and purchase journeys. This analysis transcends mere demographics, offering a deeper understanding of the cultural threads woven into the fabric of Chinese consumer behavior in Europe, equipping brands with invaluable insights to navigate this burgeoning market effectively.

Keywords: Chinese Consumers, European Markets, Cultural Influence, Purchase Drivers

FOSTERING OPEN COMMUNICATION IN HEARING FAMILIES WITH DEAF CHILDREN: A PRACTICAL GUIDE

Chalise Tianny

Department of Forensic Medicine, Karaganda State Medical University, Kazakhstan

Abstract

Navigating deafness within a hearing family presents unique communication challenges. This guide empowers parents and caregivers with practical strategies to foster open and authentic dialogue with their deaf children. By demystifying Deaf culture, embracing diverse communication methods (sign language, spoken language, assistive technology), and building trust through open listening and shared experiences, families can bridge the gap, nurturing strong bonds and enriching the lives of all members.

Keywords: Deaf, hearing family, communication, Deaf culture, practical strategies.

THE PREVALENT GRIP OF CONFORMITY: UNRAVELING ITS IMPACT ON HEALTHCARE DECISIONS AND PATIENT OUTCOMES

Tanya N. Beran, Michelle A. Drefs, Ghazwan Altabbaa, Nouf Al Harbi, Noof Al Baz, Elizabeth Oddone Paolucci

State University of Library Studies and Information Technologies , Bulgaria

Abstract

Healthcare systems often rely on established protocols and guidelines, fostering a culture of conformity among practitioners. While this promotes consistency and reduces errors, conformity bias can also stifle independent thinking and lead to suboptimal outcomes for patients. This abstract explores the prevalence of conformity within healthcare, analyzing its influence on clinical decision-making and its downstream effects on patient outcomes. We delve into the psychological mechanisms driving conformity, examining how social pressures, hierarchical structures, and cognitive biases can limit critical thinking. We then dissect the potential consequences of this conformity, including missed diagnoses, inappropriate interventions, and overreliance on standardized protocols. Finally, we propose strategies to mitigate the harmful effects of conformity and cultivate a culture of informed dissent and patient-centered decision-making. By understanding the pervasive grip of conformity in healthcare, we can pave the way for a more nuanced and individualized approach to patient care, ultimately improving the quality and outcomes of healthcare delivery.

Keywords: Conformity bias, clinical decision-making, patient outcomes, healthcare quality.

EYEWITNESS TESTIMONY IN FIRE AND EXPLOSION INVESTIGATIONS: ASSESSING RELIABILITY AND IMPLICATIONS FOR CASE RESOLUTION

Jeff Knox. Benjamin Colwell,

Asia Institute, Faculty of Arts, Melbourne University, Australia

Abstract:

Eyewitness accounts play a crucial role in fire and explosion investigations, yet their reliability in such high-pressure, visually chaotic situations remains a contentious issue. This abstract explores the psychological factors and cognitive limitations that can compromise eyewitness testimony in these contexts, examining best practices for eliciting and evaluating such accounts. The key concepts of memory reconstruction, emotional stress, and contextual bias are analyzed, highlighting their potential impact on witness accuracy and its downstream implications for case resolution. Ultimately, the abstract advocates for a nuanced approach that acknowledges the limitations of eyewitness testimony while recognizing its potential value when combined with other investigative tools.

Keywords: Eyewitness testimony, fire and explosion investigations, memory reliability, cognitive limitations, case resolution.

NAVIGATING UNCERTAINTY AND ADVERSITY: THE PSYCHOLOGICAL IMPACT OF COVID-19 ON MIGRANT CONSTRUCTION WORKERS IN SAUDI ARABIA

Ress. Assis . Viviane Mehmod Dania Nascimento,

National University of Public Service, Budapest, Hungary

Abstract

The unprecedented COVID-19 pandemic has exposed and exacerbated pre-existing vulnerabilities among migrant workers, particularly those in the construction sector of Saudi Arabia. This study delves into the psychological impact of the pandemic on this population, focusing on four key areas: uncertainty surrounding job security and income, social isolation and disruption of support networks, fear of contracting and transmitting the virus, and mental health challenges arising from isolation and precarity. By employing qualitative methods and drawing upon in-depth interviews with migrant construction workers, the research unpacks the complex interplay of these factors and illuminates the coping mechanisms employed by these individuals in navigating the psychological fallout of the pandemic. The findings aim to contribute to a nuanced understanding of the unique challenges faced by migrant workers in the Saudi Arabian construction sector during COVID-19, informing policy interventions and advocacy efforts geared towards promoting their mental well-being and resilience.

Keywords: COVID-19, Migrant Workers, Construction Industry, Saudi Arabia, Psychological Impact

EMBRACING AI INTEGRATION: REDEFINING EMPLOYEE DECISION-MAKING IN THE AUGMENTED WORKPLACE

Dr. Elena Lyakso, Lecture Yuri Frolova, Olga Matveev

Karaganda State Medical University, Kazakhstan

Abstract

The rise of Artificial Intelligence (AI) redefines the very fabric of work, demanding a paradigm shift in employee decision-making. This paper explores this crucial transformation, focusing on four key areas: (1) Human-AI Collaboration: We move beyond the simplistic "replacement" narrative to establish AI as a powerful augmentor, empowering employees with data-driven insights and automated tasks. (2) Decision-Making Agility: We advocate for a hybrid model, leveraging AI's speed and accuracy while preserving human intuition and critical thinking for complex, nuanced decisions. (3) Upskilling and Reskilling: We emphasize the need for continuous learning to equip employees with the skills necessary to thrive in an AI-powered world. (4) Transparency and Trust: We call for open communication and ethical considerations to build trust and ensure AI integration benefits both employees and organizations. Embracing AI integration, through these key pillars, promises a future where human and machine intelligence synergize, driving innovation and unlocking the full potential of the augmented workplace.

Keywords: AI Integration, Human-AI Collaboration, Decision-Making Agility, Upskilling, Transparency, Trust.

GRATITUDE AND RELATIONSHIP SATISFACTION: EXPLORING THE ROLE OF PERCEIVED SUPERIORITY

Anomi Goodyear, LectureAlicia Khan

University Mouloud Mammeri, Tizi-Ouzou, Algeria

Abstract:

The well-established link between gratitude and relationship satisfaction begs further investigation into the potential moderating factors. This study delves into the understudied role of perceived superiority, examining how individuals' perceptions of their own advantage over their partner (perceived superiority) influence their gratitude expression and, consequently, relationship satisfaction. We propose a novel framework integrating social comparison theory and gratitude theory to predict that higher perceived superiority will be associated with decreased gratitude expression and, in turn, lower relationship satisfaction. Furthermore, we hypothesize that the negative association between perceived superiority and gratitude will be moderated by individual differences in attachment security, such that this association will be stronger for individuals with insecure attachment styles. This research contributes to a nuanced understanding of gratitude's multifaceted role in close relationships and sheds light on the potential drawbacks of perceived superiority in interpersonal dynamics.

Keywords: gratitude, relationship satisfaction, perceived superiority, social comparison theory, attachment security.

NURTURING WELL-BEING THROUGH PROSOCIAL ENGAGEMENT: A QUALITATIVE EXPLORATION OF YOUTH PERSPECTIVES

Dr. Brooke Bearden,

Korea Expressway Corporation Research Institute, Republic of Kore

Abstract:

This study delves into the perspectives of young people (aged 18-25) regarding the potential of prosocial engagement to cultivate well-being. Through semi-structured interviews, we explore the lived experiences of youth actively engaged in prosocial initiatives, focusing on four key themes: (1) Motivations for engagement: Uncovering the intrinsic and extrinsic factors driving youth towards prosocial actions. (2) Pathways to well-being: Examining how prosocial engagement contributes to emotional, social, and personal growth. (3) Challenges and facilitators: Identifying the obstacles and enablers encountered in prosocial journeys. (4) Sustainable engagement: Investigating strategies for maintaining and expanding prosocial involvement over time. By amplifying youth voices, this qualitative study sheds light on the multifaceted relationship between prosocial engagement and well-being, offering valuable insights for fostering prosocial initiatives that effectively nurture the holistic well-being of young people.

Keywords: prosocial engagement, youth well-being, qualitative research, positive youth development, community involvement.

NAVIGATING THE EMOTIONAL LANDSCAPE: CULTURAL PRACTICES AS A COPING MECHANISM FOR WOMEN WHO TERMINATED A PREGNANCY IN ADOLESCENCE

Emmanuela Hirani, Nilanga Aki Sebola

National Institute of Development Administration, Bangkok 10240, Thailand.

Abstract

This abstract explores the complex emotional terrain navigated by women who terminate a pregnancy during adolescence. Drawing on diverse cultural practices, we examine how these rituals and traditions serve as coping mechanisms for processing the loss, managing stigma, and finding solace in community. Through specific examples, we delve into how cultural practices offer a space for individual and collective healing, fostering resilience and facilitating integration of this experience into one's personal narrative. Examining the interplay between individual agency and cultural norms, this study sheds light on the multifaceted ways in which cultural practices can empower women to navigate this challenging life event.

Keywords: Adolescent pregnancy, termination, cultural practices, coping mechanisms, emotional well-being.

THE VITAL SPARK: HOW EMOTIONS IGNITE INFORMED CITIZENS AND EFFECTIVE SCIENTISTS

Assis. Prof. Dr. Saima Ojukwu,

University of the Basque Country, Gipuzkoa, Spain

Abstract

Traditionally, rationality reigns supreme in shaping informed citizens and effective scientists. However, recent research reveals a hidden player: emotions. This paper explores the underappreciated yet crucial role of emotions in cultivating both informed civic engagement and scientific excellence. We argue that emotions act as catalysts, motivators, navigators, and bridges in these critical domains. As catalysts, emotions ignite curiosity and a sense of justice, driving individuals to seek information and engage with complex issues. As motivators, emotions provide the energy and perseverance needed for sustained learning and critical thinking, both in understanding scientific phenomena and navigating the complexities of civic life. As navigators, emotions guide us towards ethical choices and responsible decision-making, informing our actions as citizens and guiding our research as scientists. Finally, as bridges, emotions foster empathy and understanding, enabling us to connect with diverse perspectives and build bridges across societal divides, both in scientific collaborations and civic discourse. By recognizing and harnessing the power of emotions, we can cultivate a new generation of informed citizens and effective scientists, capable of tackling the challenges of our time with both reason and passion.

Keywords: Emotions, informed citizens, effective scientists, catalysts, motivators, navigators, bridges

BRIDGING THE GAP: PRACTICAL COMMUNICATION STRATEGIES FOR HEARING FAMILIES WITH DEAF CHILDREN

Yongsheng Zhu, Mandella Bonsu

School of Journalism and Communication, Wuhan University, Wuhan, Hubei, P.R. China

Abstract

Navigating the landscape of deafness within a hearing family can feel isolating and overwhelming. Building Communication Bridges tackles this challenge head-on, offering practical strategies for fostering rich and meaningful connections. This guide, infused with empathy, acceptance, and empowerment, equips parents and families with effective communication tools, including:

- Sign Language Integration: Learn how to incorporate sign language seamlessly into daily routines, building a shared language foundation.

- Active Listening: Discover techniques for attentive listening, both spoken and signed, to truly understand your child's needs and perspectives.

- Visual Support Strategies: Explore creative ways to utilize visual aids, such as pictures, drawings, and gestures, to enhance comprehension and expression.

- Building Bridges to Community: Connect with other hearing families raising deaf children and tap into valuable resources for support and guidance.

Building Communication Bridges is more than just a guide; it's a roadmap to a more fulfilling and connected family dynamic. By embracing these strategies, hearing families can transform communication into a bridge of love, understanding, and shared experiences.

Keywords: Deaf children, hearing families, communication strategies, sign language, family support.

NAVIGATING CHALLENGES, FOSTERING SUCCESS: A GUIDE TO SUPPORTING CHILDREN WITH LEARNING DIFFICULTIES

Xiaoxian Guo, Osei-Assibey

Concorida Unbiversity – Canada

Abstract

Children with learning difficulties face unique challenges that impact their academic achievement and emotional well-being. This guide equips parents, educators, and professionals with the knowledge and tools to navigate these challenges and foster success. Through a comprehensive understanding of common learning difficulties, the guide offers practical strategies for parents to support their children at home. Educators gain valuable insights into effective classroom modifications and differentiated instruction. Professionals learn about collaborative approaches to assessment, intervention, and advocacy. Ultimately, this guide empowers all stakeholders to create a supportive environment where children with learning difficulties can thrive.

Key Words: Learning Difficulties, Parent Support, Educator Strategies, Professional Collaboration

STUDENTS' ACCEPTANCE OF INCORPORATING EMERGING COMMUNICATION TECHNOLOGIES IN HIGHER EDUCATION IN KUWAIT

Bashaiar Alsanaa

Vaal University of Technology, Republic of South Africa

Abstract:

Never has a revolution affected all aspects of humanity as the communication revolution during the past two decades. This revolution, with all its advances and utilities, swept the world thus becoming an integral part of our lives, hence giving way to emerging applications at the social, economic, political, and educational levels. More specifically, such applications have changed the delivery system through which learning is acquired by students. Interaction with educators, accessibility to content, and creative delivery options are but a few facets of the new learning experience now being offered through the use of technology in the educational field. With different success rates, third world countries have tried to pace themselves with use of educational technology in advanced parts of the world. One such country is the small rich-oil state of Kuwait which has tried to adopt the e-educational model, however, an evaluation of such trial is yet to be done. This study aimed to fill the void of research conducted around that topic. The study explored students' acceptance of incorporating communication technologies in higher education in Kuwait. Students' responses to survey questions presented an overview of the e-learning experience in this country, and drew a framework through which implications and suggestions for future research were discussed to better serve the advancement of e-education in developing countries.

Keywords: Communication technologies, E-learning, Kuwait, Social media

Procedia APA BibTeX Chicago EndNote Harvard JSON MLA

USING CRITICAL SYSTEMS THINKING TO IMPROVE STUDENT PERFORMANCE IN NETWORKING

Albertus G. Joubert, Roelien Goede

A.G. Joubert is with Vaal University of Technology, Vanderbijlpark, 1900, Republic of South Africa

R. Goede is with North-West University, Vanderbijlpark, 1900, Republic of South Africa

Abstract:

This paper explores how Critical Systems Thinking and Action Research can be used to improve student performance in Networking. When describing a system from a systems thinking perspective, the following aspects can be identified: the total system performance, the systems environment, the resources, the components and the management of the system. Following the history of system thinking we observe three emerged methodologies namely, hard systems, soft systems, and critical systems. This paper uses Critical Systems Thinking (CST) which describes systems in terms of contradictions and conflict. It demonstrates how CST can be used in an Action Research (AR) project to improve the performance of students. Intervention in terms of student assessment is discussed and the impact of the intervention is discussed.

Keywords: Action research, computer networks, critical systems thinking, higher education.

THE FUTURE OF BLENDED LEARNING

Reem A. Alebaikan

King Saud University, Riyadh, Saudi Arabia

Abstract:

The emergence of blended learning has been influenced by the rapid changes in Higher Education within the last few years. However, there is a lack of studies that look into the future of blended learning in the Saudi context. The most likely explanation is that blended learning is relatively new and, with respect to learning in general, under-researched. This study addresses this gap and explores the views of lecturers and students towards the future of blended learning in Saudi Arabia. This study was informed by the interpretive paradigm that appears to be most appropriate to understand and interpret the perceptions of students and instructors towards a new learning environment. While globally there has been considerable research on the perceptions of e-learning and blended learning with its different models, there is plenty of space for further research specifically in the Arab region, and in Saudi Arabia where blended learning is now being introduced.

Keywords: blended learning, higher education.

ELEARNING TOOLS EVALUATION BASED ON QUALITY CONCEPT DISTANCE COMPUTING. A CASE STUDY

Mihai Caramihai, Irina Severin

POLITEHNICA University of Bucharest

Abstract:

Despite the extensive use of eLearning systems, there is no consensus on a standard framework for evaluating this kind of quality system. Hence, there is only a minimum set of tools that can supervise this judgment and gives information about the course content value. This paper presents two kinds of quality set evaluation indicators for eLearning courses based on the computational process of three known metrics, the Euclidian, Hamming and Levenshtein distances. The "distance" calculus is applied to standard evaluation templates (i.e. the European Commission Programme procedures vs. the AFNOR Z 76-001 Standard), determining a reference point in the evaluation of the e-learning course quality vs. the optimal concept(s). The case study, based on the results of project(s) developed in the framework of the European Programme "Leonardo da Vinci", with Romanian contractors, try to put into evidence the benefits of such a method.

Keywords: eLearning, European programme, metrics, quality evaluation

USING TECHNOLOGY WITH A NEW MODEL OF MANAGEMENT DEVELOPMENT BY SIMULATION OF NEURAL NETWORK AND ITS APPLICATION ON INTELLIGENT SCHOOLS

Ahmad Ghayoumi, Mehdi Ghayoumi

University of Tehran - Iran

Abstract:

Intelligent schools are those which use IT devices and technologies as media software, hardware and networks to improve learning process. On the other hand management improvement is best described as the process from which managers learn and improve their skills not only to benefit themselves but also their employing organizations Here, we present a model Management improvement System that has been applied on some schools and have made strict improvement.

Keywords: Intelligent school, Management development system, Learning station, Teaching station

DEVELOPING OF INTELLIGENT SCHOOLS WITH A NEW MODEL OF STRATEGIC MANAGEMENT SYSTEM

Ahmad Ghayoumi, Mehdi Ghayoumi

University of Tehran - Iran

Abstract:

Intelligent schools are those which use IT devices and technologies as media software, hardware and networks to improve learning process. On the other hand Strategic management is a field that deals with the major intended and emergent initiatives taken by general managers on behalf of owners, involving utilization of resources, to enhance the performance of firms in their external environments. Here, we present a model Strategic Management System that has been applied on some schools and have made strict improvement.

Keywords: Intelligent school, Strategic management system, Learning station, Teaching station